

Center for Academic Community Engagement (CACE)



Handbook

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Who Is CACE?

You are! The Center for Academic Community Engagement (CACE) is open to all students, faculty, staff, and community organizations. It is a collaborative effort working together to create partnerships for enhancing student learning & experiences, while filling community needs.

CACE supports faculty and staff who involve their students and community partners in collaborative, impactful work. Service learning, community engagement and community-based research contribute to community well-being and simultaneously enrich students' course learning. Since its founding in 2010, the Center has facilitated over 40 academically grounded university-community partnerships. Service Learning, community engagement and community-based research extend beyond conventional concepts of student community service and volunteerism, instead emphasizing sharing and reciprocity, partnerships, and shared knowledge-making defined by mutual respect among the partners.

Start today and become an active participant in CACE by contacting Donna Chambers, Coordinator of CACE, at 610-396-6332 or dmc6004@psu.edu.

Mission

CACE connects academics with relevant community service opportunities to engage students in building meaningful relationships with our local, nonprofit community partners to effectuate social change.

Vision

Prepare students to become open-minded, global citizens according to the Penn State values of Integrity, Respect, Responsibility, Discovery, Excellence and Community, making the community more equal, fair, and sustainable for everyone.

Defining Community Engagement Experiences

Volunteerism is when the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.

Community Service is when the primary focus is on the service being provided, as well as the benefits the service activities have on the recipients.

Internships engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

Field Education provides students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies.

Service-Learning Unlike volunteer activities, which may be unrelated to any curriculum objectives, service-learning links community service with specific course goals. service-learning requirements must be stated in the course syllabus, so students are aware of it from the beginning of the term. Students should understand how the service-learning requirement is relevant to their mastering of course material. By clearly explaining the link between the required community service and course content, students will strengthen their commitment to service-learning assignments. The community service is an assignment, and its purpose is to facilitate student learning.

Community-Based Research (CBR) is a collaborative enterprise between community partners and academic experts who work together to develop questions that are responsive to community needs, determine appropriate data collection methods, and develop effective knowledge dissemination strategies. CBR takes place in community settings and involves community members in the design and implementation of research projects, demonstrates respect for the contributions of success that are made by community partners, as well as respect for the principle of "doing no harm" to the communities involved.

Research Repositories

Canvas Resource Site

CACE manages a Canvas Resource Site that allows Penn State Berks faculty using academic service-learning to share ideas, successes, and challenges with other colleagues on campus. In addition, faculty have the opportunity to stay abreast of upcoming workshops, programs, and conferences. Please send an email to dmc6004@psu.edu or to mhc12@psu.edu to be added to the site.

Links to Web Sites and Associations

Penn State Berks Library Resource Page

Need information about service-learning or how other faculty use service-learning? Need more information about the social justice issues or populations your students are researching? The Penn State Berks Library has a variety of articles, books, and videos. Please check out the page created for CACE at: <https://guides.libraries.psu.edu/Berks/servicelearning>

Campus Compact

Campus Compact is an organization that provides support to faculty, staff, administrators, students, and community partners interested in service learning, building democracy through civic education and community development. <https://compact.org/>

Association of American Colleges & Universities

AAC&U is the leading national association dedicated to advancing the vitality and public standing of liberal education by making quality and equity the foundations for excellence in undergraduate education in service to democracy. <https://www.aacu.org/>

Michigan Journal of Community Service Learning

MJCSL is an open-access journal focusing on research, theory, pedagogy, and other matters related to academic service-learning, campus-community partnerships, and engaged/public scholarship in higher education. <https://quod.lib.umich.edu/m/mjcs/>

Journal of Service Learning in Higher Education

A publication of the University of Louisiana System:

<https://journals.sfu.ca/jslhe/index.php/jslhe/article/viewFile/197/68>

Association for Experiential Education

The Association of Experiential Education (AEE) is a global membership community comprised of experiential educators, practitioners, inquirers, researchers, and students with the shared goal of elevating the field of Experiential Education. <https://www.aee.org/>

National Society for Experiential Education

National Society for Experiential Education (NSEE) is a nonprofit membership association of educators, businesses, and community leaders. Founded in 1971, NSEE also serves as a national resource center for the development and improvement of experiential education programs nationwide. <https://www.nsee.org/>

Points of Light Institute

Points of Light is an international nonprofit, nonpartisan organization headquartered in the United States dedicated to engaging more people and resources in solving serious social problems through voluntary service. <https://www.pointsoflight.org/>

National Service-Learning Clearinghouse

NSLC provides information on service-learning covering K-12, higher education, and community-based initiatives. <https://community-wealth.org/content/national-service-learning-clearinghouse>

The National Youth Leadership Council

NYLC is a **national** nonprofit organization located in Saint Paul, Minnesota that promotes service-learning in schools and communities across the United States. <https://www.nylc.org/>

Community Engagement Opportunities

In-Person Community Engagement

Anti-Bullying Programs

Penn State Berks students create programs for elementary and middle school students to inform them of what constitutes bullying and how they can work to eliminate bullying in their school. Students will work with law enforcement agencies and other school officials to create presentations that can be delivered to students in a fun, informative, and interactive manner.

Location and time:

Select schools near the Berks Campus. Days and times depend on the availability of the schools. Students are encouraged to visit at least three schools per semester.

Bilingual Story Telling

Penn State Berks students perform a bi-cultural reading for elementary and middle school children and then interact with them via a related craft or activity. With this service, students will become familiar with certain Hispanic stories and legends that relate to children.

Location and time:

Select schools near the Berks Campus, 3:30-5PM, once or twice per semester.

Breaking Barriers, Building Bridges

Penn State Berks students will work in collaboration with Reading High School, and select artists from the Reading Community to present an evening of multicultural performances of dance, live music, and spoken word including a pop-up artist studio for school age children to create works of art. Each act in the program will create a message of social justice awareness, to highlight inclusivity, multicultural experiences, and issues, create unity, and build community.

Location and time:

Select venue in Reading. Once per semester.

Community Meals

Penn State Berks students will serve as Food Pantry and Soup Kitchen Volunteers at several shelters in Reading. Students will help prepare and serve meals to those in need.

Location and time:

Several Shelters and Churches in Reading need volunteers. Volunteers are needed for breakfast, lunch, and dinner. Students may choose the time they wish to serve according to the shelter or church in which they will be serving.

Environmental Clean Ups

Penn State Berks students will collect trash and do light gardening at Baer Park and along the Schuylkill River Trail. This service is performed once per semester.

Location and time:

Baer Park and Schuylkill River Trail. This service can be performed once every fall, once every spring, for about three hours. Time – fall cleanup is usually a Saturday morning at the beginning of the semester. Spring cleanup is usually a Wednesday afternoon at the end of the semester.

Mentoring English Language Learners

Penn State Berks students will assist the ESL instructors (English as a Second Language) at Berks own ESL program. Students will help develop and teach the lessons and will provide one on one conversation with the English Language Learners.

Location and time:

Thun Library at Penn State Berks, Thursdays, 5:30- 7:30, weeks 5-15 of each semester. Students are encouraged to participate for at least three weeks per semester, but they may choose to volunteer for the length of the semester.

Scambassadors for Senior Citizens

Penn State Berks students create programs for Retirement Communities to alert residents of the scams that are commonly used to financially trick senior citizens. Students will work with law enforcement agencies and other senior citizen advocates to create entertaining presentations that can be delivered to the general population of various retirement communities.

Location and time:

Select retirement communities near the Berks Campus. Days and times depend on the availability of the communities. Students are encouraged to visit at least three communities per semester.

Tutors/Mentors Migrant Education After School Program

Penn State Berks students provide tutoring and mentoring to elementary, middle school, and high school students enrolled in the Migrant Education After School Program. With this service, students will build relationships and serve as a tutor/mentor/model with elementary, middle school and high school students enrolled in the Migrant Education Program. They will also become familiar with certain aspects of the Hispanic culture in Reading as it relates to schooling. Penn State students will tutor the children in reading, math, and general homework assignments and interact with the children in through games and arts and crafts.

Clearances are needed to participate in this service. CACE will aid in filling out the necessary forms.

Location and time:

Select schools near the Berks Campus. 3:30-5PM one time per week, Monday-Thursday. Students are encouraged to participate for at least three weeks per semester, but they may choose to volunteer for the length of the semester.

Opportunities Coming Soon:

Victim Advocacy, Reduce, Reuse, Recycle, Outfall Projects, Homeless School Children Project, Exercise and Movement Programs.

Virtual Volunteer Opportunities

Various majors:

- Bilingual Story Telling - to benefit the Reading Migrant Education Program –if interested, please send an email to Dr. Chambers at dmc6004@psu.edu

Business:

- Provide help to people who can't afford to pay for professional tax preparation. You don't have to be a tax pro to volunteer, there are many ways you can help.
<https://signup.aarpfoundation.org/tax-aide-volunteer/>

Earth Sciences:

- Look at satellite images of storm and help researchers predict cyclone behavior with [Cyclone Center](http://www.cyclonecenter.org/). <https://www.cyclonecenter.org/>
- Test, evaluate or develop elements of the [National Park Service](http://www.nps.gov/)'s online presence.
<https://www.nps.gov/subjects/digital/getinvolved.htm>
- Track bird populations with [eBird](http://ebird.org/). <https://ebird.org/home>

Education/ Literacy:

- Provide learning and encouragement to children around the world via Skype and the [Granny Cloud](http://thegrannycloud.org/) website. <http://thegrannycloud.org/>
- Provide tutoring and/or advice to low-income high school students to help them succeed through [UPchieve](https://upchieve.org/volunteer). <https://upchieve.org/volunteer>
- Proofread ebooks for [Project Gutenberg](https://www.pgdp.net/c/). <https://www.pgdp.net/c/>
- Record audiobooks for [Librivox](https://librivox.org/pages/volunteer-for-librivox/). <https://librivox.org/pages/volunteer-for-librivox/>
- Transcribe historical documents for the [Smithsonian](https://transcription.si.edu/). <https://transcription.si.edu/>

Health Support:

- Help raise awareness and support for PPE, ventilators and senior support
- through [Health4the World](https://www.health4theworld.org/get-involved/). <https://www.health4theworld.org/get-involved/>
- Send a card, letter or note once a week to someone undergoing chemotherapy. Apply at [Chemo Angels](https://www.chemoangels.com/angel-pre-app). <https://www.chemoangels.com/angel-pre-app>

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Language:

- Volunteer to Translate with [Translators without Borders](https://translatorswithoutborders.org/volunteer/).
<https://translatorswithoutborders.org/volunteer/>

Psychology:

- Answer texts from people in crisis using active listening and collaborative problem solving with [Crisis Text Line](https://www.crisistextline.org/become-a-volunteer/). <https://www.crisistextline.org/become-a-volunteer/>
- Identify New York Wildlife, map our galaxy or assist researchers in many other ways with [Zooniverse](https://www.zooniverse.org/). <https://www.zooniverse.org/>
- Volunteer to be an Online Ambassador with [Ark of Hope for Children](https://arkofhopeforchildren.org/).
<https://arkofhopeforchildren.org/>

RHS:

- Scan or edit books for people with reading disabilities through [Bookshare](https://www.bookshare.org/cms/get-involved/volunteer).
<https://www.bookshare.org/cms/get-involved/volunteer>
- Read a book to an isolated senior through [StoriiTime](https://www.storiitime.com/).
<https://www.storiitime.com/>
- Send online messages or mail letters of encouragement to nursing home residents and staff through the [Adopt a Nursing Home Program](https://www.hireheroesusa.org/volunteer/).
<https://www.hireheroesusa.org/volunteer/>
- You can adopt a grandparent in London and have virtual video calls and keep their spirits high while in isolation through [CHD Living](https://chdliving.co.uk/). <https://chdliving.co.uk/>
- Lend your eyes to solve tasks for blind and low vision people. Visit [Be My Eyes](https://www.bemyeyes.com/).
<https://www.bemyeyes.com/>
- Sew emotional support blankets for [Binky Patrol](https://binkypatrol.org/). <https://binkypatrol.org/>

Social Justice:

- Conduct research into global human rights violations through [Amnesty International](https://www.amnesty.org/en/).
<https://www.amnesty.org/en/>
- Help Harvard researchers learn the best ways to break down stereotypes by taking tests with [Project Implicit](https://implicit.harvard.edu/implicit/). <https://implicit.harvard.edu/implicit/>
- Make a global difference with the [United Nations](https://www.onlinevolunteering.org/en/opportunities).
<https://www.onlinevolunteering.org/en/opportunities>

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- Crochet or knit afghan squares that will help build blankets for both babies and adults. Send them to [Warm Up America](https://warmupamerica.org/make/current-needs/). <https://warmupamerica.org/make/current-needs/>

Technology:

- Train others in technology to help overcome poverty with [Right Here at Home](http://rhah.org/). <http://rhah.org/>
- Spread the word by sharing social media posts and important announcements from your favorite nonprofit organizations.
- Share your voice and help drive innovation in voice technology through [VocaliD](https://vocalid.ai/voicebank/).
- <https://vocalid.ai/voicebank/>

Veterans:

- Remotely help veterans and their spouses with career prep through mock interviews or job search advice. See [Hire Heroes USA](https://www.hireheroesusa.org/volunteer/) for more information.
- <https://www.hireheroesusa.org/volunteer/>
- Give well-deserved Treats for Troops through [Soldiers Angels Treats for Troops](https://soldiersangels.org/treats-for-troops/).
- <https://soldiersangels.org/treats-for-troops/>

Engage with PSU Berks and the Student Engagement Network (SEN)

Engagement and Involvement

Club Rush: Club Rush is one of the best opportunities to get involved in campus life at Penn State Berks. Student Organizations set up displays and have members on site talk to visitors one on one about what their organization does on campus during the first week of the fall semester. Involvement in co-curricular experiences is one of the most important parts of having a successful college career! You will make friends, learn all about Penn State Berks, and develop invaluable skills you will use in life beyond Penn State. <https://berks.psu.edu/student-life>

Student Engagement Network: The network is a comprehensive initiative across twenty-four campuses that connects students with curricular and co-curricular opportunities such as research, student organization involvement, community leadership, study abroad, internships, arts and performances, and more. We also have a grant program to more expeditiously connect with life-changing engagement experiences significantly enhances the overall student experience.

<https://engage.psu.edu>

Student Activities Office: We're your connection to what's happening on campus and we offer thousands of ways for you to get involved, make a difference, make friends, and develop job skills. We oversee all student organizations and clubs, leadership opportunities, etc.

<https://berks.psu.edu/berks-student-activities>

Clubs and organizations: Visit this site to search for over fifty clubs and organizations on campus. <https://berks.psu.edu/student-life>

Educational Equity and Diversity Programs: Penn State Berks is committed to fostering a diverse, inclusive campus that celebrates the unique strengths of each and every culture. At Penn State Berks, we embrace diversity as an essential part of building a rich and vibrant community. We believe that diversity and community are mutually dependent, and we strive to create an environment that promotes respect for differences while fostering caring relationships, cross-cultural understanding, and appreciation across the campus. <https://berks.psu.edu/diversity>

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Intramural Sports: Students have the opportunity to participate in a variety of competitive recreational sports in a safe environment. PSU Berks offers a variety of intramural sports. <https://berks.psu.edu/intramural-sports>

Fitness Programs: There are many different classes available to students and Campus Recreation members. There is also a state-of-the-art weight room located in the Beaver Community Center featuring various free weight stations and Universal and cardiovascular machines. Equipment for different types of workouts provided. <https://berks.psu.edu/fitness>

Global Penn State: Global Penn State oversees education abroad programs; hosts international students, scholars, and international visitors; and provides support for the University's international partnerships and collaborations around the world. <https://global.psu.edu/>

Summer Research Opportunities Program: The Summer Research Opportunities Program (SROP) is an eight-week research program designed to interest talented undergraduate students from underrepresented groups in academic careers and to enhance their preparation for graduate study through intensive research experiences with faculty mentors. <http://gradschool.psu.edu/diversity/srop/>

Undergraduate Research: undergradresearch.psu.edu, has a database of available research opportunities. Search by opportunity type, campus, and key words. The site also had links to other resources like the University Fellowship Office, Penn State Research Database, Infoready, as well as information on scholarships and grants. <https://undergradresearch.psu.edu/>

World in Conversation Project: Facilitates radically open dialogues that expand perspectives and invite greater understanding between people locally and globally. https://www.psu.edu/dept/worldinconversation/about_world.html

Lion Ambassadors: The Lion Ambassador group was created by the Admissions Office and the University Relations Office to serve as student representatives for Penn State Berks. The group's purpose is to promote the betterment of Penn State Berks through student involvement in various recruitment and development activities. They are our official student public relations group,

representing Penn State Berks in the community and in college outreach programs.

<https://berks.psu.edu/lion-ambassadors>

Transitioning

New Student / Transfer Student / Change-of-Campus Student Orientation:

<https://orientation.psu.edu/>

Career

Career Services: Career Services is committed to offering a comprehensive array of programs and services that supports and facilitates career development for all students. Programs and resources are provided to assist students and alumni in specifying career goals, expanding knowledge of career alternatives, understanding effective decision making, and acquiring appropriate strategies and skills to carry out the process.

<https://berks.psu.edu/career-services>

Academic Resources

The Academic Advising Center: facilitates student exploration, engagement, and academic success by delivering exemplary academic advising, guiding institutional policy and procedure, and promoting the scholarship of advising. <https://berks.psu.edu/academic-advising-center>

Penn State Berks Learning Center: This Center promotes educational opportunity and enhances academic achievement for all students. As an integral part of the academic structure, the center interacts with faculty, staff, and students to provide a range of services specifically designed to meet individual needs and goals. Please contact the Learning Center for further information or if you are interested in becoming a tutor. <https://berks.psu.edu/learning-center>

Writing Center: The Writing Center offers **free** one-on-one and group tutoring to members of the Penn State Berks community. Writers sign up to meet with our trained, undergraduate peer tutors to discuss any writing at any stage of the composing process. <https://berks.psu.edu/writing-center>

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Berks Thun Library: The Berks Thun Library features the Boscov-Lakin Information Commons, a welcoming, state-of-the-art, technology-enriched environment that supports the teaching and learning needs of undergraduate students, faculty, and staff. The library offers the latest technology in its two classrooms and includes a Media Commons suite with a One Button Studio, recording booth, and three video editing rooms. The facility also houses a conference room, the Cohen Lounge, a Collaboration Commons, technology pods, a reading lounge, ten small study rooms, eight group study rooms, and the Wyomissing Polytechnic Institute Exhibit and Timeline. Additional space and technology information is available in the “Study at the Library” section. The collections support the courses offered at Penn State Berks. We also offer extensive research collections that span topics from children’s books to ethics, and offer a large selection of popular leisure viewing and reading titles. <https://libraries.psu.edu/berks>

The Flemming CEED Center: The mission of the Flemming CEED Center is to inspire an entrepreneurial spirit and innovative thinking in the Pennsylvania State University Berks community. Flemming CEED Center seeks to foster economic growth and development in the Greater Reading area through technology based solutions, human capital development, and enterprise creation. <https://berks.psu.edu/flemming-ceed-center>

Penn State Berks Sustainability Team: Students work with partnering organizations on environmental projects such as removing invasive species and planting native species; creating rain gardens; developing signage, brochures, and educational materials; cleaning up rivers and trails; helping with the redevelopment of a local school garden; building owl nests, and more. This webpage showcase the work that our students do each semester and the amount of hard work, dedication, and joy that goes into these projects.

<https://sites.psu.edu/environmentalcommunityproject/category/projects/sustainabilityteam/>

The Social Justice Collaborative at Berks: The Social Justice Collaborative at Berks works to further the principled exploration and engagement of critical social issues through programming, curricula, and college involvement. With an honest, evidence-driven understanding of history, oppression, and structural inequality, The Collaborative champions the ideals of equality and justice. Above all, we commit to a future in which all members of our college community and society have been empowered to reach their full potential. <https://berks.psu.edu/social-justice-collaborative-berks>

Other Common Resources:

Technology

Penn State Berks IT Help Desk: <https://berks.psu.edu/it-help-desk>

Accessible Technology at Penn State: <http://accessibility.psu.edu/>

Information Technology Services: <http://it.psu.edu/students>

Financial

Student Financial Aid: This is an online resource, as well as an office, that can answer questions about preplanning, eligibility, applying, and paying for loans. Specifically, loan repayment, loan debt, financial strategies, money manager, aid calculator, tutorials, FAFSA, timelines, and alternative loans are all available to discuss. <https://studentaid.psu.edu/>

Penn State Berks Financial Aid Office: <https://berks.psu.edu/financial-aid>

Office of the Bursar: This office, located in Franco Building, manages all tuition-related finances, including grants or scholarships received. <https://www.bursar.psu.edu/>

Financial Literacy: The Pennsylvania State University Sokolov-Miller Family Financial and Life Skills Center's mission is to provide students with the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial wellbeing. Among its many student services, Penn State financial & life skills center offers workshops, freshmen seminars, and webinars, as well as personal one-on-one meetings with staff and/or student ambassadors who provide peer to peer financial education and resources. <https://financialliteracy.psu.edu/>

Student Living/Life

Housing/Food

Penn State Berks Housing: <https://berkscampusliving.psu.edu/contact-us>

Penn State Berks Dining: <https://foodservices.psu.edu/food-allergies-and-intolerances>

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Office for Off-Campus Housing: <https://berks.psu.edu/student-life-general-information>

Parking: Penn State Berks Parking Regulations <https://berks.psu.edu/parking-regulations>

Student Orientation/Transition: New Student / Transfer Student / Change-of-Campus Student Orientation: <https://orientation.psu.edu/>

Educational/Academic Resources

Penn State Berks Learning Center: The Penn State Berks Learning Center promotes educational opportunity and enhances academic achievement for all students. As an integral part of the academic structure, the center interacts with faculty, staff, and students to provide a range of services specifically designed to meet individual needs and goals. Please contact the Learning Center for further information or if you are interested in becoming a tutor.

<https://berks.psu.edu/learning-center>

The Academic Advising Center: facilitates student exploration, engagement, and academic success by delivering exemplary academic advising, guiding institutional policy and procedure, and promoting the scholarship of advising. <https://berks.psu.edu/academic-advising-center>

Office of the Registrar: The Office of the University Registrar has University-wide responsibility for student academic records and related processes including: Registering for courses, Academic transcripts, Confidentiality of Student Records, Grade reporting, Degree Audit, Graduation and diplomas, Verifying enrollment, Scheduling final exams, Withdrawing, re-enrolling, and academic renewal, Scheduling classrooms, Publishing the Schedule of Courses, Academic Calendar, University Bulletin, and Athletic eligibility. <https://berks.psu.edu/academics/registrar>

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Non-traditional Students:

Adult Learners: <https://admissions.psu.edu/info/future/adult/resources/>

Go 60 Program: <https://berks.psu.edu/academics/registrar/go-60-program>

Career

Career Services: Career Services is committed to offering a comprehensive array of programs and services that supports and facilitates career development for all students. Programs and resources are provided to assist students and alumni in specifying career goals, expanding knowledge of career alternatives, understanding effective decision making, and acquiring appropriate strategies and skills to carry out the process. <https://berks.psu.edu/career-services>

Nittany Lion Career Network: Nittany Lion Career Network is the premiere job site bringing together Penn State students, alumni, and the employers seeking to hire them. Whether you are searching for your first internship, job or are looking for opportunities to network with alumni,

Nittany Lion Career Network can help. Use Nittany Lion Career Network to search for jobs/internships, post resumes for employers to view, participate in On-Campus Interviewing (OCI), use Lion Link to network with alumni through an informal mentoring program, and search through over 21,000 companies. <https://nittanylioncareers.psu.edu/>

LionLink: A networking platform that connects alumni in the workforce with students and other alumni looking for help in their careers. Through LionLink, you can take advantage of the opportunity to bond professionally with other Penn Staters. Whether you're a member of the Penn State alumni family looking to positively impact someone's life, an alumnus or alumna interested in taking the next step in your career, or a student who wants to prepare for life after graduation, LionLink provides options to get started. <https://psulionlink.peoplegrove.com/>

Health/Crisis Support

Counseling Services: This office provides short-term counseling services that are available free of charge to all students at the Berks campus. These services promote the mental health of students, improve the quality of their lives, aid in their academic success, and support overall personal wellness. <https://berks.psu.edu/counseling-services>

Penn State Berks Health Services: Any student enrolled at Penn State Berks can be seen at Health Services, located on the first floor of the Perkins Student Center, Room 8. A nurse practitioner can provide care for many of the same medical problems for which you would see your own primary care provider. In addition to providing care when students are ill or injured, the nurse practitioner can also perform physical exams, including women's health exams. For your convenience, in most cases we can even provide the medications prescribed during your visit. Our staff is complimented by Registered Nurses and a Certified Medical Assistant. <https://berks.psu.edu/health-services>

University Police & Public Safety: The Penn State police division is a full-service police agency with sworn police officers who have full law enforcement authority. University Police is one, cohesive department serving 22 campuses across Pennsylvania, including Berks. University Police and Public Safety proactively connects with the Penn State community by offering free educational programs and services, attending community meetings and events, and collaborating with University and locally-based agencies and services that help foster a safe and healthy community. <https://berks.psu.edu/police-services>

Equity

Educational Equity and Diversity Programs: Penn State Berks is committed to fostering a diverse, inclusive campus that celebrates the unique strengths of each and every culture. At Penn State Berks, we embrace diversity as an essential part of building a rich and vibrant community. We believe that diversity and community are mutually dependent, and we strive to create an environment that promotes respect for differences while fostering caring relationships, cross-cultural understanding, and appreciation across the campus. <https://berks.psu.edu/diversity>

Multicultural / International Affairs: This office provides individual counseling and educational services for undergraduate multicultural students at University Park and assists students in meeting the challenges associated with education and attaining a degree at a major research institution. <https://berks.psu.edu/multicultural-international-affairs>

Freyberger Gallery: The gallery brings fine art and integrated art programming to the academic community of Penn State Berks, and the Reading/Berks community to stimulate an awareness and appreciation for all the arts for community, students, faculty, and staff. <https://berks.psu.edu/freyberger-gallery>

Student Disability Resources: Student Disability Resources (SDR) is responsible for coordinating support services, reasonable academic accommodations, and promoting disability awareness in the University community. <https://berks.psu.edu/student-disability-resources>

Veterans Services : The mission of the Office of Veterans Service at the Penn State Berks campus is to provide a caring, supportive environment for veterans and their dependents. We strive to help veterans receive VA benefits and services in order to be successful at Penn State Berks. <https://berks.psu.edu/veterans-services>

Best Practices

Creating a Community Engagement Experience

Once you have chosen your projects and community partners, the next step is to announce your course. If your course will be a service-learning or a community-based research class, or if it will incorporate a community engagement experience in any way, you must convey this information to students *before* they sign up for the course. You can state this in the course description by adding something to the effect of “this course *requires* each student to perform X amount of community service hours”.

On the first day of class, you must remind students of the community service commitment they are about to undertake. Explain the project to them in detail, while clearly defining your requirements and expectations. Highlight this information on your syllabus.

There are three very important steps in running a successful Community Engagement Experience course. Careful, considerate, and deliberate thought along with thorough planning is your very first step. The second is conveying every detail about the process, the project and its evaluation to both community partners and students alike. The third and final step is to have a contingency plan in the event an unexpected and unavoidable circumstance should arise.

Your planning should be evident in your syllabus. It is essential that the course syllabus be precise and detailed concerning the Community Engagement Experience (CEE).

It is essential to include the following in your syllabus

- **The why** - Students need to understand the relevance of the CEE. Therefore, the syllabus must illustrate the connection of how the community engagement experience will complement, enhance, and bring to life the information from the course readings, lectures, and reflections.

CENTER FOR ACADEMIC COMMUNITY ENGAGEMENT (CACE)

- **The experience** - The syllabus must explain the scope and purpose of the CEE, where and with which organization(s) the CEE will take place, and most importantly, the essential and mandatory participation of the student. The syllabus must also inform the student the nature of the CEE, how many hours per week are required, what the general nature of the work is, the anticipated timeline, etc.
- **The objectives** – explain the outcomes directly related to the engagement component.
- **The reflection** - Clear information about requirements for the reflective process - how often, what format, oral or written, feedback process?
- **The evaluation** - A concise description of the evaluation structure - what will be evaluated and how will service-related evaluation be weighted with the rest of the course?

For detailed information on any of the above categories, please log on to the CACE Canvas Course site and or email Donna Chambers at: dmc6004@psu.edu

Developing and Implementing a Service-Learning Course

Incorporating service-learning into a course requires thoughtful pre-planning and thorough follow-up. Remember that the service activity is not an additional component, but an alternative way to teach course concepts. Successful learning and effective community contributions depend upon a well-integrated package of syllabus, orientation, reflection, and assessment.

Step 1: Reflect and Gather Resources. The faculty member should reflect upon the call or motivation to teach an Academic Service-Learning course, community needs, ideas for service-learning projects, and determining learning goals for students. Review sample syllabi and course projects readily found on the internet.

Step 2: Seek Consultation & Training. Faculty members might consider taking advantage of professional development opportunities, such as workshops and conferences when possible. A list of upcoming conferences and training opportunities can be found on the Internet.

Step 3: Explore Partnerships with Community. The faculty member should research local community agencies that would be appropriate partners for his/her service-learning course. Determine an appropriate match with a community partner.

- **Helpful Tips for Faculty**

- Research an agency's history, mission, and related social issues before making contact.
- Meet the agency representatives at their office whenever possible. When visiting the agency or service site, note details on location, transportation, and parking that will be pertinent to your students.
- When inviting community partners to campus, make sure they have directions to the College and send them a campus map as well as parking instructions for visitors.
- Ask the agency how what you have to offer might be useful to them and be sure to have a clear understanding of the agency's needs. It is important to approach the community organization with an attitude of mutual respect and openness in order to foster clear communication.

- Be open to indirect service projects. Consider how you can help students see the value of service that provides support to community with little direct contact.
- Be sure to discuss the following with the community agency: main contact person, location, orientation and training requirements, hours of operation or need, and number of students they can accommodate. Learn all you can about the agency's mission and needs.
- Learn the assets of the agency and its clientele. Explore the organizations' capacities and abilities and relate this to your students. Remember that reciprocity is integral to service-learning.
- Keep in mind that the community and the clientele are not a teaching or research laboratory. The notion of community as laboratory assumes a false hierarchy of power and perpetuates an attitude of institutional superiority. Basic goals of service-learning include community development and empowerment. For these goals to be realized, faculty and community must be equal partners and view themselves as co-educators.
- Invite community partners to be a part of reflections, presentations, awards ceremonies, and related activities.

Step 4: Design or Redesign the Course. Once a faculty member has found an appropriate community agency to partner with, the specific details of the course can be established. The faculty member should work as closely as possible with the community partner to design or redesign the service-learning course, *especially when solidifying student learning goals and details about the service experience.*

There are four common service-learning course models from which faculty members can choose:

- **Placement Model:** Students are placed at or choose a community agency and work with client(s) regularly for the duration of the course. The service provided by the students is a learning tool. Students gain access to populations or issues related to their courses and, in turn, provide needed assistance to the community. Students may be placed at the same site or multiple, depending on the course structure.
- **Presentation Model:** Students work in small groups to create presentations from material they are learning in the course and present to local community agencies and/or members

that may benefit from their information. Faculty may require students to present in class before going into the community. Typically, presentations are youth-centered and include topics such as nutrition, exercise, college/career exploration, etc. Presentations could also be used to raise awareness about various issues such as the environment, politics, diversity, etc.

- **Product Model**: Students utilize knowledge gained from the class to create a tangible result such as brochures or other written materials, a video, advertisement, website, etc. The product is then given to a community agency for a specific purpose. Students can work in small groups to develop products for multiple agencies or the class as a whole can create a product for one agency.
- **Project Model**: Students collaborate with community agencies to devise and implement a project that incorporates course materials and meets a community-identified need.

As Faculty members plan their courses, they should consider which model will best serve the learning goals of the course and meet the community-identified needs. Faculty members might ask themselves the following questions:

What are my learning objectives for this service-learning course?

- Do I want my students to deepen their understanding of a particular concept or of the overriding theories of this course?
- What kinds of activities would help them achieve that goal?
- How can I structure the project to ensure that it will call on my students to use all their knowledge and skills?

What knowledge/skills must my students (and I) have prior to beginning the project?

- Am I sure all of the students enrolled in the class will be ready (course content thus far, pre-requisite courses, etc.)?
- Based on the typical draw of students for this course, what kind of ‘crew’ will I have to work with?
- Will I have advanced students within the major?
- Will I have too many students for one group project?
- Does the project require some levels of expertise my students do not possess? Are my students likely to have any biases, fears, or other barriers to committing to the community partner and the population it serves?
- How can I help them overcome or at least manage those barriers? Can I involve outside experts in some way to help cover any knowledge/skills gaps?
- Do I have expertise (in some cases credentials) to function effectively and responsibly as a “consultant” on this project to ensure that the community partner is satisfied with the quality of results?

What is the project scope?

- What does the community partner need our class to accomplish?
- What is the minimum necessary outcome? What is the ideal outcome?
- Will the community partner suffer any tangible negative consequences if the class fails to meet the minimum outcome?
- Is it important that every student is involved in the service component of the course, or do I want to offer an equally rigorous alternative project for some students?
- Will student learning goals be best achieved through completing the service experience individually, in small groups, or as a whole class?
- Will all students in the course serve at the same community agency or will there be multiple service sites?
- Can my learning goals be accomplished with a one-shot project, or do I expect a long-term engagement with the community partner?
- Could the project be divided between two classes? Might the project be too small for my class-can I safely commit to something bigger or more challenging?
- Will the project be a unit within the course or be integrated throughout the semester?
- Should I expect a minimum number of hours, or is it more important that students provide consistent and dependable service or a deliverable project?

- Does my plan provide opportunities for students to discover community assets as well as problems? Will students work with the community rather than for it?

Helpful tips for Faculty:

- Maintain clear communication with the community partner and make sure there is consistency between your learning goals and their needs.
- Be sure that the community partner understands what types of service are appropriate and inappropriate to your goals. Encourage the community partner to accept only as many students for whom it can provide meaningful work.
- Discuss the need for students to have adequate orientation and supervision and a safe working environment.
- Engage the agencies in a teaching partnership by suggesting that they look for opportunities to share what they have learned with your students.
- Discuss the best method for maintaining communication with the community partner throughout the semester (phone call, email, scheduled follow-ups or as needed) and what the students' role is in maintaining communication.
- Discuss a method for evaluating students' service activities

Step 5: Develop a Syllabus. Faculty members are encouraged to check out print resources to guide them in course and syllabi development.

General advice for developing a service-learning syllabus:

- Consult the community agency/agencies to ensure that proposed learning goals will be integrated with meeting community needs through the service project(s).
- Provide students with a rationale for the use of service-learning in the course.
- Identify the service activity and learning goals of the service.
- If service is offered as an option, provide alternatives that are equally rigorous. Service should not be an unfair burden to students.
- Link the service to course content with writing assignments, discussion topics, readings, presentations, and other activities listed in the syllabus.
- Clearly explain the incentive(s) for successful completion of the experience.
- Provide clear links between course content, service activity, and student success.

- Describe how students will be assessed on the experience. Clarify that the grade is for processing their experience – through papers, journals, portfolios, discussions, presentations, etc. – not for the service hours alone.
- Review the syllabus with the community agency/agencies and provide them with a finalized copy.

An exemplary service-learning syllabus will contain the following: (Adapted from Heffernan, K. (2001). Fundamentals of service-learning course construction. Providence, RI: Campus Compact.)

- Include service as an expressed goal
- Clearly describe how the service experience will be measured and what will be measured
- Describe the nature of the service placement and/or project
- Describe learning goals and objectives of the service-learning and anticipated outcomes of the experiences for both students and the community agency/agencies Specify the roles and responsibilities of students in the placement and/or service project (e.g. time requirements, community contacts, etc.)
- Define the need(s) the service placement or project meets
- Clearly describe the community agency's role as co-educator
- Specify how students will be expected to demonstrate what they have learned in the placement/project (structured journal, papers, presentations, etc.)
- Present course assignments that link the service placement or project and the course content
- Include a description of the reflective process
- Include a description of the expectations for the public dissemination of students' work (e.g. if students are doing a project, how will the project be presented to the community?)

Step 6: Provide Orientation & Training for Students. The service experience should be discussed on the first day of class. Faculty members should walk students through the syllabus to explain learning goals and clarify the expectations of students for the course in and out of the classroom. Faculty members should prepare students, as much as possible, with the appropriate skills and brief them on their responsibilities regarding communication, follow-through, and professionalism. Student concerns, fears, and expectations regarding the service experience should also be addressed prior to beginning service-learning projects.

It is critical that the students, not only the faculty member, are familiar with the community agency before beginning their service-learning project. Students should understand the agency's mission statement and the services provided.

Additionally, students should possess knowledge of the population that is served by the agency. Faculty members can present this information to the class or assign a Community Agency Background Information worksheet for students to complete. If the students will be working with different community agencies, assigning the worksheet may be more efficient and provide an opportunity for each student to briefly present his/her service site to the class. The following section, Diversity and Academic Service- Learning, will also serve as a helpful guide for faculty members to provide thorough preparation for their students and community partners.

Diversity and Academic Service-Learning

Academic service-learning provides rich opportunities for students to experience and understand diversity in meaningful ways. It is a vehicle for students to learn from other cultures and explore differences beyond ethnicity. Planning, processing, and identifying common hurdles will optimize your students' opportunities to learn about diversity.

Expand the definition of culture and diversity. Culture and diversity are often defined in terms of ethnicity, race, or gender.

Consider the following factors and the ways they influence your students' perceptions and reflections:

- Socio-economic status
- Geographic place
- Atmosphere or environment
- Values
- Beliefs
- Traditions

Take an inventory to understand the culture of your class:

- What are the different ethnicities represented?
- What are the geographic places your students call home?
- What is the age range?
- Where are they in terms of student development?
- What are their learning styles—visual, auditory, or kinesthetic?

Take an inventory to understand the culture of the agency:

- What is the size of the organization?
- What is their history?
- What is the environment or atmosphere of the organization? Formal? Informal?

Take an inventory to understand the culture of the recipients:

- How would you describe the clients being served?
- What are their stories?
- What are the stereotypes and what are the realities?
- What opportunities do you have to demystify stereotypes?

Prepare the agency, recipients, and students for diversity issues:

- Help the students understand what has shaped their own cultural identity.
- Define and create an atmosphere that respects and nurtures differences.
- Model the type of behavior that supports respect for diversity.
- Facilitate exercises and activities that create awareness of the diversity issues present in the service-learning activity.
- Provide orientations that demystify stereotypes of students to agencies, and vice versa.
- Explain the differences between the culture of the non-profit and the culture of student life.

Step 7: Supervise Students. Students should be provided with a timeline that includes benchmarks for contacting the community partner, meetings with supervisors, signing agreements and waivers, beginning and completing the service, and completing evaluations. A schedule will help prevent students from procrastinating and trying to complete their service at the end of the semester. For students who are legitimately unable to participate in or complete the service, faculty should consider providing an alternative project or assignment. Faculty members should contact the community partner at least once mid-semester to seek feedback and, when possible, visit the service site(s) to observe the student-community partnership in action. Maintaining communication with the community partner is not only important for the service-learning partnership, but also contributes to student accountability.

Step 8: Implement Critical Reflection and Analysis Activities. According to John Dewey, “truly educative” experiences generate interest, are intrinsically worthwhile, present problems that awaken new curiosity and create a demand for new information and take sufficient time to foster development. Critical reflection and analysis are crucial to the process of transforming experiences gained from the service activities and the course materials into genuine learning. Reflection is essential for integrating the service experience with the classroom topics. It fosters learning about larger social issues such as the political, economic, and sociological characteristics of our communities. Reflection enhances students’ critical understanding of the course topics and their ability to assess their own values, goals, and progress.

Critical Reflection

Reflection is a process designed to promote the examination and interpretation of experience and the promotion of cognitive learning. It is "a process by which service- learners think critically about their experiences." It is the process of looking back on the implications of actions taken - good and bad - and determining what has been gained, lost, or achieved and connecting these conclusions to future actions and larger societal contexts. Through reflection students analyze concepts, evaluate experiences, and postulate theory. Critical reflection provides students with the opportunity to examine and question their beliefs, opinions, and values. It involves observation, asking questions, and putting facts, ideas, and experiences together to derive new meaning.

Benefits of Critical Reflection (Adapted from Louisiana State University, CCELL Service-Learning Faculty Partner Handbook. pp. 13-16)

Reflection improves basic academic skills and promotes a deeper understanding of course subject matter and its relations to the non-academic world; it improves higher level thinking and problem solving and students' ability to learn from experience. Critical reflection promotes personal development by enhancing students' self-awareness, their sense of community, and their sense of their own capacities.

Facilitating Critical Reflection and Analysis

Effective reflection depends on appropriate contexts and real problems and issues. The culture of the class community must be one in which students feel included, respected, and safe. The dialogue between instructor and students must be meaningful to the students. Students are helped to feel respected and included in the class community through small groups in which they can exchange concerns, experiences, and expectations about the service and the class. By involving them in real community problems, service-learning provides students with a need to know, a desire to enhance their skills and a commitment to solving problems of importance to them.

Helpful tips for Faculty:

- Prepare a framework for guiding the discussion.
- Lead the group by actively engaging each student.
- Clarify students' responsibilities and expectations. Write them down and copy for all.
- Set the tone by establishing norms of behavior.
- Insist that responses are clear and coherent.
- Arouse interest and commitment to service-learning.
- Assess the values, knowledge, and skills that each student brings to the project.
- Develop background information about the people and problems the students will encounter in the service situations to sensitize them and help to revise any misconceptions.
- Develop and practice with students any skills that will be required, including being active observers and questioners of experience.
- Explore emotional/affective issues as appropriate.
- Leave some cognitive/topical issues open until the next session to give group members an opportunity to think more about them.
- Caution students about protecting the confidentiality and integrity of persons at their worksite.

Effective Academic Service-Learning reflection will:

- Occur before, during, and after the service component of the course.
 - Clearly link the service experience to the course content and learning objectives
 - Be structured in terms of description, expectation, and the criteria for assessing the activity.

- Occur regularly during the semester so that students can practice reflection and develop the capacity to engage in deeper and broader reflection
 - Provide feedback from the instructor about at least some of the reflection activities so that students learn how to improve their critical analysis and develop from reflective practice
 - Include the opportunity for students to explore, clarify, and alter their values.

Activities for Critical Analysis and Reflection in the Classroom

When facilitating reflection, vary the activities to accommodate multiple learning styles; create a reflective classroom – do not just add a reflective component. Listed below are examples of activities faculty members can use to facilitate critical analysis and reflection in their service-learning courses.

Journals

Students may be asked to keep a journal as they engage in the service experience. The journals should not merely be simple inventories of events. They should address situations objectively, subjectively, and analytically. Instructors may provide questions to guide students in addressing issues and they should review the journals periodically. It is helpful to offer written comments, questions, and feedback that will encourage, challenge, and provide a dialogue that deepens the students' thought processes. Taking up an entry each week or reading a weekly online posting can ameliorate worksite problems and challenge students to rigorous intellectual inquiry.

The ORID Model

The ORID model provides a progression of question types designed to move students from reflecting on the concrete experience to analytical and subjective reasoning. It may be used to create journal or discussion questions and to guide assignments and activity types. The progression may be completed within one assignment and/or over the whole semester.

- **Objective:** Begin with questions related to the concrete experience. What did students do, observe, read, and hear? Who was involved? What was said? What happened as a result of their work?
- **Reflective:** Next introduce questions that address the affective experience. How did the experience feel? What did it remind students of? How did their apprehension change or their confidence grow? Did they feel successful, effective, and knowledgeable?
- **Interpretive:** Ask questions that explore the cognitive experience. What did the experience make them think? How did it change their thinking? What did they learn? What worked? How does the experience connect with classroom learning?
- **Decisional:** Finally, students are prepared to incorporate their experience into a new paradigm. They may have a shift in knowledge, awareness, or understanding that affects how they see things and, ultimately, how they will act. What will they do differently next time? What decisions or opinions have they formed? How will the experience affect their career path, their personal life choices, or their use of new information, skills, or technology?

Group Discussions

The groups may involve either the entire class or just small numbers of students. The instructor may allow students to choose their own group members, or he/she can set criteria for group composition (e.g., no groups composed of a single ethnicity or gender), or he/she can assign students to groups. The group members exchange ideas about the course topics and/or the service experiences. The instructor may either pose general or narrowly focused questions for discussion. A scribe may be assigned to submit a summary of the discussion to the instructor or to the rest of the class.

Analytic Papers

Analytic papers provide students with an opportunity to describe their service experience, to evaluate the experience and what they learned from it, and to integrate their experiences with course topics. If the papers are assigned at the end of the course, students can make use of ideas derived from class discussion, journals, and other reflective activities provided during the course. Papers may include traditional library research, interviews, or other quantitative and qualitative methods.

Portfolios and Notebooks

Students may be asked to compile materials relevant to the service-learning experience and the course of which it is a part. These materials may include journals, analytic papers, scripts/notes for class presentations, items created or collected as part of the service, pictures, agency brochures, handbooks, time-sheets, service agreement, and training materials. Portfolios provide a focus for reflection on the service experience and its documentation. Introductory letters or papers addressed to the reader can help students to discover meaning through writing.

Presentations

Students may be asked to make presentations to their classmates (and/or to broader audiences) describing their service-learning experiences, evaluating them and integrating them with the course topics. Community partners may be invited and/or students may present at the work site. Presentations may be videotaped to share with other audiences.

Reading Responses

Students may be asked to write responses to course readings, connecting them with service experiences. Students can be allowed greater or less freedom in how they respond, by posing either general or more focused questions.

Electronic Forum

Students may be asked to contribute to electronic discussion on service-learning and course topics using a listserv, discussion board, or blog. They may respond to questions posed by the instructor, to points raised by other students, or to readings posted on the site. They may prepare websites that document and reflect on their work. Remember, public discussions work best with formal rules of engagement and clear expectations for type, frequency, and content of postings.

Simulations and Role Playing

Students may problem-solve by acting out potential problems or issues at the worksite. Games can simulate challenging situations.

Letters

Students may write letters to community partners, parents, or other appropriate audiences to help them process their learning.

Engaging the Community

Enrich reflection activities by inviting community partners to participate in class reflection or to suggest topics. Ask partners to share in the teaching role by reflecting informally with service-learners on the site when the opportunity arises. Invite community partners into the classroom during the course to reflect on ongoing projects. Invite community partners into the classroom at the end of the course to reflect on the events of the semester. Meet with community partners after the semester is complete to reflect and discuss the service-learning partnership experience.

Step 9: Assess, Evaluate, and Disseminate. At the end of the academic service-learning course faculty members should seek feedback from students and community partners about the course. Useful resource: *Assessing Service-Learning and Civic Engagement: Principles and Techniques Campus Compact: 2001*

- Use reflection assignments to assess student learning and evaluate performance.
- Evaluate analytical skills, communication skills, critical thinking, and judgment from students' reflection papers and presentations. Grading rubrics are useful to clarify your expectations.
- Create individual or group assignments that require students to integrate the course content and the service experience.
- While points may be provided for successfully completing the service contract and obtaining supervisor evaluation, the grade should be based upon rigorous assessment of student learning and skill application.
- Use the evaluations to plan and refine your next service-learning course.

Risk Awareness and Management

Risk management is concerned with the outcome of future events that cannot be predicted with certainty, and how to handle this uncertainty.

There are four basic steps in being aware of, and managing, risk:

- **Identify** potential risks
- **Understand** guidelines and expectations from the College and employer perspectives
- **Consider** solutions to potential problems beforehand
- **Inform** your Penn State Berks faculty supervisor or the CACE coordinator about any concerns.

Should an incident take place:

1. Be sure to **document** all facts such as date, time, persons involved, and the situation as you observed it.
2. **Inform** your faculty supervisor or the CACE coordinator immediately.

This list of potential risks is in no way comprehensive. It is meant as a stimulus for you to reflectively examine your internship environment and circumstances.

Travel

- To and from the site – be aware of dangerous intersections, streets or stretches of highway
- Parking garages or poorly lit parking areas
- Using your car, or a vehicle provided for you, for organization business:
Find out all policies dealing with
 - Reimbursement of funds expended out of your pocket
 - Transporting clients
 - Transporting sensitive or easily damaged materials
 - Transporting potentially hazardous materials

Physical Hazards

- Working outdoors – sun, snow, and ice, other extreme weather, pollution, power lines, pipelines, electromagnetic radiation, gas leaks
- Working indoors – any type of machinery, unsuitable working conditions such as extreme temperatures, asbestos, “sick building” odors, insecure buildings where there may be structural concerns, closed off or blocked fire escapes, etc.

Biological Hazards

- Animals you may work with/upon – dead or alive (“mad cow” disease)
- Poisonous plants
- Infected birds (e.g., West Nile virus) or fish

Chemical Hazards

- Water Supply
- Toner powders from laser printer cartridges or photocopiers – eye or lung irritation
- Chemicals in a laboratory setting – eyes, open sores, inhalation

Interpersonal Hazards: Harassment

- Sexual, age, ethnic, racial or disability harassment of student workers, or any employee, is illegal
- The employer must ensure that regular full time employees, or other interns, do not harass student workers.
- Immediately report any harassment to your Penn State Berks faculty supervisor or the CACE coordinator.
- Resolution may include placing you in another position.
- Harassment of others by you in the workplace may result in your dismissal from the program.

Sexual Assault

- There are several ways to reduce the risk of becoming a victim of sexual assault:
- Set limits; don't give mixed messages.
- Trust your "gut feeling" about situations to avoid.
- Be clear and responsible in your communication with others.
- If necessary, be forceful, firm, and assertive in your communication with others.
- Be aware of nonverbal cues that can alert you to a problem.
- Remember, silence is not consent.
- Don't assume the other person knows what you do or do not want.
- Use the "buddy system" when feasible...watch out for your friends.
- Don't lose control: alcohol and other drugs affect your judgment.
- Avoid secluded places in any relationship.
- Do not assume that if you are with a friend or an acquaintance, nothing bad will happen.
- Devise an action plan in advance for what you will do if confronted with a situation of possible acquaintance rape. Remove yourself from the situation at the first sign that you are feeling controlled or unsafe.
- Become comfortable with the idea that you might have to be rude, make noise, yell, etc. to remove yourself from a possible sexual assault situation. Do not worry about hurting the other person.

Establishing Respect and Reciprocity

The following steps will help establish respect & reciprocity with your Community Partner.

Before you begin your project:

- Research the organization's history, mission, and related social issues.
- Meet with your partner in person, at their office when possible.
- Establish a relationship of trust! Work towards a partnership based on shared goals, measurable outcomes, and open communication.
- Discuss community needs with community partner before deciding on civic engagement activities. Allow the community to define their needs.
- Acknowledge the expertise of your community partner and defer to them for insights about the community setting and projects.
- Mutually determine goals and outcomes with community partners.
- Draft a Collaborative Classroom Project Agreement/Partnership Agreement as a tool for ensuring that communication, reciprocity, and mutual understanding are maintained throughout your service-learning venture. This document should be created together with your community partner.

Once your project begins:

- Relate the assets of the agency and clientele and this to your students.
- Help students shift their perception of community members as deficient and needy, to possessing valuable and desirable strengths and insights.
- Hold regular meetings or check-ins with community partner to discuss what is working or not working, the progress of the students, any issues that might arise, ideas for enhancing the experience, or general housekeeping items that need to be communicated to keep the project on track.
- Invite community partners to be a part of reflections, presentations, and related activities.
- Ensure that community partners' and students' needs are equally met and accommodated, all partners are involved in decision-making and everyone shares the benefits of the project or program.
- Thank your community partners for their investment in your students' learning.

Collaborative Classroom Project Agreement

Between (enter class) at PSU BERKS

and

Organization Name/Title

City, State, and Zip Code

Purpose. This paragraph defines the purpose/scope of the project and outlines the terms of the agreement. Identify what each party will gain from the project.

Understandings, agreements, support, and resource needs. List the understandings, agreements, support and resource needs, and responsibilities of and between each of the parties or organizations involved in the agreement. Set a date for a presentation of the project results to the organization, to the class/University and/or to both.

Specify a certain agreement period. (Example: The ending date of the project cannot exceed the end of the current semester).

Include a monitoring component to determine agreement compliance. If the terms of the agreement are not being fulfilled, allow for a termination clause.

Effective date. Enter the date the agreement will become effective.

Signature

Signature

PSU Berks Title

Organization Title

Date

Date

Tutoring Do's and Don'ts

Thank you for taking the time to serve as a tutor/mentor!

Please note the before you start volunteering, you MUST receive clearances required not only by Penn State, but also by the state of Pennsylvania: *Criminal Background Check, PA Child Abuse, FBI Clearance (if needed)*. It could take anywhere from 2 – 6 weeks for you to receive clearances.

- Information can be found at
 - See section Completing Background Checks in handbook,
 - <https://universityethics.psu.edu/background-check-information> OR
 - you can contact the Maureen Carr in the CACE office at mhc12@psu.edu for assistance.

In addition to receiving the clearances, tutors MUST access and complete the Buildig a Safe Penn State Reporting Child Abuse Training:

- Open a web browser, such as Safari, Internet Explorer, Firefox, or Chrome.
- Navigate to the LRN website
 - Employees with a WebAccess account - Go to <http://LRN.psu.edu>
 - Anyone with a WebAccess account who has previously taken training in Skillport - Go to <http://LRN.psu.edu>
 - Everyone without a WebAccess account who has previously taken training in Skillport - Use the “forgot password” link at <https://psu.csod.com>
 - All other users - Create a new account at <https://psu.csod.com>
- Search for ‘Building a Safe Penn State: Reporting Child Abuse’. Click the name of the course.
- Select ‘Launch.’ The training will open in a new window.

The following readings are not required, but they are strongly recommended so that you have a better appreciation of your tutees (the students you will be tutoring):

- A Report on Poverty in Berks County
<https://bccf.org/wp-content/uploads/2018/08/Poverty-Report-00127040xD40EA.pdf>
- Dual Language Development of Latino Children: Effect of Instructional Program Type and the Home and School Language Environment
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4171734/>

- Spanish-speaking Parents' Negotiation of Language and Culture with their Children's Schools
<https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=2538&context=etd>
- The Effects of Poverty on Academic Achievement
<https://files.eric.ed.gov/fulltext/EJ1230212.pdf>
- The Impact of Poverty on a Child's Academic Performance
<https://www.institutepa.org/perch/resources/povertyandacademicperformce.pdf>
- Evolving approaches to the study of childhood poverty and education at
https://www.tandfonline.com/doi/full/10.1080/03050068.2017.1254955?casa_token=C04eRlffESkA AAAA%3AVllks47UctslYFecK441SCp3Fu0J7mFtvq28CfEeUQzJ2i9BNVHF6pT3Www-CV0DTIO1iciHn-Z
- The impact of poverty on educational outcomes for children
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2528798/>

To begin to understand how to develop the tutor-child/helping relationship, read:

- Building Positive Teacher-Child Relationships
https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief_12.pdf

Know and understand that effective tutors are/do....

- Introduce yourself
- Smile
- Punctual
- Prepared
- Patient
- Honest
- Flexible
- Collaborative
- Confident
- Dependable
- Observe
- Give the tutee your undivided attention
- Put yourself in their shoes
- Good listeners, more listening than talking
- Act professionally and understand proper procedures
- Willing to share their own experiences
- Model positive behavior
- Admit mistakes
- Treat all students equally
- Exhibit patience
- Maintain high integrity
- Maintain confidentiality
- Use available resources
- Seek professional development
- Reduce distractions- NO cell phone use during tutoring session
- Teach the student how to learn
- Sit side---by---side
- Model and encourage effective communication
- Find out a student's needs
- Know different methods of presentation
- Make a student feel relaxed
- Be relaxed and kind but firm
- Spend time---on---task
- Encourage active participation
- Be reassuring
- Be creative and imaginative
- Give clear directions
- Show students how to help themselves
- Let the tutees lead
- Have tutees read aloud
- Affirm
- Provide positive feedback
- Focus on strengths/goals
- Explain concepts
- Recommend resources that tutees can easily access
- Contact supervisor when in doubt
- Empower your tutees
- Teach lessons that transcend the immediate session – mentor

Know and understand the effective tutors do NOT....

- Dress inappropriately
- Discriminate
- Lose focus
- Ignore students
- Rush students
- Belittle students
- Judge students, assignments, or coworkers
- Express frustration at a student
- Monopolize the book or worksheet (keep the book/worksheet in front of the student or between the two of you)
- Encourage passivity
- Minimize or maximize the task
- Do students' assignments
- Be afraid to say that you do not know the answer
- Tutor unknown material
- Question a grade given by a professor
- Allow a student to create a sense of dependence on tutoring

Project Administration

Instructor Checklist

<input type="checkbox"/>	1. Describe the Project/Service:	
<input type="checkbox"/>	2. Select a Community Partner	<i>Name of Partner:</i>
<input type="checkbox"/>	3. Set the date(s) of the project.	<i>Date(s):</i>
<input type="checkbox"/>	4. Complete IRB form (if needed).	
<input type="checkbox"/>	5. CEE specifics included on course syllabus.	
<input type="checkbox"/>	6. Sign Collaborative Classroom Project Agreement with the Community Partner.	
	Logistics needed from CACE:	
<input type="checkbox"/>	7. Date(s) you need CACE to visit your class(es).	<i>Date(s):</i>
<input type="checkbox"/>	8. Date by which students need to have required PA State Clearances (<i>criminal background check, PA child abuse, FBI/fingerprinting</i>) in hand.	<i>Date:</i>
<input type="checkbox"/>	9. Date by which students should complete the CACE CEE training:	<i>Date:</i>
<input type="checkbox"/>	10. Date by which students need to return CEE contract:	<i>Date:</i>
<input type="checkbox"/>	11. Date(s) for students to submit reflection journal(s):	<i>Date(s):</i>
<input type="checkbox"/>	12. Date(s) for students to make oral presentation to class and/or community at large:	<i>Date(s):</i>

Student Checklist

<input type="checkbox"/>	<p>1. Community Partner Organization.</p> <p><i>Name:</i></p> <p><i>Address:</i></p> <p><i>Contact Name:</i></p> <p><i>Telephone Number:</i></p> <p><i>Email:</i></p>	
<input type="checkbox"/>	<p>2. Date(s) of project.</p>	<p><i>Date(s):</i></p>
<input type="checkbox"/>	<p>3. Date by which students need to have required PA State Clearances (<i>criminal background check, PA child abuse, FBI/fingerprinting</i>) in hand.</p>	<p><i>Date:</i></p>
<input type="checkbox"/>	<p>4. Date by which students must complete “Building a Safe Penn State: Reporting Child Abuse” training.</p>	<p><i>Date:</i></p>
<input type="checkbox"/>	<p>5. Date by which student should complete the CACE CEE training.</p>	<p><i>Date:</i></p>
<input type="checkbox"/>	<p>6. Date by which students should complete the CACE CEE training.</p>	<p><i>Date:</i></p>
<input type="checkbox"/>	<p>7. Date by which students need to return CEE contract.</p>	<p><i>Date:</i></p>
<input type="checkbox"/>	<p>8. Means of transportation to and from the engagement.</p>	<p><i>Transportation:</i></p>
<input type="checkbox"/>	<p>9. Date(s) for students to submit reflection journal(s).</p>	<p><i>Date(s):</i></p>
<input type="checkbox"/>	<p>10. Date(s) for students to make oral presentation to class and/or community at large.</p>	<p><i>Date(s):</i></p>

Student Agreement

Return this contract to the CACE office* once completed

<p>1. Student Information: <i>Name:</i> <i>PSU Email:</i> <i>Cell Number:</i></p>
<p>2. Course Information: <i>Name:</i> <i>Code/Section:</i> <i>Instructor:</i></p>
<p>3. Community Partner (CP) Organization Information: <i>Name:</i> <i>Address:</i> <i>Contact Name:</i> <i>Contact Phone:</i> <i>Contact Email:</i></p>
<p>4. Dates and times student will work at CP site:</p>
<p>5. Student's duties and responsibilities:</p>
<p>6. Student's Learning Objectives: (To be recorded by student: what will the student learn, related to the course, while working with this organization?)</p>
<p>7. CP Organization's Responsibilities: (To be recorded by the organization's supervisor; please provide alternative contact info in case of supervisor's absence)</p>

CENTER FOR ACADEMIC COMMUNITY ENGAGEMENT (CACE)

Due Process for Students:

I hereby submit to the terms of the agreement stated below. I understand that by signing this agreement, I am subject to all the terms and expectations set therein. Should I at any point fail to observe the stipulations, I hereby release and discharge Penn State Berks from all claims and demands relating to my participation in this community engagement experience.

1. Risk Awareness and Management: I have read pp. 3 and 4 of this agreement, “Risk Awareness and Management”, and will take all possible steps to abide by the guidelines set forth therein.

2. Confidentiality Agreement: The purpose of this community engagement experience is for the enhancement of my overall education. I understand that I have a responsibility to the organizations and their clients with whom I will work. The only writing I will perform related to the organization and its clients will be for this course. To ensure the anonymity and confidentiality of the people with whom I work, I will not verbally repeat the stories of those with whom I work here. Furthermore, in my course-related writing, I will not use real names and I will disguise the identities of all individuals.

Student signature: _____	Date: _____
Community Partner Organization's	
Contact's signature: _____	Date _____

***Please return pp. 1 & 2 of this completed form to Dr. Chambers at dmc6004@psu.edu.**

Risk Awareness and Management

There are four basic steps in being aware of, and managing, risk:

1. **Identify** potential risks.
2. **Understand** guidelines and expectations from the College and community partner perspectives.
3. **Consider** solutions to potential problems beforehand.
4. **Inform** your Penn State Altoona faculty supervisor about any concerns.

Should an incident take place:

- Be sure to document all facts such as date, time, persons involved, and the situation as you observed it.
- Inform your faculty supervisor immediately.

This alphabetical list of potential risks is in no way comprehensive. It is meant as a stimulus for you to reflectively examine your community engagement environment and circumstances.

Biological Hazards

- Animals you may work with/upon – dead or alive (“mad cow” disease)
- Poisonous plants
- Infected birds (e.g., West Nile virus) or fish

Chemical Hazards

- Water Supply
- Toner powders from laser printer cartridges or photocopiers – eye or lung irritation
- Chemicals in a laboratory setting – eyes, open sores, inhalation

Interpersonal Hazards: Harassment

- Sexual, age, ethnic, racial or disability harassment of student workers, or any employee, is illegal
- The community partner must ensure that all employees, or other interns, do not harass student workers.
- Immediately report any harassment to your faculty supervisor.
- Resolution may include placing you in another community engagement experience.
- Harassment of others by you at the site may result in your dismissal from the program.

Physical Hazards

- Working outdoors – sun, snow, and ice, other extreme weather, pollution, power lines, pipelines, electromagnetic radiation, gas leaks
- Working indoors – any type of machinery, unsuitable working conditions such as extreme temperatures, asbestos, “sick building” odors, insecure buildings where there may be structural concerns, closed off or blocked fire escapes, etc.

Sexual Assault

- There are several ways to reduce the risk of becoming a victim of sexual assault:
- Set limits; do not give mixed messages.
- Trust your “gut feeling” about situations to avoid.
- Be clear and responsible in your communication with others.
- If necessary, be forceful, firm, and assertive in your communication with others.
- Be aware of nonverbal cues that can alert you to a problem.
- Remember, silence is not consent.
- Do not assume the other person knows what you do or do not want.
- Use the “buddy system” when feasible...watch out for your friends.
- Do not lose control: alcohol and other drugs affect your judgment.
- Avoid secluded places in any relationship.
- Do not assume that if you are with a friend or an acquaintance, nothing bad will happen.
- Devise an action plan for what you will do if confronted with a situation of possible acquaintance rape. Remove yourself from the situation at the first sign that you are feeling controlled or unsafe.

- Become comfortable with the idea that you might have to be rude, make noise, yell, etc. to remove yourself from a possible sexual assault situation. Do not worry about hurting the other person.

Travel

- To and from the site – be aware of dangerous intersections, streets or stretches of highway.
- Be aware of parking garages or poorly lit parking areas
- If using your car for a Community Engagement Experience, find out all policies dealing with
 - Transporting clients
 - Transporting sensitive or easily damaged materials
 - Transporting potentially hazardous

Completing Background Checks/Certifications for Volunteering

Pennsylvania State Police Criminal Record Check (SP4-164) Pennsylvania Child Abuse History Clearance Form (CY -113)

IdentoGO Federal (FBI) Fingerprint Criminal Background Check

https://hr.psu.edu/sites/hr/files/Clearance_Instructions-Volunteer.pdf

Adults applying for or holding an unpaid position as a volunteer with a child care service, school, program, activity, or service responsible for a child's welfare or having direct volunteer contact with children will need these clearances. If an unpaid, volunteer position requires you to work with minors you are required to obtain the PA Publicly Available Clearances and present these clearances to the department where you will be volunteering. Obtaining the three clearances can take several weeks depending on agency processing times.

- All three clearances must be obtained and are valid for 5 years.
- You may obtain for "Volunteer" or "Employment" clearances. Both clearance types are acceptable for volunteer positions. NOTE: "Volunteer" clearances are not acceptable for employment purposes, if you feel you will need your clearances for a paid position in the future, consider obtaining "Employment" clearances.
- You are not permitted to begin service until appropriate clearance documents are presented to the department where you will be volunteering.
- If you believe you already have these clearances but cannot locate them, please see the instructions below that explain how to confirm you applied and previously received your clearances or to have them mailed to you.

Pennsylvania State Police Criminal Record Check (SP4-164)

The Pennsylvania State Police Criminal Record Check (PATCH) can be completed online, or by mailing in a paper copy. If you need assistance, please call the PATCH help line at 1-888-783-7972.

NOTE: Paper submission is the only option for international applicants who do not reside in the United States at the time of application.

For online submission (fee for volunteers will be waived one time within a five year period):

1. Go to <https://epatch.state.pa.us>
2. Select the yellow “New Record Check” button.
3. Review and accept the Terms & Conditions.
4. Under “Reason for Request,” volunteer option will already be selected. Complete required personal information. The Volunteer Organization name is Penn State University.
5. Verify information on next page and then click “Proceed”.
6. Enter required personal information. Once complete, click “Enter This Request”.
7. It will look like the form information you entered has been erased, but it is saved below under “View Queued Record Check Requests (1)”. Click “Finished”.
8. Select “Submit” to checkout.
9. Background check will load and will immediately be available to save and print.
10. Click the bold control number (starts with R) to view the invoice and the certificate.
11. Print the certificate. **NOTE:** Once viewed, you will have no further access to the certificate, or the control number needed to retrieve this clearance. The certificate is only kept in their system for 1 year.
12. If you receive a “Request under Review” response, check the website periodically for updates to the request. You will need your R# (control number) to view your request. It can take anywhere from a few days to a few weeks for the “Request under Review” status to be updated. If a record is found, it will be mailed to the address provided during application.

Pennsylvania Child Abuse History Clearance Form (CY-113)

The Pennsylvania Child Abuse History Clearance can be completed through online submission or by mailing in a paper application. For assistance or to check the status of your clearance please call 1-877- 371-5422.

For online submission (fee for volunteers will be waived one time within a five year period):

1. Go to <https://www.compass.state.pa.us/cwis/public/home>
2. Select "Create Individual Account", then select "Next" at the bottom right of the page.
3. Complete the Keystone ID Registration.
4. Check your email for Keystone ID and password confirmation (two separate emails).
5. Return to <https://www.compass.state.pa.us/cwis/public/home>
6. Select "INDIVIDUAL LOGIN" then select "Access My Clearances".
7. Scroll to the bottom and select "Continue".
8. Use your Keystone ID and temporary password to login.
9. Upon initial login, you'll be required to change your password. Once you have changed your password, return to the home page.
10. Log in using your Keystone ID and new password. NOTE: Save this information, you will need this later to log in to retrieve your clearance via PDF.
11. Review and accept the Terms & Conditions, then select "Continue" at the bottom right of the page
12. Select "Create Clearance Application".
13. Select "Begin" at the bottom of the page.
14. Application Purpose: Select Volunteer.
15. Volunteer Category: Select Other.
16. Agency Name: Penn State University
17. Complete application information screens.
18. Review application summary.
19. Certify application and provide e-signature (first and last name ONLY).
20. Select "Finalize and Submit Application".

Upon completing these steps, you should see an application confirmation screen. You should also receive an email confirming successful submission of your application. Notification of clearance

results will be emailed to you within 14 days to log in to retrieve your clearance. You may also log in online at any time to check the status of your application.

Notifications of clearance results can take up to 14 days after application is received by the Department of Human Services.

FBI Criminal Background Check (Department of Human Services)

A fingerprint based federal criminal history (FBI) submitted through the Pennsylvania State Police or its authorized agent is required if the volunteer has lived outside the Commonwealth of Pennsylvania in the last 10 years. The Pennsylvania Department of Human Services utilizes IDEMIA (IdentoGO) to process fingerprint-based FBI criminal background checks. The fingerprint-based background check is a multi-step process. For questions about your FBI clearance, contact the FBI Background Check Unit at 1-877-371-5422.

Pre-registration is required. Once registered, you may walk-in during a location's posted hours of operation but scheduling an appointment may lead to lesser wait times and is required during pre- registration.

Please note: Payment is required on site at the appointment. There is no option to pay ahead of time. You may pay with a business check, money order, or credit/debit card. The cost of the Employee FBI Clearance is \$22.60. Individuals will pay out-of-pocket and submit the required paperwork. The registration confirmation letter will not be accepted as evidence of payment.

For online submission:

1. Go to <https://uenroll.identogo.com/>
2. Volunteers: Enter code 1KG6ZJ Employees: Enter code 1KG756 and select "Go"
3. You may obtain "Volunteer" or "Employment" clearances. Both clearance types are acceptable for volunteer positions. **NOTE:** "Volunteer" clearances are not acceptable for employment purposes, if you feel you will need your clearances for a paid position in the future, consider obtaining "Employment" clearances.
4. Select "Schedule or Manage Appointment"

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5. Complete all sections of the form and click “Next”.
6. For Employer Information: Penn State University, United States, 201 Old Main, University Park, PA, 16802. Select “Next”.
7. Enter citizenship information, then click “Next”.
8. Answer the 3 Personal Questions. For the question “Do you have an Authorization Code (Coupon Code) that you will be using as a method of payment?” Select “No” then click “Next”.
9. Continue entering personal information then click “Next”.
10. Enter your current mailing address information then click “Next”.
11. Select the required document that you will provide during fingerprinting for verification.
12. Search and select a location, date and time to be fingerprinted. Select “Submit”.
13. You will receive an email confirming your registration.
14. Report to the Identogo location identified in the confirmation letter. Do not forget to bring your required documents (as outlined in your confirmation letter) to confirm your identity.

To find an updated list of Identogo locations: <https://www.identogo.com/locations>.

Helpful links and phone numbers:

For more clearance information from PA Department of Human Services:

<http://dhs.pa.gov/publications/findaform/childabusehistoryclearanceforms/>

http://keepkidssafe.pa.gov/cs/groups/webcontent/documents/document/c_135249.pdf

To obtain clearance copies from DHS, check on the status of an application, or to ask general questions:

- Child Abuse History or FBI Fingerprint at 1-877-371-5422
- PA State Police Criminal Record Check at 1-888-783-7972
- Identogo registration, processing or billing at 1-844-321-2101

To access Penn State University clearance instructions, policies, and forms:

<https://hr.psu.edu/recruitment-and-compensation/background-checks-and-compliance>

Disclosure Statement Application for Volunteers

Required by the Child Protective Service Law

23 Pa. C.S. Section 6344.2 (relating to volunteers having contact with children)

I swear/affirm that I am seeking a volunteer position and AM NOT required to obtain a certification through the Federal Bureau of Investigation (FBI), as:

- the position I am applying for is unpaid; and
- I have been a resident of Pennsylvania during the entirety of the previous ten-year period.

I understand that if I have not been a resident of Pennsylvania during the entirety of the previous ten-year period, but have received certification from the FBI since establishing residency, I must provide a copy of the certification to my employer and am not required to obtain any additional FBI certifications.

I swear/affirm that, if providing certifications that have been obtained within the preceding 60 months, I have not been disqualified from service as outlined below or have not been convicted of an offense similar in nature to a crime listed below under the laws or former laws of the United States or one of its territories or possessions, another state, the District of Columbia, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of this Commonwealth.

I swear/affirm that I have not been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

I swear/affirm that I have not been convicted of any of the following crimes under Title 18 of the Pennsylvania consolidated statutes or of offenses similar in nature to those crimes under the laws or former laws of the United States or one of its territories or possessions, another state, the District of Columbia, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of this Commonwealth.

Chapter 25	(relating to criminal homicide)
Section 2702	(relating to aggravated assault)
Section 2709.1	(relating to stalking)
Section 2901	(relating to kidnapping)
Section 2902	(relating to unlawful restraint)
Section 3121	(relating to rape)
Section 3122.1	(relating to statutory sexual assault)
Section 3123	(relating to involuntary deviate sexual intercourse)
Section 3124.1	(relating to sexual assault)
Section 3125	(relating to aggravated indecent assault)
Section 3126	(relating to indecent assault)
Section 3127	(relating to indecent exposure)
Section 4302	(relating to incest)
Section 4303	(relating to concealing death of child)
Section 4304	(relating to endangering welfare of children)
Section 4305	(relating to dealing in infant children)
Section 5902(b)	(relating to prostitution and related offenses)
Section 5903(c) (d)	(relating to obscene and other sexual material and performances)
Section 6301	(relating to corruption of minors)
Section 6312	(relating to sexual abuse of children), or an equivalent crime under Federal law or the law of another state.

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I swear/affirm that I have not been convicted of a felony offense under Act 64-1972 (relating to the controlled substance, drug device and cosmetic act) committed within the past five years.

I understand that I shall not be approved for service if I am named as a perpetrator of a founded report of child abuse within the past five (5) years or have been convicted of any of the crimes listed above or of offenses similar in nature to those crimes under the laws or former laws of the United States or one of its territories or possessions, another state, the District of Columbia, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of this Commonwealth.

I understand that if I am arrested for or convicted of an offense that would constitute grounds for denying participation in a program, activity or service under the Child Protective Services Law as listed above, or am named as perpetrator in a founded or indicated report, I must provide the administrator or designee with written notice not later than 72 hours after the arrest, conviction or notification that I have been listed as a perpetrator in the Statewide database.

I understand that if the person responsible for employment decisions or the administrator of a program, activity or service has a reasonable belief that I was arrested or convicted for an offense that would constitute grounds for denying participation in a program, activity or service under the Child Protective Services Law, or was named as perpetrator in a founded or indicated report, or I have provided notice as required under this section, the person responsible for employment decisions or administrator of a program, activity or service shall immediately require me to submit current certifications obtained through the Department of Human Services, the Pennsylvania State Police, and the Federal Bureau of Investigation, as appropriate. The cost of certifications shall be borne by the employing entity or program, activity or service.

I understand that if I willfully fail to disclose information required above, I commit a misdemeanor of the third degree and shall be subject to discipline up to and including denial of a volunteer position.

I understand that certifications obtained for the volunteering purposes can only be used for that purpose and cannot be used for employment purposes.

I understand that the person responsible for employment decisions or the administrator of a program, activity or service is required to maintain a copy of my certifications.

I hereby swear/affirm that the information as set forth above is true and correct. I understand that false swearing is a misdemeanor pursuant to Section 4903 of the Crimes Code.

Name: _____ Signature: _____

Witness: _____ Signature: _____

Date: _____

Building a Safe Penn State: Reporting Child Abuse Training

Protecting our children is the responsibility of us all here at Penn State. This training provides the necessary information to be able to identify and report suspected child abuse under PA Child Protective Services Law and Penn State Policy AD72. Please note that the [Learning Resource Network](#) (LRN) requires the use of pop-up windows when launching online training. Please be sure that pop-ups are permitted for your web browser prior to launching the Reporting Child Abuse Training. This course is required for all new employees and annually for those working with children.

Approximate duration: 1 hour. [v4; Jan 2016] **PLEASE NOTE:** For those taking the course annually, you must click "Request" each year to open a new instance of the course on your transcript if a new instance has not already been assigned to you.

If you work on campus, then sign-in on the [LRN](#) (Links to an external site.) using the Faculty, Staff, & Wage button. Then login with Access Account button.

If you do not work on campus, then sign-in on the Volunteer/Other button and create an [LRN](#) (Links to an external site.) account:

- Select Volunteer/Other button, then Volunteer/Other Create LRN Account.
- Then create an LRN account using a personal email (not using your psu email).
- Complete the fields, first name, last name, and email address (using a personal email, not your psu email).
- In the field supervisory organization type Berks in the title and select Penn State Berks.
- In the field location type Berks in the title and select Penn State Berks.
- In the field position type select Volunteer.
- Create password
- Select I'm not a robot and create account.
- Login and select the Building a Safe Penn State: Reporting Child Abuse training.

****Be sure to run the training videos completely to generate the certificate. Fast-forwarding or skipping parts may show chapter completed but will not generate the required certificate.**

Training Completion Acknowledgements

As a Penn State student participating in a Community Engagement Experience, I agree to the following:

1. I understand that I am an ambassador of Penn State Berks and will represent the University in a professional manner.
2. I will serve and learn in the community by being prepared, open and responsible.
3. I will be sensitive to the populations I am serving by understanding their experiences, strengths, and challenges.
4. I understand my job duties and will carry out those duties to the best of my ability.
5. I will provide copies of clearances as needed prior to performing my service. (Criminal Record Check, Child Abuse Clearance, etc.).
6. I will attend a mandatory CACE orientation session prior to performing my service.
7. I will attend and complete any orientation requirements mandated by the site.
8. I will always exhibit professional behaviors.
9. I will respect agency confidentiality, rules, and expectations.
10. I will arrive to the site on time. I understand that is my responsibility to arrange for my own transportation to the site.
11. I will be responsible for dressing appropriately for my assignment.
12. I will communicate any questions or challenges to my instructor.
13. I will notify my instructor and the CACE director in a timely manner if I need to be absent. I understand that absences may cause a drop in grade.
14. I will submit a written evaluation of the service to the CACE director at the end of the service.
15. I will meet with the CACE director in person to discuss the service.

Student Signature _____ Date _____

Name _____ PSU ID# _____

PSU email _____@psu.edu Circle your current semester: 1 2 3 4 5 6 7 8 9 10

CEE Organization _____

CEE Start Date _____ CEE Stop Date _____

Professor Signature _____ Date _____

CACE Director Signature _____ Date _____

Evaluation

Student Community Engagement Experience Evaluation Form

This survey will provide CACE with information about a recent Community Engagement Experience (CEE). Thank you for your feedback.

1. My CEE Opportunity was with (name of organization):

2. Date(s) of my CEE:

Please rate your level of satisfaction with the Community Engagement Experience

5 = very satisfied/excellent; 4 = satisfied/well above average; 3 = neither satisfied nor dissatisfied/adequate;
2 = dissatisfied/needs improvement; 1 = very dissatisfied/deficient)

3. This CEE met my expectations	5	4	3	2	1
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Additional Comments:

4. The CEE opportunity enhanced my knowledge of the community organization and its work.	5	4	3	2	1
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Additional Comments:

5. How satisfied were you with this CEE?	5	4	3	2	1
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Additional Comments:

6. How likely are you to perform a service again with this organization?	5	4	3	2	1
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Additional Comments:

7. How likely are you to recommend this organization as a good CEE opportunity	5	4	3	2	1
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Additional Comments:

Please complete the following questions.

What did you like most about this experience?

What did you like least about this experience?

What suggestions do you have about improving the experience for students?

Please provide us with any additional comments.

Community Partner Engagement Experience Evaluation Form

1. Organization Name:
2. Organization Contact Person:
3. Contact Phone:
4. Contact email:
5. The name of the Penn State Berks professor you partnered with this semester:
6. The name of the Penn State Berks class you partnered with this semester:
7. Dates when you worked with the service-learning class:

Please rate your level of satisfaction with the Community Engagement Experience

5 = very satisfied/excellent; 4 = satisfied/well above average; 3 = neither satisfied nor dissatisfied/adequate;
 2 = dissatisfied/needs improvement; 1 = very dissatisfied/deficient; N/A = not applicable

8. I benefitted from partnering with this class as I had expected.	5	4	3	2	1	N/A
9. The students provided quality services or resources to meet my needs as promised.	5	4	3	2	1	N/A
10. The students worked with me in a professional manner.	5	4	3	2	1	N/A
11. The students worked well together.	5	4	3	2	1	N/A
12. The professor and I maintained contact.	5	4	3	2	1	N/A
13. The professor and I were responsive to each other's needs.	5	4	3	2	1	N/A
14. Overall, how would you rate your service-learning experience?	5	4	3	2	1	N/A
15. Would you partner with a service-learning course again? Please explain.						

Please describe how your organization expected to benefit from this service-learning partnership.

What service(s) did the students in this course provide to your organization?

What impact did this project have on your organization?

What went well about the service provided by this course?

What would you like to have occurred differently?