Faculty
Service-Learning
Handbook

This handbook is also found at
http://www.berea.edu/celts/service-learning/resources/
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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 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/

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WHAT IS SERVICE-LEARNING?

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

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

At Berea College, we use the following definition:

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

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

1. A collaborative partnership between college and community. The community organization and the College representatives together identify a project or activity that addresses a community need or contributes to the necessary work of the organization.

2. Applying academic knowledge and critical thinking skills. The project or activity is directly related to learning goals that the students are already working to achieve. The project contributes to their understanding and knowledge of academic concepts or skills.

3. Reflection and assessment leading to a deeper understanding of course content and civic engagement. Students participate in a structured reflection or assessment process which facilitates the integration of the service experience and course content.
The diagram below illustrates how these three elements work together to create a service-learning experience:

Collaborative partnership between college and community

Applying academic knowledge and critical thinking skills

Reflection and assessment leading to deeper understanding of course content and civic engagement

SERVICE-LEARNING
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.

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.

STEPS FOR DEVELOPING AND CARRYING OUT A SERVICE-LEARNING COURSE

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

Before the service-learning course:

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

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

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

With your community partner, negotiate the scope of the service-learning project. In your planning, make sure you cover these topics:

- Determine length of commitment.
- Discuss the number of students needed for the project.
- Identify faculty and community partner liaisons.
- Discuss type and frequency of communication between you and your community partner.
- Provide contact information.
- Discuss expected time commitments for all involved (students, community partner, faculty).
- Determine important dates. It may be helpful to develop a timeline.
- Clarify final product(s) to be completed by the students.
- Discuss the student orientation plan.
- As the faculty partner, you should provide your community partner with an orientation to the course and course learning goals.
- Discuss the evaluation process.

Determine whether there will be costs related to the service-learning project, and decide with your community partner who will be responsible for those costs.

- Generally, community partner organizations have limited funds available to support service-learning expenses.
- If you have departmental or other funds available, or if the community partner organization does have funds available, you are encouraged to use these funds.
- CELTS may have support grants available to help cover costs of service-learning projects. Check the CELTS service-learning website (http://www.berea.edu/celts/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 her in advance to arrange a time for her to come to your class.
  - It should be clear to you and your students how the service-learning project will help students to achieve specific academic learning goals of the course.

- **The community partner should provide an orientation to the community partner organization for the service-learning students.**
  - The community partner is the expert on the organization and the work of the organization. It will be important for students to have a basic understanding of
    - The mission and work of the community partner organization
    - The issues and/or client population with which the organization works
    - Any behavior, dress, or confidentiality requirements that the organization has for the students
  - Along with your community partner, make sure that each student has a specific task, role or piece of the project.

- **Along with your community partner and the service-learning students, complete a service-learning project agreement.**
  - See Appendix for an example. You are welcome to copy and/or modify this example agreement form to fit the specifics of your service-learning project.
  - The goal of the service-learning project agreement form is to insure that all partners – faculty, community partner and student - are in agreement about the role of each partner, the goals of the project, and the steps that will be taken to reach the goals.

- **Make students aware of transportation options.**
  - Some community partner organizations are within walking distance of the Berea College campus, but many are not. CELTS has a Service-Learning Mini-Van available for use by Berea College service-learning students.
o All motor pool regulations apply to use of the Service-Learning Mini-Van. This means that students must complete defensive driver training in order to drive the mini-van. Please encourage your students to take the defensive driver training, usually offered at the beginning of each semester.

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

Throughout the Service-Learning Course:

- Maintain clear and honest communication with the community partner and students.
  
o Check in throughout the duration of the project to make sure that everyone is “on the same page” as the project develops.
  
o 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.
  
o 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.
  
o 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.
  
o 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:
  
o A copy of the syllabus
  o The number of students in the course
  o Copies of completed evaluations from community partners
  o Electronic copies of pictures of the service-learning project
  o 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 specific course learning goals will service-learning help students attain?
   b. How will service-learning effectively help them attain those outcomes?
   c. What student behaviors will serve as evidence that those outcomes have been achieved?

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

   The syllabus should introduce the students to the service-learning project(s) assigned to them, as well as lay out the specifics of the service-learning component.
   a. Is the service optional or mandatory? If it is optional, does it replace a paper or some other requirement?
   b. What is the timeline for the semester?
      • When should the service-learning assignment be completed?
      • What are the required training and reflection activities?

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

   The syllabus should also introduce students to the community partner organization(s) with which they will be collaborating.
   a. Include a description of the community partner organization(s), along with contact information and relevant information about orientation and training.
   b. Students’ responsibilities to the community agency should be mentioned in the syllabus and discussed in class. Their responsibilities will include demonstrating professional behavior, following through on commitments, maintaining
communication with all involved in the service-learning project, and dressing appropriately at the site. The Student Service-Learning Handbook, found on the CELTS Service-Learning website (http://www.berea.edu/celts/servicelearning/resources.asp), contains a general overview of this information.

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

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

This section should include an overview of the grading policy.

a. Because service-learning is a pedagogy, or teaching tool, students should be evaluated primarily on demonstrated learning outcomes. (Grade the learning, not the service.)

b. Clearly indicate the portion of the grade that will be based on the graded service-learning project.

c. An assignment or reflection activity, such as a journal or class report, can provide evidence of learning and of students’ on-going ability to connect the service to the course content.

d. A final product, such as a research paper or a community presentation, may also demonstrate students’ achievement of learning outcomes.

e. Evaluations by the community partner may be considered in grading.

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

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

a. Reflection is the key by which service-learning experiences are transformed into learning. Effective reflection:
   - Integrates the service-learning experience with academic learning goals;
   - Occurs regularly throughout the course;
   - Includes components that can be evaluated according to well-defined criteria;
   - Provides opportunities for both public and private reflection;
   - Fosters a deeper sense of civic engagement.

b. Reflection can take a variety of forms. Consider these examples:
   - Writing (journals, directed writings, summary reports, essays)
   - Telling (end of semester presentations for your community partner, in-class presentations, class discussions)
   - Multimedia (collages, photo or video essays)
   - Activities (role-playing, interviewing classmates)

c. It is imperative that you set aside enough time for reflection, to allow for student processing of the service-learning experience. An explanation of the purpose and requirements for reflection should be conveyed clearly and prominently in the syllabus.

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.
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 Transportation**
  - CELTS has a mini-van available for use by students in service-learning courses. All motor pool regulations apply to use of the CELTS mini-van. Contact the CELTS Program Associate to schedule use of the mini-van. CELTS also offers limited reimbursement of transportation costs for service-learning courses. See the Service-Learning Transportation Support form in the Appendix for more information.

- **Service-Learning 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 BANC database (http://banc.berea.edu:7008/vwebv/searchBasic), 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 term. 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**
  - 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 usually due early in the term prior to the term in which the course will be taught. Contact the CELTS Director for a proposal form and more information.

- **Seminars in Service-Learning**
  - Each year, the service-learning staff lead intensive service-learning seminars for faculty and 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**
  - 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**
  - 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/](http://www.berea.edu/celts/service-learning/).
APPENDIX AND RESOURCES

Service-Learning Courses
Berea College 2017 - 18 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 2017

CFS 221 Fundamentals of Nutrition (SL - ALE)
Faculty: Janice Blythe
Community Partner: Berea Community Food Bank
Service-Learning Projects: Thirty-two students focused on food insecurity among vulnerable population groups in local communities and the physiological consequences of inadequate food intake over time for growing children and adults. In order to learn more about hunger/food insecurity, several students attended the 2nd Annual Hunger Dialogue, held at Berea College in September. Students also contributed to the city-wide Hunger Hurts Food Drive (coordinated by CELTS): participating in behind-the-scene planning and coordination, bag-stapling and packaging, distributing bags around the city, van-driving, picking up bags and delivering them to the Food Bank, working onsite at the Food Bank, and participating in reflective activities in class with Mr. Jerry Workman, who coordinates services at the Food Bank.

CFS 317 Parent-Child Relations
Faculty: Cindy McGaha
Community Partner Organization: Berea Community School
Service-Learning Project: Students worked in partnership with the Berea Community School (BCS) staff and faculty to develop a presentation on technology for families of BCS students and to develop technology resource kits for families.

COM 315: Public Relations I
Faculty: Billy Wooten
Community Partner Organizations: City of Berea, Chamber of Commerce; City of Berea, Parks and Recreation Department; City of Berea, Tourism Department; 65 local businesses and organizations
Service-Learning Project: Students worked with community partner organizations to organize and implement an event called, “Berea Business Fest” to attract business awareness to Berea College students and the local community. More than 600 people participated in the event.

GST 101 Strategies for Academic Success
Faculty: Laney Coleman
Community Partner Organization: Foley Middle School Youth Service Center – Zac Wray
Service-Learning Project: Students served as mentors to students at Foley Middle School, sharing their learning from GST 101 (time management, goal setting, study skills, etc.) with their mentees.
HLT/WGS 236 Women & Health (SL – ALE)
Faculty: Shannon Phelps
Community Partner: Bluegrass Rape Crisis Center - Emily McKenzie
Service-Learning Project: Students worked with Bluegrass Rape Crisis Center (BRCC) staff to determine needs of Berea College students regarding sexual violence on campus, especially needs specific to supporting each other. BRCC staff took data gathered by students in the class and prepared and delivered a two-hour workshop for the student population. HLT/WGS 236 students will make recommendations to BRCC for this project to serve as a model in BRCC’s work with other colleges and universities in their service region.

SENS/ANR 328 Ecological Weed Management (SL – ALE)
Faculty: Nancy Gift
Community Partner Organizations: Berea Farmers Market; local growers, including Katie Startzman
Service-Learning Project: Students visited sites where invasive, perennial weed infestations were interfering with food production potential. Weed infestations were identified, and students in the course performed weed removal services during two class days for each site. Final projects will be management plans for the weed infestations.

SOC 360 Social Policy Study and Evaluation Research (SL - ALE)
Faculty: Andrea Woodward
Community Partner Organization: Grow Appalachia
Service-Learning Project: Students worked with Grow Appalachia staff to conduct program evaluation of the Berea summer feeding program.

SPN 310 Spanish Composition and Hispanic Outreach Project (HOP) (SL - ALE)
Faculty: Fred de Rosset
Student Coordinators: Evelyne Rivera, Nestor Aviles, Daniel Ferrebee, Alondra Garcia, Lexie Lindsey, Yesenia Soriano
Community Partner Organizations: Berea Community School Family Resource and Youth Service Center; Berea College Child Development Laboratory; Madison County Public Library – Berea Branch; South Madison Family Resource Center
Service-Learning Project: Students collaborated with partners to provide services, including English Language Learner (ELL) tutoring for adults, Spanish classes for English speakers (children and adults), translation services, and educational programs about Spanish-speaking cultures. The goal of these ongoing projects is to build bridges between the Spanish-speaking and English-speaking communities of Madison County.

TAD 140 Design and Production in Woods (SL - ALE)
Faculty: Gary Mahoney
Community Partner Organization: Berea College Craft Outreach
Service-Learning Project: Students designed and built developmentally appropriate wooden toys for young children, in partnership with Berea College Craft Outreach.
SPRING TERM 2018

CFS 221 Fundamentals of Nutrition (SL - ALE)
Faculty: Janice Blythe
Community Partner Organization: Berea Community Food Bank, a program of Berea Faith Community Outreach – Jerry Workman, Volunteer Coordinator
Service-Learning Project: The academic theme for the service-learning component of the course was “Food Insecurity and Its Consequences for Vulnerable Population Groups.” Students worked at the Food Bank, where they processed more than 600 pounds of food, organized inventory information, stocked shelves, and performed other tasks.

CFS 245 Community Resources for Families (SL – ALE)
Faculty: Andrea Woodward
Community Partner Organizations: Berea Farmer’s Market, Faye Adams-Eaton, Manager; Berea College Child Development Laboratory (CDL), Ellen Burke, Director & Tammy Carter, Assistant Director; Madison County Public Library, Berea Branch, Pat Acevedo, Youth Services Librarian; South Madison Family Resource Center (FRC), Lisa Gay, Director
Service-Learning Project: In collaboration with the Farmer’s Market, a student developed newsletter content. With the CDL, students developed newsletters for families. With the library, a student helped run an afterschool Lego Club. With the FRC, students helped plan and implement an after-school self-esteem empowerment program for 5th-grade girls.

EDS 440 Integrated Curriculum III (SL – ALE)
Faculty: Maggie Robillard
Community Partner Organization: Berea Tutoring Program, CELTS
Service-Learning Project: Students created tutoring resources for use by CELTS tutors in order to support the learning of community students who have been referred to the program for support.

HHP Adapted Physical Education (PE) (SL – ALE)
Faculty: Melody Srsic and Stephanie Woodie
Community Partner Organization: Berea Community School (BCS) – Darla Colegrove, Teacher
Service-Learning Project: Berea College students led a Motor Fitness Clinic for students from the BCS Special Education classes (elementary, middle, and high schools). BCS students joined the Adapted PE students on Thursday mornings for meaningful and developmentally appropriate adapted physical education in gym and pool locations.

PSJ 210 Diversity and Social Justice (SL - ALE)
Faculty: Meta Mendel-Reyes
Community Partner Organizations: Berea Community School; Kentuckians for the Commonwealth (KFTC); Latinx Conference/Community Dialogue; Berea College partners, Loyal Jones Appalachian Center, Writing Resources
Service-Learning Project: Students developed workshops that explored diversity issues that were important to the partners and led the workshops for members of local community groups and on-campus partners. The interactive workshops included structured dialogues and games, including Crossover, Concentric Circles, and Lay It on the Line.
**SPN 310 Spanish Composition and Hispanic Outreach Project (HOP) (SL - ALE)**

**Faculty:** Fred de Rosset  
**Student Coordinators:** Evelyne Rivera, Nestor Aviles, Daniel Ferrebee, Alondra Garcia, Lexie Lindsey, Yesenia Soriano  
**Community Partner Organizations:** Berea Community School Family Resource and Youth Service Center; Berea College Child Development Laboratory; Madison County Public Library – Berea Branch; South Madison Family Resource Center  
**Service-Learning Project:** Students collaborated with partners to provide services that build bridges between Spanish-speaking and English-speaking communities, including English Language Learner (ELL) tutoring, 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.
Service-Learning Plan and Agreement Form

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

Course Title and Number:

Professor’s Contact Information:
Professor’s name:
Professor’s contact number(s):
Professor’s email:
Professor’s office hours:
What is the best way to reach the professor? When?

Community Partner Contact Information:
Organization name:
Community Partner contact person name:
Community Partner contact person number(s):
Community Partner contact person email:
What is the best way to reach the community partner? When?

Student Contact Information:
Note: if this is a group project, please use additional space to list the contact information for all students in the group. If one student will be the main contact with the community partner, please identify that student.
Student’s name:
Student’s contact number(s):
Student’s email:
What is the best way to reach the student? When?
All partners – faculty, students, and community partners – should be aware of the answers to each of these questions. However, it may make more sense for each partner to answer the questions as indicated. The questions should be completed using as much additional space as needed.

**Questions for Community Partner:**

1. Has the community partner received a copy of the course syllabus? ___ Yes ___ No

2. Describe the training, orientation, and supervision that the community partner will provide for the student(s).

3. List any particular guidelines (i.e., behavior, dress, confidentiality) that the student should know about the community partner organization.

**Questions for the Student(s):**

4. In a short paragraph, please describe the service-learning project. If a specific product or outcome is a goal, please identify and describe it (i.e., a brochure, a community presentation, a summary report).

5. What academic knowledge or skills will the student(s) use as they participate in this project? (You can also list course objectives that will be achieved by the service-learning project in this space.)

6. Describe the reflection activities that will connect the service-learning project with academic learning goals. Identify how students, community partners and professor will be involved in these reflection activities.

7. Please provide a timeline of tasks related to the service-learning project, including estimated completion dates. For each student, list responsibilities and tasks related to the service-learning project.

**Questions for the Professor:**

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

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

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Community Partner Signature</td>
<td>Date</td>
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<tr>
<td>Professor Signature</td>
<td>Date</td>
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</table>
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:

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

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<tr>
<th>Name: ___________________</th>
<th>Excellent</th>
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<th>Average</th>
<th>Poor</th>
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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, Associate Director at 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 Transportation Support

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

- 2 CELTS mini-vans, and
- limited service-learning travel reimbursement funds.

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

1. **Contact Sheila Lyons, CELTS Program Associate (985-3935 or Sheila_lyons@berea.edu) to reserve the CELTS mini-vans.**
   a. Please reserve the mini-van at least one week in advance!
   b. Motor pool regulations for student drivers apply to use of the CELTS mini-van, so **students must complete the motor pool defensive driver training and the background check before being able to drive the CELTS mini-van.** This is a requirement of the Berea College insurance policy. Check with Motor Pool for dates for the defensive driver training.
   c. The mini-van holds 7 people, including the driver.

2. If the CELTS mini-van is not available, motor pool vehicles can be used for service-learning travel. **CELTS has the following funds available per service-learning class: up to $200 for motor pool reimbursements.** To request these funds, read the stipulations below and complete the Service-Learning Transportation Funds Request form.
   a. Please note that the available funds may vary from semester to semester.
   b. These funds are available only for car or van reimbursements. If a bus is needed for travel, the professor should consider alternate arrangements (i.e., charging a course fee).
   c. CELTS will reimburse travel only for motor pool vehicles.
   d. If motor pool vehicles are used, the faculty member is responsible for reserving the vehicle and for charging the vehicle to an appropriate departmental account until reimbursement from CELTS. Please note: the availability of motor pool vehicles is limited; you are advised to reserve motor pool vehicles as far in advance as possible.
   e. Reimbursements may be requested at any time during the semester by filling out the Service-Learning Transportation Funds Request form and submitting the signed form to Sheila Lyons (CPO 2170).

If you have questions, please contact Sheila Lyons, CELTS Program Associate at ext. 3935 or Sheila_lyons@berea.edu.
Service-Learning Transportation Reimbursement Request

Date of request: __________ Faculty Name: ____________________________________________________________

Course Department, Number and Title: ___________________________________________________________________

Brief Description of Service-Learning Project: ___________________________________________________________________

Community Partner(s): ___________________________________________________________________________________

Address(es) of Community Partners: __________________________________________________________________________

MOTOR POOL CHARGES:

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

Total motor pool charges submitted with this request: __________

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

Faculty Signature: __________________________________________ Date: ___________________________
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.

<table>
<thead>
<tr>
<th>Criteria for the Service-Learning Course Designation/ALE Requirement met through Service-Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>• Apply academic knowledge and critical-thinking skills to meet genuine community needs.</td>
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<tr>
<td>• Demonstrate deeper understanding of specific course learning objectives appropriate to the experience.</td>
</tr>
<tr>
<td>• Reflect critically on multiple facets of their experience, on the connections between theory and practice, and between learning inside and outside the classroom.</td>
</tr>
<tr>
<td><strong>Service-Learning Experience</strong></td>
</tr>
<tr>
<td>• Faculty will identify one or more course learning objectives that students will address through their service work in the community.</td>
</tr>
<tr>
<td>• Together, the community partner and faculty member will identify community needs and will structure a service-learning experience designed to address those needs.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• The service-learning experience will be substantial and sustained throughout the course, involving active student engagement.</td>
</tr>
<tr>
<td><strong>Community Partnerships</strong></td>
</tr>
<tr>
<td>• Faculty will identify and designate an appropriate community partner(s) in order for course learning objectives to be met.</td>
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<tr>
<td>• All partners will be involved in the planning, implementation, and evaluation of the structured service-learning experience.</td>
</tr>
<tr>
<td><strong>Reflection and Assessment</strong></td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Evaluative criteria for service-learning reflection will be included in the syllabi, including the percentage that reflection will represent in the final grade.</td>
</tr>
<tr>
<td><strong>Summary Presentation and Assessment</strong></td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

Faculty Service-Learning Handbook
Berea College CELTS
Updated 5.18
PROPOSAL FOR SERVICE-LEARNING COURSE DESIGNATION/
ALE REQUIREMENT MET THROUGH SERVICE-LEARNING

Email proposal form to ashley_cochrane@berea.edu

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 (as a Special Topics or 4-week course offering)?

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).