

SERVICE-LEARNING



ANNUAL REPORT 2010





CHAD FREY

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CONTINUING A TRADITION OF SERVICE

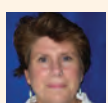
Service and learning have been central to the institutional vocation of Messiah College since its inception in 1909. As such, the stories of student and faculty involvement within the local community and abroad have been documented throughout the College’s history as having a strong foundation for a 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 to receive experiential and contextualized learning experiences. This year, in fact, more than 600 students and 21 professors participated in 32 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, we will continue to build relationships with one another and will assist in preparing students for lives of service, leadership and reconciliation in church and society.

THE SERVICE-LEARNING COMMITTEE



School of the Arts
Chad Frey, *director of the Agapé Center for Service and Learning*



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



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



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



School of Education and Social Sciences
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)*

“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 (Aug. 24, 2004)

PURPOSE 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.”

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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 and 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:

- **Curricular Service Learning** 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.
- **Co-Curricular Service Learning** is a non-credit-bearing service activity that intentionally integrates opportunities for service preparation and reflection. These service activities involve students working with agencies through 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.



Faculty, staff and students take advantage of exploring the world around us in a multitude of ways.

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 that 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 the skills and understanding needed to contribute to civic well-being.

Characteristics and Classifications of Community Engagement

	Service	Content*	Reflection**	Academic Credit
Curricular Service Learning	X	X	X	X
Co-Curricular Service Learning	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

32 Classes involving service learning (46 sections)

21 Service-learning professors

632 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

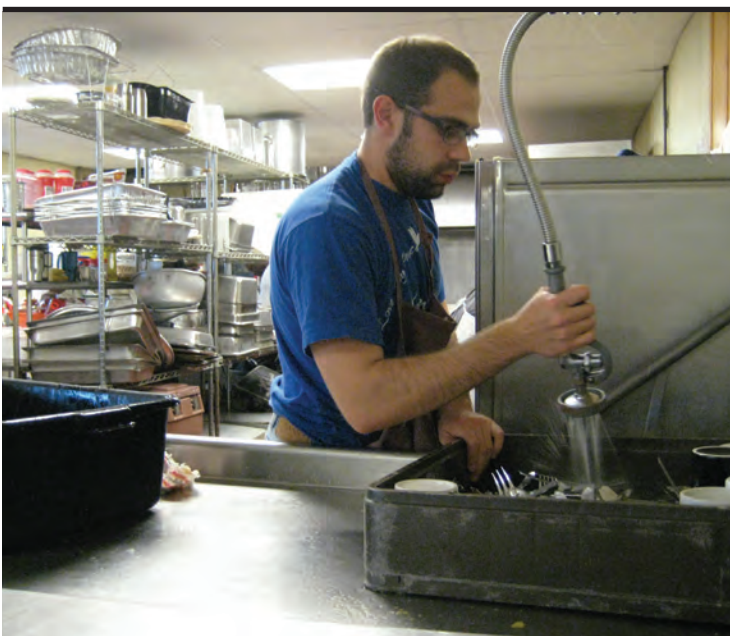
- Assisting with vacation Bible school and various other children's programs
- Building relationships and ministering to individuals who are incarcerated
- Developing phone applications for World Vision staff in Zambia
- Engaging in outreach team events and programs
- Participating in medical missions
- 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



Scott E. '10 takes part in the 'hands-on' aspect of service.

A SNAPSHOT OF SERVICE: STUDENTS IN ACTION

Cody Rosenbarker '11 often chooses the road less traveled. While many of his high school classmates moved on to college after graduation, Rosenbarker chose to extend his time by spending a second senior year as an exchange student in Belgium. When he entered Messiah in the fall of 2007, he also chose a less popular field of study—French Education with double minors in English as a Second Language and Anthropology.

Rosenbarker has continued to wander the less-traveled path among the streets and alleyways of Harrisburg. He spent this past January traipsing through the bitter cold of South Allison Hill, a neighborhood working toward community revitalization—but also known for its crime and violence, Rosenbarker says—as part of Professor

Jenell Williams Paris' service-learning course, Harrisburg Neighborhoods.

The class is designed to teach urban ethnography and, says Paris, “For this class, service is an integral part of learning. Students are learning how to use the theory and methods of anthropology to serve the world.” Paris' students work under the umbrella of the Capital Region Mentoring Partnership—funded by a grant from the United Way and in partnership with the Harrisburg Institute—to assess outlets for youth involvement.

Rosenbarker and his four other group members travel to Harrisburg four days a week to become acquainted with their neighborhood, seek out churches and afterschool programs and interview community members about

youth involvement. The goal is to gain a better understanding of the programs that are available in the city and to determine which ones kids are actually taking advantage of.

Paris, an enthusiastic urban anthropologist, says, “I want students to see the urban environment as a wonderful, viable place to live.” According to Rosenbarker, he learned much more: “This experience prepared me to go into a situation and try to look at things from the perspective of the people living there. It inspired me to be better prepared in terms of doing research to find out about the community so that I can go into a situation as less of an outsider.” Harrisburg has proved to be a worthwhile trek for the enlightenment that he received along the way.

“This experience prepared me to go into a situation and try to look at things from the perspective of the people living there.”

—Cody R. '11



Relationship building is a key component of service learning.

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 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 puts into action the concepts and ideas learned within the classroom.

“This [service-learning] requirement was my favorite thing about the classes because it **allowed** me to get out into the **community** to **serve.**”

—Katherine A. '13

A SNAPSHOT OF SERVICE: THE CLASSROOM IN ACTION

The sanctuary of the New Jerusalem Christian Church in Harrisburg, Pa., is filled with colorful balloons. As more than 20 elementary school children from the community trickle in on a rainy Monday night, their eyes light up at the sight. Elizabeth Heffner '12, a psychology major from Somerset, N.J., and seven other Messiah College volunteers welcome them to Abba's Place, a children's ministry that provides a safe, loving environment and gives a positive example of Christian living.

Heffner has spent the past year devoting her Monday nights to children's outreach at Abba's Place. With the help of fellow Messiah College students, she leads the children through a series of games and praise songs before splitting

into groups for Bible study. As a co-leader for the third and fourth graders, Elizabeth has formed close relationships with the six children in her small group.

These relationships began as part of the service component for Professor John Eby's service-learning course, Introduction to Sociology. Students are required to fulfill 16 hours of service during the semester to understand, apply and reflect on topics from class. “Service always involves learning with and from the people you're working with. Learning and service are part of a whole. They inform each other” says Eby.

Heffner's interaction with children from different races, socioeconomic

statuses, and ages at Abba's Place has certainly helped her to visualize concepts from class. “Relating to these kids has helped me apply the class material,” she says. “I can take those topics and see them lived out in the kids.”

Her experience has served as more than just a class requirement. “Developing a relationship with them has helped me connect and pour into their lives,” says Heffner, whose contagious enthusiasm for Abba's Place reflects her commitment to the children. “Elizabeth is so willing to help and she just loves being with the kids,” says Agapé Center coordinator for Abba's Place, Jenn Gallo.

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 provide 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 website: 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

Her large, round belly protrudes from her small teenage frame, housing a tiny unborn child within. Her parents have disowned her, and her only option is to move in with her boyfriend. This former abortion advocate now rethinks her stance as she stands in the waiting room of the Life Choices Clinic, a Capital Area pregnancy center in Camp Hill, Pa., that offers information and support for abstinence, pregnancy and post-abortion clients.

This is just one of the many cases that Alecia Groff '10, a Messiah College social work major from Landisville, Pa., handles on a weekly basis. Each Friday, Groff volunteers at the clinic as part of Professor Michelle George's course, Helping Processes II. The class focuses on relating to families, which, for many women like the pregnant teenager above,

is essential in shaping their decision about the baby.

Social work majors at Messiah College are required to participate in a service project each semester, with the number of hours increasing until their senior year. Groff's previous service projects helped shape her desire to work with pregnant women and teenagers, which she hopes will one day develop into a career. "I get excited to go to Life Choices Clinic now because I've found my passion," says Groff.

Her responsibilities at the Life Choices Clinic include helping with the maternity and baby boutique, assisting with ultrasounds and pregnancy tests, shadowing advocates and participating in school outreach programs to promote the mission of the clinic. "Our goal is to help women make an informed decision about

their pregnancy," says clinic director Judy Cline. Groff's commitment to these tasks also demonstrates the mission of the social work major. "Service is not an add-on in our major," says Groff. "We intend that students learn in the classroom and apply it directly to service," says George.

As an experimental learner, Groff agrees. "I think it's a really good thing to get out in the field and put it all into practice," she says. "It's easy to forget the world if you don't experience it." Her time in the field has served to increase her understanding and empathy for struggling women. "We initially hope to impact other people, but we always get so much in return," Groff says. "I have certainly learned to be more understanding to people in different situations."

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.



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

"God tells us to love our neighbors as ourselves. This love can be shown through the service we do for those in our own communities."

—Katherine A. '13

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 everyday 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 to 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.



The summer service experience engages students in the culture and life of the community and provides them with unforgettable memories

“And what does the Lord **require** of you? To act **justly** and to love **mercy** and to walk **humbly** with your God.”

—Micah 6:8

THIS YEAR, STUDENTS IN SERV 231 SERVED WITH:

- Food for the Hungry (Bolivia and Uganda)
 - El Shaddai (Peru)
 - Life Christian Church & Adopt One Village (Ghana)
 - Joshua Farm (Harrisburg, Pa.)
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2009-2010 SERVICE-LEARNING COURSES

Name of School	Department	Call number	Course Title	Semester	Enrollment	Instructor	
General Education	Interdisciplinary Studies	EXPR 012	Latin American Studies Program	Fall	2	Wendy Sue Lippert	
		EXPR 012	China Studies	Fall	1	Wendy Sue Lippert	
		EXPR 012	China Studies	Spring	4	Wendy Sue Lippert	
		EXPR 012	Washington Journalism Institute	Spring	1	Wendy Sue Lippert	
		EXPR 012	Uganda Studies Program	Fall	2	Wendy Sue Lippert	
		EXPR 012	Uganda Studies Program	Spring	2	Wendy Sue Lippert	
		IDCC 260	Harrisburg Cross Cultural	Fall	1	Craig Dalen	
		IDFY 101	The Chosen Road	Fall	18	Helen L. Walker	
		IDFY 101	"Doing Justice, Loving Mercy and Walking Humbly with Others"	Fall	18	Chad W. Frey	
	Philly Campus	IDFY 101	The Chosen Road	Fall	18	Helen L. Walker	
		IDST 300	Eco-Urban Footprints of Post-Metropolis Life	Spring	6	Timothy J. Peterson	
		SERV 231	Service, Mission and Change	Spring	9	Chad W. Frey	
		SERV 232	Foundations of Service, Mission, and Change	Fall	9	Chad W. Frey	
		SERV 235	Harrisburg Cross Cultural/Serv	Fall	4	Craig Dalen	
School of the Arts	Visual Arts	ART 355	Elementary Curriculum Strategies	Fall	6	Gene R. VanDyke	
		ART 347	Publication Portfolio	Spring	7	Kathy T. Hettinga	
		ART 356	Secondary Curriculum Strategies	Spring	9	Gene R. VanDyke	
School of Education and Social Sciences	Human Development and Family Science	Gero 232	Sociology of Aging	Spring	31	???????	
		HDFS 209	Life Span Development	Fall	2	Henry Akuoko Danso	
		HDFS 209	Life Span Development	Fall	1	Henry Akuoko Danso	
	Psychology	HDFS 209	Life Span Development	Spring	2	Joy E. Fea	
		HDFS 253	Community and Service Learning for Individuals	Spring	30	Michelle Knights	
		PSYC 209	Life Span Development	Fall	28	Henry Akuoko Danso	
		PSYC 209	Life Span Development	Fall	30	Henry Akuoko Danso	
		PSYC 209	Life Span Development	Spring	24	Joy E. Fea	
		PSYC 209	Life Span Development	Fall	12	Valerie Lemmon	
		PSYC 319	Abnormal Psychology	Fall	30	Charles D. Jantzi	
		SOAN 101	Introduction to Sociology	Spring	40	John Eby	
		Sociology and Anthropology, Social Work and Criminal Justice	SOWK 102	Intro to Cultural Anthropology and Organizations	Spring	50	Jenell Paris
			SOWK 250	Helping Processes I: Practice with Individuals	Fall	16	Michelle Dixon George
	SOWK 475		Social Work Practice with Communities and Organizations	Fall	9	Charles R. Seitz	
	SOWK 221		Human Behavior in the Social Environment	Spring	26	Charles R. Seitz	
			SOWK 360	Social Work Practice with Families	Spring	15	Michelle Dixon George
			SOWK 490	Field Practice in Social Work	Spring	8	Michelle Dixon George
		SOWK 485	Seminar in Social Work	Spring	8	Michelle Dixon George	
		SOCI 101	Principles of Sociology	Fall	19	John Eby	
		SOCI 101	Principles of Sociology	Fall	33	John Eby	
School of Health and Natural Sciences	Biological Science	BIOL 334	Plant Ecology	Spring	14	David K. Foster	
School of the Humanities	Communications	COMM 301	Persuasion: Theory and Practice	Fall	16	Mary L. Holloway	
		COMM 241	Small Group Communication	Spring	14	Mary L. Holloway	
School of Mathematics, Engineering and Business	Management and Business	MRKT 333	Consumer Behavior	Fall	21	David J. Hagenbuch	
	Mathematical Sciences	MRKT 357	Personal Selling	Spring	24	David J. Hagenbuch	
		COSC 333	Database Applications	Spring	10	Brian A. Nejmeh	
		BIS 412	Systems Analysis and Design Applications	Spring	2	Brian A. Nejmeh	

Total Enrollment 632
Total Courses 32
Total Sections 46



SUSTAINING OUR CALL TO SERVICE—Sixth National Faith-Based Service-Learning Conference

The National Faith-Based Service-Learning Conference is a unique conference hosted by the Agapé Center at Messiah College every other year. Focused on addressing the critical issues for service learning at faith-based colleges and universities, past conference discussions have touched on the particular contributions that faith-based institutions / community programs have made to deepening and enriching service-learning experiences in a variety of different local, national and international contexts. This year, about 100 participants from across the nation gathered in Grantham to discuss topics related to the theme of “Sustaining Our Call to Service.” Throughout the conference, educators, practitioners and students explored a variety of ways that diverse faith traditions can contribute to a sustained inquiry regarding our vocation to service and learning.

Plenary Participants

- Richard Hughes, senior boyer fellow, Messiah College
- Gretchen Van Der Veer, director of leadership development and training for the Corporation for National and Community Service
- Joyce Davis, guest reporter and former foreign correspondent
- International Service-Learning Panel

Panelists

- Rachel Tomas Morgan, director of International Service-Learning, Notre Dame University
- Cheri Doane, director of Community-Based Learning, Central College
- Dana Bates, Director, New Horizons Foundation in Romania
- Campus/Community Mentoring Partnerships Panel

Moderator

- Jeffrey Bouman, director of the Service-Learning Center, Calvin College

Panelists

- Nathaniel Gadsden, community impact manager for the United Way
- Patricia Gadsden, CEO of Life Esteem, Inc.
- Bill Jamison, director of Allison Hill Community Ministries
- Helen Spence, liaison for Dauphin County Children and Youth

Moderator

- Susan Hasseler, dean of School of Education, Social Sciences and Community Engagement

This conference provides an important venue for exploration among diverse faith traditions who frame service learning and civic engagement in their institutional mission, pedagogy and practice. It offers a chance to faculty and administrators to engage in vibrant dialogue and rigorous reflection.”

—Char Gray, Ph.D.,
Executive Director, PA Campus Compact

REPRESENTED INSTITUTIONS

Academic Institutions

Saint Joseph's University
Calvin College
Pepperdine University
Geneva College
Ohio University Lancaster
Messiah College
University of Notre Dame
Cabrini College
Huntington University
Saint Vincent College
Northwestern College
Gordon College
University of Massachusetts
Amherst
Lee University
Corban University
Catholic
Susquehanna University
Northwestern College
Taylor University
Azusa Pacific University
Our Lady of the Lake University
Lebanon Valley College
Wheaton College
Gannon University
Judson University
Texas Lutheran University
University of Toledo
Temple University

Non profits/ Community Groups

PA Department of Aging
Current Assets
Allison Hill Community
Ministries
Urban Tree Connection
PA Campus Compact
Human and Organizational
Systems
LIUMET
Office of Leadership
Development and Training
Dauphin County Children
and Youth
The Salvation Army
Davis & Goodman International
Media
Toussaint Photography
Brethren in Christ Church Offices
Harrisburg Social Worker
NHS Edgewater Psychiatric
Center
Harrisburg Catholic Worker
House
United Way
Womens Connect
Islamic Society of Schuylkill
County
Firm Foundation of PA, Inc.
Faith Chapel



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