Students Make Great Teachers

As a new instructor at CSCC, Paul Puckett was pleased when asked to teach Math for Teachers and quickly recognized the course as a perfect opportunity to incorporate service-learning.

“One of my loves in life was to teach reflective methods to tutors and to math majors headed into the teaching field. As a bonus, I found out CSCC’s QEP involved service-learning. I could see no better course series for implementing service-learning.”

Paul’s service-learning initiative requires students to do projects that place them in local schools to observe methodology, tutor, or assist teachers. Paul asks students to free-write hourly reflections during their volunteer experience. The writing exercise helps them recognize theoretical methods in action. It also helps them recognize situations that cannot be replicated theoretically.

Overall, the purpose of reflection is to help students identify and practice successful teaching methods.

Most students in Paul’s classes have a desire to teach in the Cleveland City-Bradley County area. By introducing a service-learning initiative, he believes students have “a foot-in-the-door and networking opportunities that may result in future employment.” Even though this is the first year of the program, Paul is encouraged with the positive direction it is taking. “With service-learning I am not sure who benefits most...the school tutors and to math majors headed into the teaching field. As a

April Gatlin: “I was allowed to tutor a few below grade level students that had scored below basic on TCAP last year. They were struggling with multiplication facts while the rest of the class had moved forward.”

Chris Carty: “I enriched a child’s math process and was able to let her understand how to subtract hundreds. Having a child’s gratitude is an unbelievable feeling.”

Amanda Rymer: “I learned so much more about classroom management, instructional methods, and lesson plans by observing/helping high school and elementary classes.”

Kathy Austin: “I had the opportunity to assist first grade students to help them review counting by 10’s, 5’s and 2’s. This particular group was having a tough time with the concept of skipping numbers. The exercise let me know I was not prepared for working with academically challenged students at this grade level and needed visual aids to help explain the concepts.”

Tadd Gridir: “While observing a local first grade class, I witnessed a Haitian refugee that was adopted shortly after last year’s earthquake. While this child has had some trouble adapting, he has—with tutoring and extra help—made great strides academically and socially.”

Abigail St. Onge-Spencer: “In my observations I witnessed the use of a smart board. Technology is such a wonderful teaching tool. The students can easily follow along and enjoy the simplicity of the board.”

An Outreach of Passion

Sheila Hayes and the sophomore nursing faculty are firm believers in the value of service-learning and encourage students in their classes to take advantage of potentially life-changing opportunities. Nursing student Rigo Sirin-Pichiya’s service-learning project definitely fits the definition of life-changing.

Rigo contacted the owner of Tienda Jalisco Mexican store for permission to set up a free vital signs screening service in her business. His goal for the two-day event was to volunteer to educate Hispanic people about their blood pressure—including how to recognize high-blood pressure and how to prevent it. He also encouraged participants to visit a health professional annually for wellness checks and provided them names of clinics that provide services for Spanish-speaking patients.

Rigo shared, “I learned I am a person who cares for other people, that I persevere and pledge my commitment to the well-being of all humanity...to lay down my political and religious beliefs that might interfere with my ability to see human beings as individuals.”

Rigo learned that some Hispanic people cannot afford medical care. He also learned that others do not seek care because they do not speak English well and are not comfortable going to physicians who do not speak Spanish. They feel they cannot explain their medical situation or understand information provided by the physician. Rigo would like for more Spanish-speaking people to study healthcare to help bring important information, attention, and care to the Hispanic population.

“We people who have a heart for the Spanish-speaking community and who have a passion to see improvements in the community would be vital...for bringing about change and improvements in health and wellness.”

Rigo also volunteered for the Children with Cancer Fun-Day at Camp Agape in Benton, TN, as part of his service-learning project. Fun-Day provided a day of activities for patients of T.C. Thompson’s Oncology Center. The event included hay rides, face painting, a petting zoo, and an inflatable obstacle course where Rigo spent his day helping children have a great time.

“I felt privileged to have been a part of the Fun-Day at Camp Agape. I saw the good that can come about from having fun and how fun and laughter appears to improve someone’s health. I learned that I love helping other people, especially children, have fun...I also learned that helping others really gives me strength and internal energy. Even at the end of the day I am exhausted, it is a really good exhaustion and I feel a lot of contentment.”

A Trunk Full of Love

During the Fall semester, Linda Tipton’s Learning Strategies class participated in a service-learning project to help a needy family who was struggling as result of a harsh criminal act committed on one of their family members. Sadly, there are several young children in the family. The situation tugged on the heartstrings of Linda’s students, who donated money, toys, and clothing plus shopped for the smaller children. Keri Fugate, a student in the class, was the contact person for this family. She and fellow student Seth Haralson delivered a car trunk full of items for these children, clearly demonstrating the class’s generosity and willingness to help others.
**CSCC History Students Make History**

Cleveland State Community College students Tabitha Stone and Matthew Saunders are not only learning history while enrolled in History 2801, they are creating it. History 2801, or History Laboratory, is the first history course on campus devoted entirely to service-learning.

Taught by Bryan Reed, Associate History Professor, and Sarah Copeland, Records Catalog Coordinator, the course allows students to be involved in a service-learning experience at an area museum, archive, historical society, or other historical collection sites. The course is designed to expose students to the practice of researching, digitizing, and handling historical artifacts. As with most other service-learning initiatives, students are asked to reflect on their experiences by maintaining a journal/log throughout the semester.

The fall 2010 semester was the pilot for the course. Based on feedback from students and the cultural heritage institutions where students have been working, Copeland and Reed said they will tweak the course for the spring 2011 semester so that it is an even better learning experience. They are hoping to slowly expand the program in the coming years so that students can be placed with cultural heritage institutions throughout the CSCC’s five-county service area.

Copeland said, “Bryan Reed guides students’ historical research. He is an expert on local history, so he is the go-to person for finding information about individuals, families, places, and events. I focus on the ‘library science’ aspects of the class. I introduce students to cultural heritage institutions (i.e., museums, archives, historical societies), instruct them on how to handle old or fragile documents, and teach them how to structure their research so that it can be published on the web using our content management software.”

Stone said, “With this course, not only are we gaining a knowledge of history, but we are getting to do research on something that actually interests us. The instructors have done a great job—getting this program established—teaching us how to scan photographs, how to do the research, etc. They are both available at the drop of a hat to help us if we ever need them.”

Service-Learning Facilitator Sherry Holloway, said, “Bryan and Sarah have done an extraordinary job of developing and implementing a service-learning course around digitizing photos and documents. Their first focus has been on materials from Cleveland, Athens, and surrounding East Tennessee areas. The extent of their potential outreach hit home for me when Bryan handed me a copy of Victoria E. Ors’ book, Confederate Daughters, where one of his student’s digitized photos had been published. Incredible!”

Upon completion of the course, students will be able to demonstrate appropriate handling of unique historical materials, describe the public role of institutions charged with preserving historical materials, create digital versions of historical documents, and publish newly digitized materials to the Southeast Tennessee Digital Archive (SEDTA) using CONTENT dm, a tool for managing digital collections and publishing them on the world wide web.

Copeland, said, “The neat thing about this class is that students get to experience how history is ‘done.’ When you read a history book, the narrative is polished. You might get the impression that understanding and writing about history is simply a matter of collecting the facts and putting them in chronological order; you don’t see all of the dirty work that goes on behind the scenes. In fact, answering a historical question requires research, analysis, and sorting the significant details from the insignificant details. Our students get the opportunity to do this type of historical research and publish it to the web.”

According to Reed, the goal of SEDTA, and therefore this service-learning course is to be a support system for these local institutions and to create an online tool that teachers, students, and researchers will all be able to use.

**A Service-Learning Project that is Out-of-This-World!**

Dr. Harry Orr’s Astronomy students, Aimee Passavant and Katie Bender—aspiring teachers—decided the best way to learn astronomy was to teach it. They contacted Mrs. Jennifer Wilson at North Lee Elementary to volunteer to teach first grade students about the moon.

Aimee and Katie invested personal time and money into preparing an interesting, grade-appropriate lesson plan, pre-test, post-test, and creative visual aids. They created a baseball field poster to demonstrate the four phases of the moon. They also created flash cards and a corresponding word association technique to reinforce answers to test questions. In addition to visual aids, they read a book, Phases of the Moon, helped students make moon clocks, and distributed Moon Pie treats to further reinforce their lesson. The students were so engaged with Aimee and Katie’s presentation they opted out of P.E. (Now, that’s a teaching testimony!)

Aimee and Katie reflected on their project through a joint statement, “As focused as I am in learning, I know that I must push myself if I’m to be an asset to the education system.

Amy and Katie invested personal time and money into preparing grade-appropriate lesson plan, pre-test, post-test, and creative visual aids.

**CSCC Salutes Veterans**

CSCC students and faculty hosted an on-campus Veterans Day celebration for local military Veterans and their families. Jana Pankey opened the event and introduced Dr. Hite—who spoke on behalf of the CSCC family to recognize the tremendous sacrifices of U.S. Veterans and their families and to convey our deepest appreciation.

Army Veteran and CSCC student, Michael Williams’ voice filled the air as he sang The Star Spangled Banner. The outdoor portion of the event was concluded as Army Veteran and CSCC student, Michael Williams’ voice filled the air as he sang The Star Spangled Banner. The outdoor portion of the event was concluded as participants released a burst of red, white, and blue balloons...painting the sky with American pride.

The celebration continued in the Foundation Room, where everyone appreciated and enjoyed food generously donated for the event by Fat Mike’s Barbeque and Firehouse Subs. Many thanks to Larry Burns (Media Center), John Corley (Diner) Ray Goud (Veteran’s Affairs), Jana Pankey (Social Work), and students of the Social Work Program and Social Work Club for the time and talents they invested in making the celebration a success.

**Out-of-This-World!**

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Michael Williams sang the Star Spangled Banner at the Veterans Day Celebration.
Hugs for Soldiers Food Drive...a Tremendous Success!

In the summer of 2010, CSCC implemented an Employee Leadership Program involving eleven staff members. Members were divided into two teams—one team was assigned an on-campus service project; the other a community service project. The community service team was made up of Donna Benton (Marketing), Cynthia Brooks (Human Resources), Mary Calfee (ACCESS Center), Barbara Eaves (Institutional Advancement), Michelle Jenkins (Athens Site), and Bobby Maxwell (Security). After investigating the needs of a number of community service organizations, the team chose to engage with Hugs for Our Soldiers (Hugs) - a non-profit organization that provides support to military families who have a loved one serving overseas. Early in the fall of 2010, Hugs President, Kathy Orcutt, indicated the organization needed help with two upcoming initiatives as her service-learning project. The first was to promote voting in the Pepsi Refresh Grant Competition. To support the initiative, the community service team developed flyers that were distributed during the Freshmen Frenzy and posted around campus. The second project was to organize a Thanksgiving Food Drive for struggling military families who had a member serving in Iraq or Afghanistan. The Thanksgiving Food Drive extended from October 11 through November 17 and inspired an overwhelming response from the Cleveland State family. Students from the Art Department helped decorate the donation boxes. Students of the Science Club and Human Services Social Work program promoted the food drive and gathered donations, as part of their service-learning project. Amanda Jones selected the Hugs initiative as her service-learning project (Human Growth and Development class) and assisted the group by collecting donations for central storage. On November 15, soldiers from Fort Benning, GA and Kathy Orcutt joined the Employee Leadership/Community Service group and students from the Human Services/Social Work program to organize and package the food donations. Kathy Orcutt recognized the group’s effort by saying, “I was astonished when I walked into the room and saw the volume of food that had been collected! Because of the tremendous work of CSCC, an additional 65 military families received the blessing of Thanksgiving. I wish I could have every one of these community service team members and student volunteers on our Hugs team seven days a week!”

In addition to the 65 full boxes of food, there were eight boxes of extra items combined with donations from other organizations, to make complete care boxes for additional military families. Some of the food items were included in goodie bags sent directly to active duty soldiers. Financial donations totaling $365 were used to purchase some food items, as well.

The Employee Leadership Community Service group would like to thank all those who helped make this project possible and everyone who made a contribution or donation. The generosity of CSCC students and faculty truly made a difference in the lives of military families during Thanksgiving 2010!

Well Deserved Recognition!

Susan Webb-Curtis was recently honored by the Service-Learning Advisory Council for her accomplishment of receiving the 2010 Tennessee Treasure Award. Susan was one of only three Campbell University Community (TNCC) Service-Learning Champions who received the award at September’s annual TNCC Conference held at the Howard Baker Jr. Center on the University of Tennessee campus.曼尼·胡尔，TNCC’s founding Executive Director, Dr. Hite, and Dr. Faulkner acknowledged appreciation of Susan’s accomplishments and contributions. The entire CSCC family echoes their sentiments, “Congratulations Susan! We’re proud of you!”

One Million Acts of Kindness

Debbie Felton is continually working to develop several simple service-learning components that even the busiest students would have time for. Her goal has been to impress upon students that no matter how hectic their lives are, there is time to reach out and make a contribution that will benefit someone or something (animal, our planet, etc.). It has been her hope that students would see the benefits of their efforts and eventually reach out in even more significant ways. The Leadership Studies classes at all sites worked on the One Million Acts of Kindness Campaign through Online at CSCC discussion board assignments.

Debbie was true to her plan. The Campaign required only three simple steps: (1) Students viewed The Power of One—Bomshel—an amazing video that causes viewers to consider how even small things can have a positive impact on another person’s life and “start a chain reaction.” (2) Students were to do a minimum of one challenging act of kindness each day (for 14 days) and keep a brief log of their actions. (3) Students were to write a one-page reflection paper about their experiences.

Based upon comments taken from students’ reflection, the Campaign was a huge success. Here are a few examples of student comments:

• “When I went down to Atlanta to help out at the Soup Kitchen, you wouldn’t believe the smiles I received. I felt almost like a superhero; people telling me thank you, you’re so kind, God bless, or this helps me out big time. The feeling I received from doing this was like no other. I guess you can say it’s like an addiction now, there’s literally no drug on this planet that can make you or me feel the way this did. It’s a heart-warming feeling that’ll make you want to shoot off into the stars and scream to the world that I made a difference!” (Isaac Haruo)
• “I met a woman who was 23 and had 3 young kids. She told me how she never finished high school and would like to go back and finish. So I asked her why she didn’t, and she said she didn’t think she could. So then I told her about the adult high school. I felt better because if she goes through and finishes school she will have a better life for herself and her kids.” (Kait Saunders)
• “If the 6 of us posting here completed this assignment, each doing 14 acts in 14 days and those that we were kind to carried out “the pay it forward” idea, in 14 days we will have reached 84 people. Those 84 in 14 will have reached 1,176; those will have reached 16,464, then 230,496 then—after 70 days—we would have reached 3,226,944 people, I think…” (Daniak Houk)

Law Students Volunteer with CASA

Matt Ryerson, Vice President of Investment Strategies for United Way of Bradley County, has been an Adjunct Law Professor with CSCC since 2007. He has incorporated service-learning into his course curriculum from the beginning. “Service-learning has given my students the opportunity to build on what they are learning in the classroom through real-world experiences.”

Ryerson’s approach has been to partner with CASA (Court Appointed Special Advocates) of Bradley County through contact with Suzanne Wisdom, CASA Executive Director. CASA provides volunteer advocates to the court to investigate allegations of child abuse and to speak on behalf of the children. Ryerson shared, “Finding a good, service learning fit is vital to making the experience successful and the CASA program in a perfect match for our law classes.”

Some of Ryerson’s students have pursued a volunteer advocate position, but most volunteer for less time intensive positions such as legal research, filing, event planning, grant research, grant writing, and fundraising. Speaking on behalf of CASA, Suzanne Wisdom said, “CASA is so fortunate to have CSCC as a Service-Learning Partner. Every semester, we work with many students who are motivated and interested in CASA. Some students work in the office and some actually go on to be sworn in by the Judge as court advocates for abused and neglected children. The experience working with CSCC has been nothing but positive.”

Students in Ryerson’s classvolunteered with CASA for 15 to 30 hours during the semester. Those who successfully complete a minimum of 15 hours have the option of trading their service-learning grade for their lowest test score, improving their overall course grade. Ryerson believes students’ CASA volunteer experience will provide insight to their career choice, while encouraging them toward a lifelong desire to help others through community volunteer service.

Service-Learning Faculty Consultants

For help incorporating service-learning facilitation, contact: Sherry Holloway (423) 473-2385
Susan Webb-Curtis, (423) 614-8718
Debbie Felton, (423) 473-2386
Visit our website for more information: http://www.clevelandstate.edu/service_learning

At our Service-Learning website, you will find community agencies looking for student volunteers and faculty partners, as well as forms, sample syllabi, and other resources to help you with your service-learning activity.
Some of CSCC’s nursing students chose to volunteer at the RAM clinic (Remote Area Medical) as their fall service-learning project. RAM provides free dental, medical, and vision services to citizens of the Bradley County/Cleveland City area who cannot afford insurance or medical services. Volunteering with RAM provided these students an opportunity to observe and assist medical professionals who provided healthcare services during the event, as well as an opportunity to provide comfort and assistance to patients.

Student Travis Greene reflected, “People were lined up everywhere...had been there all night waiting. I took blood sugars and a few blood pressures, but the skill I used most was communication. The strongest impression (on me) was from a guy who was having all his teeth pulled...worked all his life...never had money to get insurance for himself...let his teeth go for the benefit of his children.”

Travis continued, “The benefits of (community work) are awesome. You really get to help those in need and get so much appreciation in return for what you do. Because of my service-learning project, I am now a better asset to my community. This appreciation in return for what you do. Because of my service-learning project. RAM provides free dental, medical, and vision services to those who cannot afford insurance or medical services. Volunteering with RAM provided these students an opportunity to observe and assist medical professionals who provided healthcare services during the event, as well as an opportunity to provide comfort and assistance to patients.

Student Norma Capone’s Human Growth and Development class embraced service-learning through a variety of projects during the Fall Semester. “I have enjoyed this service-learning. It has taught me a lot about myself and our community. I think that they need to keep requiring this because it is a great project.”

Kachey Blankenship volunteered with Benchmark Physical Therapy. She learned how people react differently to injuries, the variety of injuries that require physical therapy, and how medical professionals interact with patients. “I believe that everyone should have to take part in this activity, because they need to feel that it is better to give than to receive. It is important to see how people are affected by service projects.”

Lisa Getyon volunteered with Ark of Cleveland and learned she enjoys community service. She especially enjoyed learning about the “human factors of loving a pet” and the loss that people suffer when they lose their pets. Whitney Pritchard also worked with Ark of Cleveland where she learned there are many people who like to volunteer their time to help others. “I want to continue my volunteer work there.”

Nickecia Black volunteered at Bradley Baptist Association where she learned there is much unpublicized good being done for the less fortunate in our community. She learned she is a “good, non-judgmental listener” and plans to do her part to make the world a better place.

Mitch Montgomery volunteered with RAM (Remote Area Medical Foundation). The experience taught him “skills for working with people of a different socioeconomic status.”

Elective Courses in Service-Learning

Students in Action

CSCC nursing students volunteered at the RAM (Remote Area Medical) clinic as their fall Service-Learning project. The RAM clinic provides free dental, medical and vision to those who cannot afford insurance.