Faculty Service-Learning Handbook

TABLE OF CONTENTS

CENTER FOR EXCELLENCE
IN LEARNING THROUGH SERVICE

What is CELTS?

The Center for Excellence in Learning through Service (CELTS) is the home for student community engagement at Berea College. CELTS coordinates and supports service and service-learning activities for Berea College students in the Berea and Madison County communities, throughout the Appalachian region, and beyond. CELTS programs include community service, service-learning, and Bonner Scholars.

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/

CELTS Staff

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

Contact for Service-Learning:
Ashley Cochrane, Director
859-985-3605
cochranea@berea.edu

Sarah Rohrer, Associate Director
859-985-3804
rohrers@berea.edu

Sheila Lyons, Program Associate
859-985-3935
lyonss@berea.edu

Michaela Mallory, AmeriCorps*VISTA Training Resource Specialist
mallorym@berea.edu

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 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 - and will facilitate students in achieving - established learning goals of the course. 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 <u>college and community</u>

Applying <u>academic knowledge</u> and critical thinking skills

SERVICE-LEARNING

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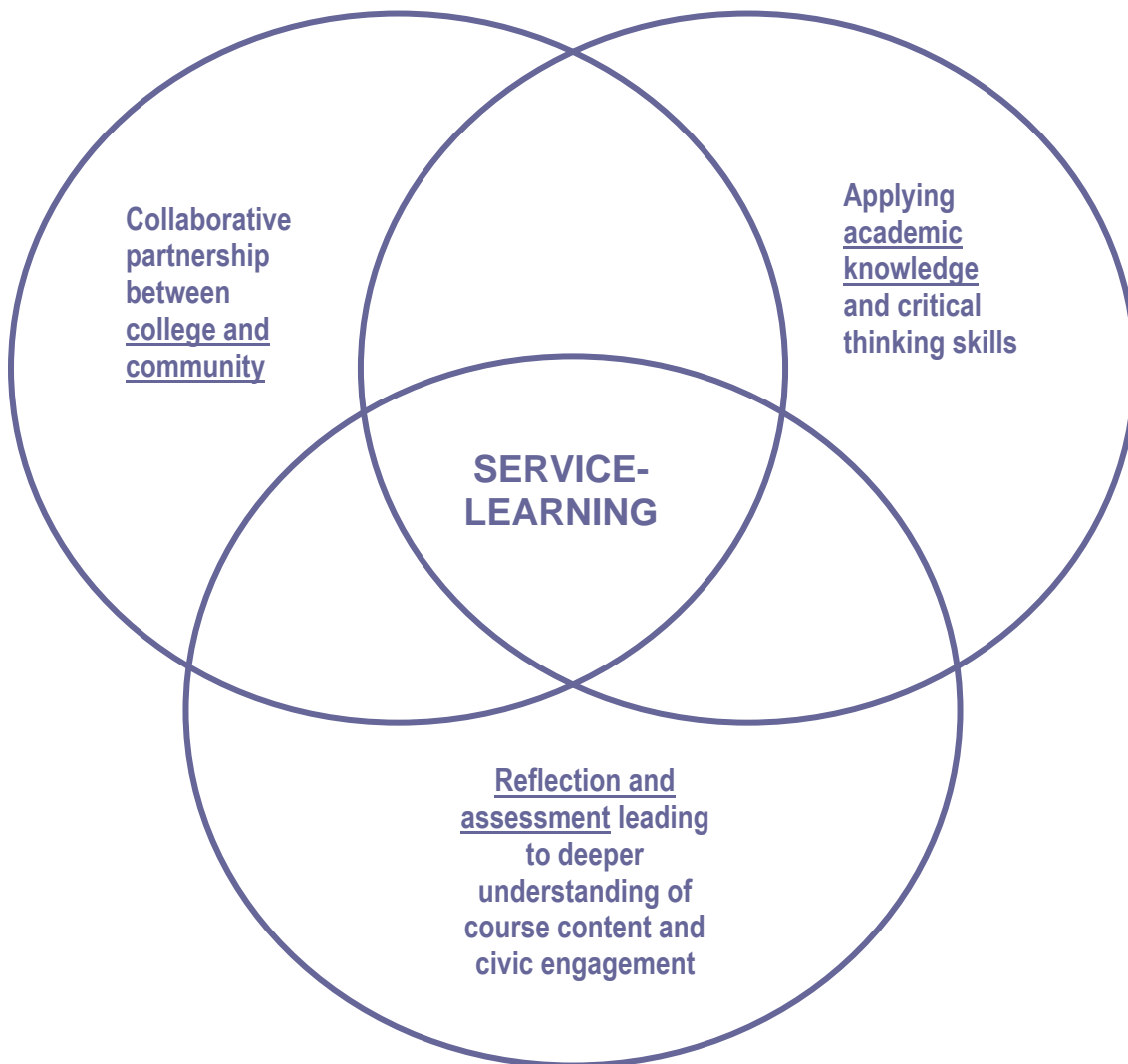
HOW IS SERVICE-LEARNING DIFFERENT?

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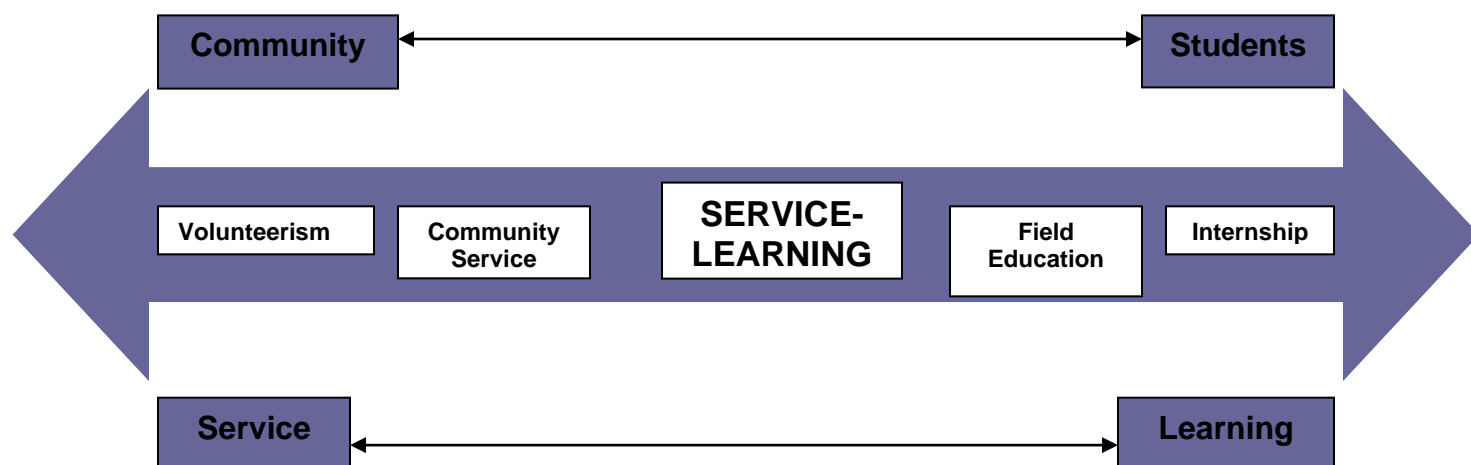
Adapted from: Furco, A. (1996). Service-learning: A balanced approach to experiential education. *Expanding Boundaries: Serving and Learning.* Washington, DC: Corporation for National Service. Reprinted in Campus Compact's (2000) *Introduction to Service-Learning Toolkit.*

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.**

    o 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?

    o Meet with the CELTS Director to brainstorm ideas for service-learning projects and discuss other questions that may arise.

- **Establish a relationship with a community partner.**

    o If you already know a community partner with whom you'd like to work, you can contact the community partner directly.

    o If you do not already have a community partner, contact the CELTS Director, who will help connect you with a community partner organization.

    o See the Community Partner page of the CELTS Service-Learning website (http://www.berea.edu/celts/about-us/where-we-serve/) for a listing of community partner organizations that have recently participated in a service-learning project.

    o The Community Partner Service-Learning Handbook on the CELTS Service-Learning website (http://www.berea.edu/celts/service-learning/resources/) contains detailed information for community partners.

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

    o 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 objectives of the course.

    o 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.
    - Develop a student orientation plan, including training, background checks, or other preparations.
    - 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/service-learning/service-learning-programs/) or contact the CELTS 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 (http://www.berea.edu/gst/course-proposal-forms/). Contact the CELTS 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 Director is available to provide an overview of service-learning for your students. Contact CELTS in advance to arrange a time for a class orientation.

  - It should be clear to you and your students how the service-learning project will help students to achieve specific academic learning objectives 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

  - Implement all required trainings and background checks. CELTS staff can help you to arrange for background checks.

  - 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.
  - Transportation options are changing, due to Berea College's shift to new vehicle usage systems. Watch for updates as they become available.

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 Director with information on your course, including:**

  - A copy of the syllabus
  - 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 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 course learning objectives will students attain through service-learning?
   b. How will service-learning effectively help them attain those outcomes?
   c. What 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(s) 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 contains a general overview of this information.

c. There might be specific requirements of the community partner organization (regarding background checks, 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.

CELTS SERVICE-LEARNING
PROGRAMS AND RESOURCES

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

- **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 Course Orientations**
  - CELTS staff are available to provide orientation sessions for service-learning courses. The orientations can be designed to meet the specific needs of the students in your course, and can range in length.

- **Service-Learning Teaching Assistant Training**
  - CELTS staff and members of the Student Service-Learning Team provide regular trainings for Teaching Assistants who are working with service-learning courses. These trainings are designed to provide essential information about service-learning, and to help Teaching Assistants develop skills and knowledge related to the role they will play in supporting the students, community partner and faculty member during the service-learning partnership.

- **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 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. You can search for these resources through the Berea College Hutchins Library Catalog, and you can use the resources in the CELTS library. The resources are not available for circulation.

- **Learning through Service Expo**
  - At the end of each semester, CELTS hosts a Learning through Service Expo, which is an event that highlights the work of the service-learning and community service partnerships that have taken place during that semester. Students, community partners and faculty are encouraged to present information about their project and to share what they have done and learned with participants at the event. The Expo is open to the campus and broader community.

- **Service-Learning Course Designation**
  - o Completing a designated service-learning course is one way that students can meet the Active Learning Experience (ALE) requirement of the Berea College General Studies Program. CELTS coordinates the service-learning course designation application process. Proposals are due when other course perspective proposals are due, usually due early in the term prior to the term in which the course will be taught. The proposal form is available on the Berea College webpage - https://www.berea.edu/gst/course-proposal-forms/ .

- **Seminars in Service-Learning**
  - o Each year, the service-learning staff lead intensive service-learning seminars for faculty and periodically for community partners. Both seminars are designed to deepen knowledge of service-learning theory and practice. The faculty seminar is designed to help faculty create the service-learning components of a course that they plan to teach in the near future. The community partner seminar is designed to help community partners design service-learning projects.

- **Service-Learning Conferences**
  - o 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 Director.

- **Service-Learning Faculty Fellow**
  - o This year-long position is held by a faculty member with service-learning teaching experience. The Service-Learning Faculty Fellow assists the CELTS Director with implementation of service-learning programs, including review of Service-Learning Course Designation Proposals and co-facilitation of the Service-Learning Course Design Seminar. The Faculty Fellow also pursues a scholarly project related to service-learning, designed in conjunction with the CELTS Director.

Information about these and other resources can be found at the CELTS Service-Learning webpage: http://www.berea.edu/celts/service-learning/ .

<div align="center">

Service-Learning Courses
Berea College 2020 - 21 Academic Year*

</div>

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

*During the 2020 – 21 academic year, as a result of safety precautions related to the COVID-19 pandemic, many courses were conducted on-line, and many Berea College students were enrolled remotely. The fall and spring semesters were conducted in shorter 7-week sessions. In addition, community engaged activities, including service-learning, were conducted remotely.

FALL TERM 2020

GSTR 110 Student Debt as a Wicked Problem
Faculty: Nicholas Hartlep
Community Partner Organization: Kentucky Center for Economic Policy; Work Colleges Consortium
Service-Learning Project: Students implemented virtual strategies for raising awareness about the national student debt crisis, including advocacy and hosting a Twitter chat. Strategies supported efforts of the community partner organizations to address this issue.

HHP 362 Teaching and Evaluation in Health & Physical Education (SL - ALE)
Faculty: Michelle Thornton-Adler
Community Partner Organization: Berea Community Elementary School
Service-Learning Project: Students in the class developed fun videos to encourage positive experiences with physical activity for the elementary-aged children, all of whom were attending school remotely due to COVID-19 pandemic safety measures.

PHY 111 Section A Introduction to Astronomy (SL - ALE)
Faculty: Tracy Hodge
Community Partner Organization: Public middle schools in the Partners for Education "Promise Zone" economically distressed (as classified by the Appalachian Regional Commission) region of Eastern Kentucky.
Service-Learning Project: In response to the pandemic closure of most in-person education in Kentucky, the Yahng Discovery Center at Berea College began producing short educational videos aimed at Middle School School students in our "Promise Neighborhoods." Students in the class produced videos that provided "sky tours" of the seasonal skies for late spring/early summer, late summer/early fall, and winter.

PSC/PSJ/WGS Women and African-Americans in Polictics (SL - ALE)
Faculty: Meta Mendel-Reyes
Community Partner Organization: Kentuckians for the Commonwealth (KFTC)
Service-Learning Project: Students collaborated with KFTC on electoral work, using an application, EMPOWER, to communicate with potential voters, promoting voter registration and voting.

PSY/WGS 202 Psychology of Women and Gender (SL - ALE)
Faculty: Wendy Williams
Community Partner Organization: Voter Empowerment and Political Awareness Coalition (VEPAC)
Service-Learning Project: Students supported the work of VEPAC to promote voter registration and voter turnout, by participating in virtual voter information sessions, distributing informational material about voter registration and "how to vote," and by creating informational videos and infographics about voter registration and voting.

SPN 310 Spanish Composition and Hispanic Outreach Program (HOP) (SL - ALE)
Faculty: Fred de Rosset
Student Coordinators: Elvia Rojas (Program Manager); Yenni Izquierdo; Vanessa Martinez; Gabby Rodriguez; Maribel Vergera
Community Partner Organizations: Berea Community Middle School; Madison County Public Library – Berea Branch
Service-Learning Project: Students collaborated with partners to provide services that build bridges between Spanish-speaking and English-speaking communities, including Spanish classes for English speakers (children and adults), translation services, and educational programs about Spanish-speaking cultures.

SPRING TERM 2021

CSC 186 Introduction to Web Design (SL - ALE) (both sections)
Faculty: Brian Schack
Community Partner Organizations: African-American Genealogy Group; Berea Home Village; Folk Circle Association; Kiwanis; Lexington Vintage Dance; Nerd Louisville;
Service-Learning Project: Students worked with various non-profit organizations to develop organizational and event web-pages that support the communication efforts of each organization.

HHP 250 Aquatics (SL – ALE)
Faculty: Melody Srsic

SPN 310 Spanish Composition and Hispanic Outreach Program (HOP) (SL - ALE)
Faculty: Fred de Rosset
Student Coordinators: Elvia Rojas (Program Manager); Sara Busaleh; Yenni Izquierdo; Vanessa Martinez; Maribel Vergera
Community Partner Organizations: Berea Community Middle School; Kentuckians for the Commonwealth; Madison County Public Library – Berea Branch
Service-Learning Project: Students collaborated with partners to provide services that build bridges between Spanish-speaking and English-speaking communities, including Spanish classes for English speakers (children and adults), translation services, and educational programs about Spanish-speaking cultures.

TAD 140 Design and Production in Woods (SL - ALE) (all sections)
Faculty: Gary Mahoney
Service-Learning Project: Students designed and built wood products to be used by the community partner organization.

ENG / ARG 286, Teaching BCAC Objects in K12 Curriculum
Faculty: Jason Cohen and Megan Doherty
Community Partner Organization: Rockcastle County Schools; Berea College Art Collections
Service-Learning Project: Students in this course will studied how to use art objects and their cultural contexts as the basis for developing materials geared toward teaching and learning about art objects in a high school setting. Students explored object-centered inquiry through their writing and reading, pursued case studies of other exhibit- and object-based curricular projects, and wrote their own lessons in consultation with the instructors based on small pre-selected groups of art objects held in the Berea College Art Collections. Students consulted with high school teachers in the region to develop materials the teachers want and that their students will use in classrooms across Central and Easter Kentucky. Since the Art Collections are not presently open to the public, this course was conducted remotely.

GST 286: Applied Civic Engagement and Social Change
Faculty: Andrea Woodward and Ashley Cochrane
Community Partner Organization: Madison County Public Library
Service-Learning Project: Students developed short "how-to" videos focused on various aspects of civic engagement, which are featured in a civic engagement series on the MCPL website, social media, and YouTube channel.

Service-Learning Courses
Berea College 2021 - 22 Academic Year

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

FALL TERM 2021

COM 302 Organizational Communication (SL - ALE)
Faculty: Laura Seroka
Community Partner Organization: American Association for University Women (AAUW)
Service-Learning Project: Students worked in teams to design a website, build a social media page, and create unique visual media for the organization.

HHP 244 Physical Education Activities for the Elementary Child (SL - ALE)
Faculty: Michelle Thornton-Adler
Community Partner Organization: Berea Community Elementary School (BCES)
Service-Learning Project: HHP students developed and implemented interactive video sessions with children from Berea Community Elementary School who were enrolled in school remotely, due to continuing pandemic conditions. They also developed periodic in-person programming, open to all BCES students and families. The interactive, educational sessions focused on a variety of topics and activities that were identified by BCES faculty and staff as important health and physical education topics for the children to explore.

NUR 448 Community Health Nursing (SL - ALE)
Faculty: Lisa Turner
Community Partner Organization: Various organizations focused on public health programming
Service-Learning Project: The students in the class worked in pairs to connect with several different local public health sites, from dental sites to elementary health sites. The students also each created and presented research projects at a health fair hosted in alumni. Topics ranged from the importance of managing stress and mental health to reproductive health education.

PHY 111 Introduction to Astronomy (SL - ALE)
Faculty: Tracy Hodge
Community Partner Organization: Forestry Outreach Center; Madison County Public Library – Berea Branch
Service-Learning Project: Students hosted "Star Parties" that took place at the Berea College Forestry Outreach Center, in collaboration with the Madison County Public Library, to share information with community participants about the night sky and to provide community access to telescopes and stargazing equipment.

SPN 310 Spanish Composition and Hispanic Outreach Program (HOP) (SL - ALE)
Faculty: Fred de Rosset
Student Coordinators: Maribel Vergera (Program Manager); Sara Busaleh, Sabdi Lopez Jimenez, Vanessa Martinez, Ofelia Miranda
Community Partner Organizations: Berea Community Middle School; Berea Community High School; Madison County Clerk's Office; Madison County Public Library – Berea Branch

Service-Learning Project: Students collaborated with partners to provide services that build bridges between Spanish-speaking and English-speaking communities, including Spanish classes for English speakers (children and adults), translation services, and educational programs about Spanish-speaking cultures.

TAD 140 Design and Production in Woods (SL - ALE)
Faculty: Gary Mahoney
Community Partner Organization: Grow Appalachia and affiliate organizations of Grow Appalachia
Service-Learning Project: Students designed and built bee hives to be produced and used by Grow Appalachia's partner organizations throughout the Appalachian region.

SPRING TERM 2022

CSC 330 Database Systems (SL - ALE)
Faculty: Jasmine Jones and Deanna Wilborne
Community Partner Organizations: Feeding Kentucky; Foodbank network based in Alabama
Service-Learning Project: Students designed and built a web-enabled database system for each of the community partner organizations – both focused on food pantries that provide emergency food access for community members - to help them manage their information and work more efficiently.

COM 315 Public Relations (SL - ALE)
Faculty: Laura Seroka
Community Partner Organizations: American Association for University Women (AAUW)
Service-Learning Project: Students continued the collaboration with the AAUW. During the academic year, students built a website, Facebook page, and Instagram presence for the Berea chapter of the AAUW. Students also planned an event that was canceled due to pandemic conditions, and students implemented a membership drive for the organization. Students also produced tutorials and guides, so that AAUW members can maintain the tools that students created.

EDS 204 Foreign and Second Language Learning and Teaching (SL - ALE)
Faculty: Jianfen Wang

Community Partner Organizations: 萤火虫ABC (Firefly ABC English）

Service-Learning Project: Students collaborated remotely with English teachers who are based in China and who teach English to 4th through 9th grade students. The Berea College students developed materials that reflect culturally relevant English language interactions to supplement and support the English language classes.

EDS 208 Contemplative Pedagogy: A radical response to racism and other inequities in the K-12 School System (SL - ALE)
Faculty: Penelope Wong
Community Partner Organizations: Berea branch of Madison County Public Library
Service-Learning Project: Students led a Mindfulness Festival at the Berea branch of Madison County Public Library. The day-long festival provided opportunities for participants to learn about and interact with various contemplative practices.

HHP 280 Adapted Physical Education (SL - ALE)
Faculty: Louisa Summers and Melody Srsic
Community Partner Organizations: Berea Community School; Exercise for Chronic Conditions Class at Berea College; Silver Creek Elementary School; Special Olympics
Service-Learning Project: Students planned, wrote, and implemented 14 hours of developmentally appropriate lesson plans for participants at their assigned site, related to motor skill acquisition and physical fitness development, demonstrating progression, and incorporating feedback from the community partner teachers. All students in the class participated in a Special Olympics event, as well.

PSJ 303 (SL - ALE) Crimmigration: Criminalizing Immigrant Life
Faculty: Gwendolyn Ferreti
Community Partner Organizations: Adelante Alabama Worker Center
Service-Learning Project: Students explored how criminal law and immigration law converge to criminalize the act of migration and migrants' everyday life through activist and engaged research methodologies and praxis, with a focus on Latinx migrants. In-class research and discussion combined with collaboration with regional immigrant justice organizations. Specifically, students worked with the Adelante Alabama Worker Center and focus on two of their campaigns: Shut Down the Etowah Detention Center (in Gadsden, AL) and Community Deportation Defense.

SPN 310 Spanish Composition and Hispanic Outreach Program (HOP) (SL - ALE)
Faculty: Fred de Rosset
Student Coordinators: Maribel Vergera (Program Manager); Sara Busaleh, Sabdi Lopez Jimenez, Vanessa Martinez, Ofelia Miranda
Community Partner Organizations: Berea Community Middle School; Berea Community High School; Madison County Clerk's Office; Madison County Public Library – Berea Branch
Service-Learning Project: Students collaborated with partners to provide services that build bridges between Spanish-speaking and English-speaking communities, including Spanish classes for English speakers (children and adults), translation services, and educational programs about Spanish-speaking cultures.

TAD 140 Design and Production in Woods (SL - ALE)
Faculty: Gary Mahoney
Service-Learning Project: Students designed and built wood products to be used by the community partner organization.

Center for Excellence in Learning through Service (CELTS)
Berea College ● CPO 2170 ● Berea, KY 40404
Phone: (859) 985-3605
www.berea.edu/celts/servicelearning

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

Faculty name:

Faculty contact number(s):

Faculty email:

Faculty office hours:

What is the best way to reach the faculty member? 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 objectives. Identify how students, community partners and faculty 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 Faculty:</u>
8. Describe the communication with the community partner and the supervision of the student that the faculty will provide during the service-learning project.

This Service-Learning Project Agreement acknowledges the agreement among the student(s), community partner, and course instructor 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**

_____
Faculty Signature   **Date**

Center for Excellence in Learning through Service (CELTS)
Berea College ● CPO 2170 ● Berea, KY 40404 ● Phone: (859) 985-3605
www.berea.edu/celts/service-learning/

Service-Learning Support Grants

Service-learning is an educational experience based upon a <u>collaborative partnership between college and community</u>. 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.

CELTS is pleased to offer a limited number of grants to support costs that may arise during service-learning projects. CELTS is able to offer two different types of support grants: Service-Learning Project Grants and Service-Learning Presentation Grants. These grants are designated for collaborative service-learning projects among Berea College faculty, Berea College students and community partners. Successful applications will be consistent with the basic principles of service-learning (see definition above).

If the course for which you request funding is already a Designated Service-Learning Course, only page 1 of the proposal form (basic information about the course and the service-learning partners) is required.

Please read the following descriptions to determine which type of grant is most appropriate for your needs:

- **Service-Learning Project Grants – $400**
  - o The Project Grants are designed to help cover expenses that arise during the service-learning project. Examples of expenses include transportation, materials, and supplies. Because expenses often arise for both the faculty member and the community partner, these funds can be directed to the community partner organization and/or the faculty member's departmental account.

- **Service-Learning Presentation Grants - $50**
  - o Often service-learning projects culminate with a final presentation, report, or tangible product that is presented to the community partner. The Presentation Grants are designed to help cover the costs of creating these products, or for the presentations themselves. Examples include a presentation for the Learning through Service Expo, an event where final results are shared with the community partner, a brochure, or a bound report. This grant will be directed to the faculty member's departmental account.

To request a Service-Learning Project Grant and/or a Service-Learning Presentation Grant, please complete the following form and return it to Ashley Cochrane, CELTS Director, Ashley_cochrane@berea.edu . The faculty member and community partner should complete the application together. If the project is initiated by a student, the student should participate, as well.

If you have questions or would like assistance completing your application, please contact Ashley Cochrane (contact information above).

Center for Excellence in Learning through Service (CELTS)
Berea College ● CPO 2170 ● Berea, KY 40404 ● Phone: (859) 985-3605
www.berea.edu/celts/service-learning/

Service-Learning Support Grant Application

Service-learning is an educational experience based upon a <u>collaborative partnership between college and community</u>. 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.

Please refer to the definition of service-learning (above) as you describe your service-learning project. IF THE COURSE IS A DESIGNATED SERVICE-LEARNING COURSE, ONLY PAGE 1 OF THE PROPOSAL FORM IS REQUIRED. Use as much space as needed to thoroughly answer the questions. Please return this application to Ashley Cochrane, CELTS Director, [*Ashley_cochrane@berea.edu*](mailto:Ashley_cochrane@berea.edu).

Faculty member name: _____

Department: _____ CPO: _____ Extension: _____

Departmental Account# (for transfer of SLSupport Grant Funds):__ __ __ __−__ __ __ __-7130-__ __ __

Community Partner Organization: _____

Community Partner Contact Person: _____

Community Partner Address: _____

Community Partner E-mail: _____ Community Partner Phone Number: _____

Course Code and Title: _____

Is this course a Designated Service-Learning Course, meeting the ALE Requirement? □ YES □ NO

Has this project been initiated by a student? If so, please provide contact information for the student (name, email, phone, CPO).

Please attach a budget for the project, including a description of expenses for which this grant will be used. To cover the expenses of the project, will you need less than the amounts offered? Will you need more?

Please specify where the $400 Service-Learning Project Grants funds should be directed. (Specify the amount for the community organization and/or the amount for faculty member's departmental account).

Please identify the type(s) of support grant you are requesting. You may apply for both grants for the same project.
    □ Service-Learning Project Grant - $400   □ Service-Learning Presentation Grant - $50
Please complete the following questions only if your course does NOT have the ALE Service-Learning Course Designation.

1. **Please describe the service-learning project for which you request funding. Include a description of how the project will benefit the community and/or the community partner organization.**

2. **Describe how the service-learning project will be related to the academic learning goals of the course. Please attach a copy of the course syllabus.**

3. **Describe how reflection will be incorporated into the service-learning course.**

4. **Describe the presentation or final product that is planned for this service-learning project. Describe how the presentation or final product is related to the students' academic learning goals for the course and how it will benefit the community partner organization.**

5. **What other funds or resources are available to help support this project (i.e., academic department funds or funds from community partner organization)?**

Center for Excellence in Learning through Service (CELTS)
Berea College ● CPO 2170 ● Berea, KY 40404
Phone: (859) 985-3605
www.berea.edu/celts/servicelearning

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	□	□	□	□	□	□	
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**

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: _____	☐	☐	☐	☐	☐	☐	
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. **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, Director of the Center for Excellence in Learning through Service (CELTS) (859-985-3605), if you would like to have a debriefing meeting.**
   This form is based on similar evaluation forms created by Debbi Brock and other service-learning faculty. Thank you!

Service-Learning Course Designation/
Active Learning Experience (ALE) Requirement met through Service-Learning

CRITERIA AND PROPOSAL FORM

SERVICE-LEARNING at Berea College 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.

All Designated Service-Learning Courses will meet the **Active Learning Experience (ALE)** Requirement.

If you have questions about the criteria for Service-Learning Courses below, please call Ashley Cochrane at x. 3605.

Criteria for the Service-Learning Course Designation/ALE Requirement met through Service-Learning
Student Learning Outcomes
Students will be able to: • Apply academic knowledge and critical-thinking skills to meet genuine community needs. • Demonstrate deeper understanding of specific course learning objectives appropriate to the experience. • Reflect critically on multiple facets of their experience, on the connections between theory and practice, and between learning inside and outside the classroom.
Service-Learning Experience
• Faculty will identify one or more course learning objectives that students will address through their service work in the community. • Together, the community partner and faculty member will identify community needs and will structure a service-learning experience designed to address those needs. • Service-learning activities will be integrated into course work and will serve as the pedagogical method for the specified service-learning course objective(s). As such, *all* students in the course will participate in the service-learning activities. • The service-learning experience will be substantial and sustained throughout the course, involving active student engagement.
Community Partnerships
• Faculty will identify and designate an appropriate community partner(s) in order for course learning objectives to be met. • All partners will be involved in the planning, implementation, and evaluation of the structured service-learning experience.
Reflection and Assessment
• Faculty will infuse critical reflection throughout the service-learning experience; the reflection will create the connection among service work, course objectives, and student learning outcomes. • Evaluative criteria for service-learning reflection will be included in the syllabi, including the percentage that reflection will represent in the final grade.
Summary Presentation and Assessment
• The service-learning experience will result in a summary presentation, performance, exhibition, and/or other synthesizing project completed by the students engaged in the experience. • Evaluative criteria of the final project will be included in the syllabi, including the percentage that the summary presentation or synthesizing project will represent in the final grade.

<p style="text-align:center">**PROPOSAL FOR SERVICE-LEARNING COURSE DESIGNATION/**
ALE REQUIREMENT MET THROUGH SERVICE-LEARNING</p>

<p style="text-align:center">Email proposal form to **ashley_cochrane@berea.edu**</p>

Approved courses will be listed in the Schedule of Classes as service-learning courses that meet the ALE requirement.

Note: If this course has previously been approved as a service-learning course, please complete only Part A of this form, indicating that this is a resubmission of an approved service-learning course. If the course has not previously been approved as a service-learning course, please complete both Parts A and B.

PART A

Course Instructor Name: _____

Course Instructor Phone(s): _____   _____

Full Course Name: _____

Course Abbreviation/Number: _____   **Credit:** _____

Section Designation (if applicable):_____ **Is service-learning included in all sections?** _____

When will the course be offered? _____

Is the course taught (check one)   □ **regularly**   **OR**

                                        □ **on a one-time basis?**

Will this course be taught with a significant service-learning component each time it is taught? □ **Yes**   □ **No**

> *If yes, would you like for this course to have a permanent Service-Learning Course Designation (i.e., in the Course Catalog)? (A change in the Catalog description must be approved by COGE.)* □ *Yes* □ *No*

Has this course previously been approved as a service-learning course?   □ **Yes**   □ **No**

> **If yes, when?** _____

> **If yes, please describe the service-learning project you plan for the upcoming course, including identification of the community partner organization(s).**

> **If no, please complete Part B.**

Please attach the syllabus for the course.

PART B

You do not need to complete Part B if this is a resubmission of a previously approved service-learning course, unless there are significant changes to the course since the last time it was taught.

Referring to the **Criteria for the Service-Learning Course Designation/ALE Requirement met through Service-Learning**, please address the following in a one-page proposal narrative. Attach your syllabus (or the one from the most recent time that the course was taught). If you are in the process of designing the syllabus, please indicate that.

1. Indicate the specific course learning objective(s) that will be addressed by the service-learning component.

2. Describe the method of structured, critical reflection you will use in order to connect the service activity or activities to the learning objective(s) of the course.

3. Describe the service-learning activity or activities. Indicate the approximate number of hours or days of service experience. There is no formal requirement, but the activity must be substantial and sustained throughout the semester.

4. Identify the community partner(s) with whom you will collaborate in order to structure this service-learning experience. How will the community partner(s) be involved in planning, implementation, and evaluation?

5. Describe the final product to be completed by the students. How will this benefit the community?

6. Indicate how you will assess student learning related to the identified course objective(s) that will be enhanced by the service-learning experience. Identify what percentage of the final grade will be based on the assessment of reflection, the final product, and other forms of assessment related to the identified course objective(s).