

10-YEAR
ANNIVERSARY

SERVICE-LEARNING

 **AGAPÉ
CENTER**
For Service And Learning
ANNUAL REPORT 2009





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CONTINUING A TRADITION OF SERVICE

Service and learning have been central to the institutional vocation of Messiah College since its inception in 1909. As such, the stories of student and faculty involvement within the local community and abroad have been documented throughout the College’s history a strong foundation for a service tradition that has become a distinctive part of a Messiah education. Throughout the years, these early informal expressions of service have given way to a more institutionalized approach to service-learning.

Service-Learning is a type of curriculum that intentionally integrates academic learning with community service in a credit bearing academic course. This programming at Messiah has led to exciting opportunities for students and faculty to engage in service within the local community and abroad, while engaging in experiential and contextualized learning experiences. This year, in fact, more than 500 students and 17 professors participated in 35 different service-learning courses. I have been inspired by the stories of these experiences, and consider it a privilege to work with these individuals who have shown new ways to put their faith and learning into action. It is my hope that you too will become inspired by the images and stories of the students, faculty, and community partners who participated in these courses, and that this inspiration will translate into action. I encourage you to explore opportunities to engage in service-learning by contacting me or other members of the Service-Learning Committee who are available to answer questions and provide guidance for those interested in developing and implementing future service-learning programming at Messiah College. It is my hope that by doing so that we will continue to build relationships with one another and assist in preparing students for lives of service, leadership, and reconciliation in church and society.

“The tradition of community service and engagement is longstanding at Messiah. We’ve always understood that we have the responsibility to care for the world and its brokenness. We have the responsibility to fully participate as citizens, servants, and leaders. Throughout Messiah’s history we have been involved in the community . . . we have believed that education is most noble and vital when education is used in service to others, and we know that service is a salient element of Christian vocation. . . . As we become involved in the lives of others— we learn much about ourselves, our world, and our God. Of course, this is also true for our students, and we bear the responsibility.”

—Messiah College President Kim Phipps*

*An excerpt from President Phipps’ inaugural State of the College address (August 24, 2004)

MISSION STATEMENT

The Agapé Center for Service and Learning develops, administers, resources, and coordinates programs of service-learning, community service, and mission, contributing to the mission of Messiah College to “educate men and women toward maturity of intellect, character, and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society.”

THE SERVICE LEARNING COMMITTEE



School of the Arts
Dave Kasperek, *associate professor of graphic design*



School of Humanities
Jean Corey, *assistant professor of English*



School of Education and Social Sciences
Charles Seitz, *interim program director (committee member 2008-09)*



School of Math, Engineering, and Business
Brian Nejme, *professor of business information systems and entrepreneurship*



Raeann Hamon, *chair, department of human development and family science (committee member 2009-2010)*



General Education
John Yeatts, *associate dean of general education and common learning*



School of Health and Natural Sciences
Marti Derr, *associate professor of nursing (clinical track)*

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SERVICE AND LEARNING AT MESSIAH COLLEGE

Community service and engagement at Messiah College derives from the Biblical commandments to love God and one's neighbor as oneself. It is through Jesus' example, which was characterized by proclaiming God's word and serving the needs of others, that we are called to acts of service similar to those that Jesus pursued: engaging in acts of reconciliation, justice, and love. It is through this call to serve that the Agapé Center for Service and Learning finds its mission to "address community needs, to provide holistic learning opportunities for students, and to encourage students toward an ethic of discipleship, service, and civic engagement." Fulfilling this mission through its programming, the Agapé Center for Service Learning offers numerous opportunities for students, faculty, and staff to participate in community service and engagement. These opportunities are classified into three types of community service and engagement categories:

- **Service-Learning Coursework** integrates community service into the classroom, offering opportunities for students to not only receive credit for service, but also to apply classroom education while engaging with community in a meaningful and helpful way. Service-learning includes thoughtfully preparing to serve, using classroom knowledge and skills practically to help others, and reflecting on that experience.
- **Learning-Guided Community Service** is a non-credit bearing service activity that intentionally integrates opportunities for service preparation and reflection. These service activities involve students working with agencies within structured College programming.
- **Community Service and Volunteerism** is a non-credit bearing service activity that involves a commitment to working in partnerships with local community agencies to address real local needs. This often involves students initiating relationships and working with agencies outside of structured College programming.



Associate College pastor Evie Telfer engaging with students in the classroom.

What is Service-Learning?

Service-Learning is a type of curriculum that intentionally integrates academic learning with community service in a credit bearing academic course. Students participate in an authentic service activity which meets needs identified by the community (designed within the framework of a mutually beneficial relationship) and then they critically reflect on that activity. Thus, students gain a deep understanding of course content, a commitment to socially responsible citizenship, and develop skills and understanding needed to contribute to civic well-being.

Characteristics and Classifications of Community Engagement

	Service	Content*	Reflection**	Academic Credit
Service-Learning	X	X	X	X
Learning-Guided Community Service	X	X	X	
Community Service/Volunteerism	X			

*Curriculum or Co-Curriculum

**Students engage in reflection before, during, and after service activities

SERVICE-LEARNING AT A GLANCE

- 35** Classes involving service-learning
- 17** Service-learning professors
- 515** Students in service-learning classes

WHAT CAN STUDENTS GAIN FROM SERVICE-LEARNING?

- A greater understanding of concepts and skills studied in the classroom
- Hands-on experience
- A forum for deeper vocational identity, spiritual worldview, and leadership development
- A rich commitment to life-long service
- Opportunities to apply understanding of civic engagement responsibilities
- A deeper commitment to justice and reconciliation
- Deeper engagement with subject area
- Opportunities to contextualize learning, integrating theory and practice

How Students Served

- Assisting with Vacation Bible School and various other children's programs
- Building relationships and ministering to individuals who are incarcerated
- Developing phone applications for World Vision staff in Zambia
- Engaging in Outreach Team events and programs
- Participating in medical missions
- Serving as summer interns
- Serving in international mission trips to Uganda and Latin America
- Spending time with elderly individuals
- Tutoring and mentoring in Harrisburg schools



Relationship-building is a key component of service-learning.

“Not only is [service] a great way to **bridge** what you learn in the **classroom** with the outside **world**, but it helps you to be more **aware** of what you are seeing and experiencing during your time of service. It also forces you to get involved in the **community** when you otherwise might not even venture out, stopped by all kinds of excuses. After **volunteering** through service-learning, I think that it would be hard to stop.”

— Lana M. '11



Students enjoy the “hands-on” aspect of service.

A SNAPSHOT OF SERVICE: STUDENTS IN ACTION

While many other college students make their way to class on Friday afternoon, Sarah, a 2009 English major makes her way to SciTech High School, a Harrisburg City School excelling in rigorous academics and college preparation. With the help of fellow Messiah College students, Sarah has created a “Writing Workshop” to aid high school students with their college application essays. This workshop offers a relaxed and welcoming environment for students seeking one-on-one help from college-aged peers.

The workshop attracts students at any stage of their application essay; some are struggling just to begin and others are seeking revision tips on their rough drafts. “With writing, sometimes it can be a slow process,” says senior SciTech student Luis, “The time was well spent though because I could go at

any stage. I could brainstorm and find things to work on.” Fellow SciTech senior Gracemarie says, “I felt comfortable going over my essay. I had writer’s block so it helped me come up with ideas.” According to school Guidance Counselor, Deedre Pyle, Gracemarie isn’t alone. Many students, she says, come to the workshop with writer’s block and they leave full of ideas.

SciTech students aren’t the only ones learning on Friday afternoons. Sarah believes that guiding other students in their writing process has helped her to better understand and apply theories from her classes. “The students gave me a real-life picture of what we were learning in class,” she says. Luis agrees, “You guys are living out what you learn. If you were discussing it in class, it’s cool. But you took the effort outside class to do something about it.”

Sarah’s work at SciTech fulfills the service component in her Composition Theory and Pedagogy class, a selected requirement available for English majors. Professor Jean Corey, an advocate for service as an essential part of learning, requires that all students in her Composition Theory and Pedagogy class participate in service. “I want people to [have] the kind of experience where you step out and come back and think with different perspectives,” she says.

Sarah’s experience has confirmed professor Corey’s stance on the importance of learning outside of the classroom. She says, “Service-learning is a way to find opportunities to get out of the classroom to put into practice what I’ve learned there, but also to create a new classroom where you can learn real life situations that are genuine, not staged.”

“Service-learning is a way to find opportunities to get out of the classroom to put into **practice** what I’ve learned there, but also to **create** a new classroom where you can learn **real life situations** that are genuine, not staged.”

—Sarah H. '09



Numerous opportunities exist for students to serve as mentors and role models across all majors and disciplines within the Agapé Center.

WHAT CAN FACULTY GAIN FROM SERVICE-LEARNING?

- Research, grant, and publication opportunities
- Recognition for applying a unique, respected, and valued pedagogy
- Personal reward as students make a difference in their communities
- Professional development opportunities through conferences and seminars
- Recognition for excellence in teaching for term tenure and promotion
- Personal and professional learning and growth through involvement in experiential learning
- Personal and professional reward as students gain a deeper understanding of subject matter through real world application



Faculty, staff, and students have engaged in service-learning throughout the United States and abroad.



Chad Frey and John Eby take advantage of an opportunity to collaborate with service-learning colleagues at the University of Notre Dame through service-learning conference and workshops.

RESOURCES FOR FACULTY

Consultation

- Service-Learning Committee Members are available to discuss course plans, and assist with course development, syllabi construction, student placement, project logistics, and planning directed reflection activities.
- The Agapé Center for Service and Learning, along with Murray Library, provide access to service-learning resources.

Faculty Development

- Messiah College is the host of the Biennial National Faith-Based Service-Learning Conference.
- Faculty members have opportunities to conduct research and give presentations on their involvement in service-learning.

Grants

- Two service-learning grants are awarded each year to assist faculty engaged in service-learning coursework.

“Many students **consistently** report at the end of the semester how relevant and **beneficial** their service-learning was to the **content** of the course.”

—Messiah College faculty member
feedback from service evaluation



Service-learning incorporates classroom learning with real-life application.

“We all just ended up with the **mindset** that it wasn’t just for class; it was for me, and it was **for God**. You go in thinking it’s for class and you walk away **knowing** it’s for something much **bigger**.”

— Hilary A. ’11

A SNAPSHOT OF SERVICE: THE CLASSROOM IN ACTION

Like many Messiah College roommates, Ashley and Hilary have a lot in common. In addition to being nursing majors and members of the 2011 class, Ashley and Hilary both volunteer at Herbert A. Schaffner Youth Center, Dauphin County’s 63-bed juvenile detention center in Steelton, Pennsylvania. And both are doing it as a part of Lifespan Development, a service-learning course taught by Professor Valerie Lemmon.

Students in the class are required to complete 12 hours of service over one semester. For Ashley and Hilary, this equates to two hours every other Thursday night with six other Messiah volunteers. The group usually splits in two—one half goes to the pods, which house accused criminals; and the other to a shelter, which is an unsecure (not locked down) respite, explains

Schaffner Volunteer Coordinator Laura Kempton.

During their first visit to Schaffner, Hilary and Ashley were both assigned to B pod, a unit containing older males accused of more severe crimes. While initially intimidated, both girls quickly became comfortable and engaged. “Through our conversations and just sitting with them, I got to a point where I forgot they were even offenders,” says Ashley, “They were just so open and responsive.”

Hilary and Ashley’s continued presence in B pod has proved to be mutually beneficial, just as Kempton and professor Lemmon hoped. “My goal for the volunteer program is that people come in as positive role models for the kids and help build competencies and skills with them,” Kempton says. In doing this, Lemmon says, “I

hope that they will really see that serving others is valuable, and that often they benefit just as much on a personal level. In giving of themselves, they have the opportunity to find meaning and purpose.”

Both girls seem to have fulfilled professor Lemmon’s hope for meaning and purpose in their experience at Schaffner. “Service-learning gives students the opportunity to grow and help others too,” says Hilary, “At first, I was just doing it as a requirement, but that changed. As I helped others, I started to notice a change in myself. What more could you ask for?” Ashley wholeheartedly agrees, “We all just ended up with the mindset that it wasn’t just for class; it was for me, and it was for God. You go in thinking it’s for class and you walk away knowing it’s for something much bigger.”

SERVICE-LEARNING RESOURCES

While faculty members who are interested in teaching a service-learning course have the option of creating original service projects for students, there are also service-learning opportunities available through the Agapé Centers' Office of Local Community Service Outreach Teams. These opportunities can fulfill service requirements for service-learning coursework. Using these pre-existing service opportunities to fulfill service requirements provides faculty and students with additional resources, such as access to community partners with whom relationships have been established, as well as transportation and logistical support. Such opportunities include:

MONDAY

Abba's Place
New Hope Ministries Kids Club
Bethesda Youth Center
After-School Program
Boys and Girls Club After-School Program
Big Brothers Big Sisters
Morning Star Pregnancy Services
Center for Champions
Allison Hill Tutoring
Adult ESL Classes at CEEED

TUESDAY

Morning Star Pregnancy Services
St. Barnabas Tutoring
New Hope Ministries Kids Club
Bethesda Youth Center
After-School Program
Salvation Army After-School Program
Boys and Girls Club After-School Program
Danzante After-School Program
Center for Champions
Allison Hill Tutoring
Adult ESL Classes at CEEED
Bethany Village

WEDNESDAY

Morning Star Pregnancy Services
St. Barnabas Tutoring
New Hope Ministries Kids Club
Bethesda Youth Center
After-School Program
Salvation Army After-School Program

Boys and Girls Club After-School Program
Center for Champions
Paxton Ministries
Allison Hill Tutoring
Adult ESL Classes at CEEED
Abba's Place
Silence of Mary Home
Maplewood

THURSDAY

Morning Star Pregnancy Services
New Hope Ministries Kids Club
Bethesda Youth Center
After-School Program
Salvation Army After-School Program
Boys and Girls Club After-School Program
Danzante After-School Program
Center for Champions
Allison Hill Tutoring
Adult ESL Classes at CEEED
New Hope Ministries Kids Club
Promise Place
Messiah Village

FRIDAY

Salvation Army After-School Program
Boys and Girls Club After-School Program
New Hope Ministries Kids Club

SATURDAY

CATRA
Paxton Ministries



Students can engage in service-learning activities through opportunities provided by Outreach Teams.

“For almost any class or major we could find a **project** that could meet their requirements while giving the students real life **experience** in their **community**, while assisting us in our mission.”

—Jenny G. '02, Program Development and Evaluation Director at the Salvation Army in Harrisburg

ADDITIONAL RESOURCES

- Agapé Center Service-Learning Library
- Assistance with course development (i.e., syllabi construction, student placement, directed reflections, project logistics)
- Agapé Center Web site: www.messiah.edu/agape
- Biennial National Faith-Based Service-Learning Conference hosted at Messiah
- Faculty development opportunities including workshops and seminars
- Information about service opportunities in every academic major
- Service-learning grants

A SNAPSHOT OF SERVICE: A PLAN IN ACTION

Brian Nejme, professor of information systems and entrepreneurship and member of the Service-Learning Committee, created an opportunity for students to learn about systems analysis and database applications while serving individuals in Zambia. This opportunity arose after professor Nejme was approached by Adam Bricker, CIO of World Vision, a Christian humanitarian organization dedicated to working with children, families, and other communities worldwide to reach their full potential by tackling the causes of poverty and injustice. A partnership began in order to address the struggles of orphans in Zambia, many of whom have HIV/AIDS and are parentless.

Through this partnership, the idea arose to use mobile phones to assist community volunteers in communicating individual needs of the children to World Vision staff, so that they could begin providing more timely assistance to children.

This idea was then translated into a project for students in professor Nejme's courses in the School of Mathematics, Engineering, and Business, who then worked to build a software program that runs on inexpensive cell phones. The software allows a community volunteer doing a home visit with a vulnerable child to record information about the visit and the child's status. In turn, this information is transmitted over the

wireless phone network (using the same technology used to transmit instant messages) and the Internet to be stored in a database. Once in the database, the data can be analyzed and the proper staff can be alerted about the specific needs of the child.

Thanks to the hard work of the students this past spring semester, and the summer work of Tyler D. '09, Joy G. '09, Phil H. '10, and Devon L. '11, this system is now ready for operational use, and has been noted by World Vision, educators at Messiah College, and the Christian president of Microsoft's Emerging Applications as an impressive endeavor.

SERVICE-LEARNING GRANTS

SERVICE-LEARNING STUDENT INTERN GRANT

Amount: \$960 (max: \$480 per semester)

Number Available: 1

This grant allows qualified juniors or seniors to spend a semester or a full year being mentored by a faculty member who offers a service-learning course. Intern proposals may be included as part of another grant proposal or may be submitted independently. This grant may be used to assist faculty in integrating service-learning into a course curriculum, or to cover costs incurred by transportation and facilitation of service-learning programs. The activities undertaken by a student intern will vary according to the needs of the project but the time commitment of the intern should not exceed 60 hours.

SERVICE-LEARNING FACULTY GRANT

Amount: \$2000

Number Available: 1

This grant is designed to encourage faculty to integrate service-learning into courses. Therefore, the grant can be used for faculty scholarship in the area of service-learning, integration of service-learning into existing coursework, transportation for service-learning opportunities, or to assist in the creation of relevant service-learning programs or discussion groups.

"This project has **changed** me as a student. I've learned so much in 8 months—I know anything is possible with **determination** and hard work. It has changed my outlook on the potential of technology to better humanity with the **tools** necessary to help people in need. This project has also changed me as a person. It has taken my computer science education at Messiah College and completely altered the meaning of it. I now fully understand the **importance of using your major** to glorify God. In my four years at Messiah, I worked to achieve high grades for my own personal standards—while I worked on this project, all I could think about were **children who needed help**. The project to me was no longer a letter grade, because you can't attach a letter to a child's life. Professor Nejme is an amazing professor. He taught me so much about using my major for God's work—and I'm so thankful for this **experience** he has provided to me as a student."

—Joy G. '09

Service-learning provides an opportunity for students to apply their skills.



A SNAPSHOT OF SERVICE: THEORY IN ACTION

The Foundations of Service, Mission, and Social Change course (SERV 231/2) offers students a unique opportunity to relate classroom learning with every-day experiences. The course focuses on service and mission—both as a central motivation for all that students are and do, and as the call from God to provide personal and social care and share the good news of Jesus with neighbors. The course combines the academic study of the mission of the church in the world with a summer experiential service-learning activity; drawing on perspectives from sociology, theology, missions, as well as concepts from service-learning.

SERV 231/2 is a four-credit class, which involves the completion of a three credit class in the spring, wherein students write a grant as part of their final project in order to assist them with lost wages that result from the service portion of the class. This service portion entails a six- to eight-week summer service experience. In the fall, students then participate in a one-credit class that incorporates opportunities to reflect on their summer experiences

THIS YEAR, STUDENTS SERVED WITH:

- JesusPolitik
- Gaithersburg Presbyterian Church Mission
- Macha Innovative Christian School
- Center for Student Mission
- Priority One Urban Discipleship Center
- Jam Studios, PA
- Mountain T.O.P. Tennessee Outreach Project
- Life Christian Church



Reflection is an important component of any service-learning endeavor.

“From beginning to end, God’s **grace** is the transforming power in service. Flowing out of **joy** and **thanksgiving** to God, service for a believer is necessarily a response to **God’s goodness.**”

—Dawn T. '08



Matt Hunter, national and international service and mission director, leads a student discussion.

2008-2009 SERVICE-LEARNING COURSES

Name of School	Department	Call number	Course Title	Semester	Enrollment	Instructor
General Education	Interdisciplinary Studies	EXPR 12	Uganda Studies Program	Fall	6	Lippert, W.
		EXPR 12	Latin American Studies Program	Fall	1	Lippert, W.
		IDFY 101	Doing Justice, Loving Mercy, Walking Humbly with Others	Fall	16	Frey, C.
		IDFY 101	American God Story	Fall	15	Hunter, M.
		IDFY 101	The Chosen Road	Fall	16	Walker, H.
		IDFT 300	Echo Urban Footprints of Post Metropolis Life	Spring	12	Dalen, T.
		SERV 231/2	Foundations of Service, Mission, and Social Change	S/S/F	14	Frey, C.
		IDFY 101	The Chosen Road	Fall	15	Walker, H.
School of Education and Social Sciences	Anthropology	ANTH 305	Topics in Anthropology: Harrisburg Neighborhoods	Spring	17	Paris, J.
	Human Development and Family Science Psychology	HDFS 209	Life Span Development	Spring	1	Lemmon, V.
		HDFS 209	Life Span Development	Spring	2	Lemmon, V.
		PSYC 209	Life Span Development	Fall	26	Fea, J.
		PSYC 209	Life Span Development	Fall	15	Lemmon, V.
		PSYC 209	Life Span Development	Fall	28	Lemmon, V.
		PSYC 209	Life Span Development	Spring	17	Lemmon, V.
		PSYC 209	Life Span Development	Spring	25	Lemmon, V.
	Sociology, Social Work and Criminal Justice	PSYC 319	Abnormal Psychology	Fall	32	Seegobin, W.
		SOCI 101	Principles of Sociology	Fall	14	Eby, J.
		SOCI 101	Principles of Sociology	Fall	25	Eby, J.
		SOWK 120	Intro to Social Welfare/Social Work	Fall	20	Seitz, C.
		SOWK 221	Human Behavior/Social Environment	Spring	20	Seitz, C.
		SOWK 250	Helping Processes I: Individual	Fall	8	George, M.
		SOWK 360	SW Practice with Families	Spring	7	George, M.
		SOWK 475	Helping Processes IV: Communities	Fall	6	Seitz, C.
		SOWK 485	Seminar in Social Work Practice	Spring	6	George, M.
SOWK 490		Field Practice in Social Work	Spring	6	George, M.	
School of the Arts	Visual Arts	ART 355	Elementary Curriculum Strategy	Fall	6	VanDyke, G.
		ART 356	Secondary Curriculum Strategy	Spring	4	VanDyke, G.
School of the Humanities	Biblical and Religious Studies	RELI 205	Religions of the World	Fall	34	Hunter, M.
	Communication	COMM 241	Small Group Communication	Spring	19	Holloway, M.
		COMM 301	Persuasion: Theory & Practice	Fall	23	Holloway, M.
	English	ENGL 396	Composition Theory and Pedagogy	Fall	19	Corey, J.
School of Mathematics, Engineering, and Business	Management and Business	BIS 412	Systems Analysis & Design Application	Spring	10	Nejmeh, B.
		MRKT 333	Consumer Behavior		22	Hagenbuch, D.
	Mathematical Sciences	COSC 333	Database Applications	Spring	8	Nejmeh, B.

Total Courses: 35
Total Enrollment: 515





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