

NOMINATION FORM
CHE SERVICE LEARNING PROJECT COMPETITION

Institution: Coker College

Title of Project: Male Role Models Project at Cheraw Head Start

Director of Project: Dr. Darlene Maxwell with Michael Small and Camisha Hillian

Contact Information of Project Director

Address: 300 E. College Ave., Hartsville, SC, 29550

Telephone Number: 843-383-8133

Email Address: dmaxwell@coker.edu

Establishment Date of Project: Fall 2013

Unit That Administers Project: Wiggins School of Education, EDU 301: Home, School, and Community

Total Number of Students Involved: 2

Signature of Institutional President:

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PLEASE ANSWER THE FOLLOWING QUESTIONS REGARDING THE NOMINATED PROJECT (Insert your answer after each question.)

1. For purposes of this competition, the Commission on Higher Education defines service learning as college student learning at any level and in any situation that is *linked* in a direct, hands-on fashion to the resolution of a problem or concern in a target community outside the institution *and is related* to a college course with some type of reflection activity. Briefly, how does your project meet the parameters of this definition?

Often times, there is a great lack of positive male role models in the lives of our young children. As a society, we have become increasingly aware of men who prey on and harm young children because of our society's strong reliance on the media. Resulting from that, we have become quite leery and sometimes even afraid to promote male bonding with a young child. However, this advocacy project was geared towards welcoming positive male role models in early childhood classrooms. Positive male role models promote good health and high self-esteem in young children as well as a positive school atmosphere. Having positive male role models serve as mentors, activity facilitators, and "reading buddies" will show students – both male and female – that successful and respectable males do exist outside of the hip hop arena.

2. Specifically, which segments of the college/university community does your project involve?

Our project greatly involved the Wiggins School of Education. The advocacy project was an assignment in our EDU 301: Home, School, and Community class; however, the topic of the influence of males – especially African-American males – has on students was something each student participating in the project felt passionate about.

3. How many students (specify degree levels to the extent possible) does the project affect?

We decided that since one of the students involved in the project worked at Cheraw Head Start, in Cheraw, South Carolina, this would be a great facility to host our big event. Cheraw Head Start houses approximately 150 students ages five and younger.

4. Describe the target community or communities your project serves.

The targeted communities for the project were the young children, the families of the children, and the school staff, faculty, and administration overall. Cheraw Head Start strives to offer complete child development services to economically disadvantaged children and families. Collaborating with parents, extended family, and members of the community, Head Start works to offer developmentally appropriate education, health, case management and family support services to children and their families.

5. Describe your project's effectiveness in helping to solve the problems or concerns in the target community.

The parents were quite receptive to the project. We had a great turn out. Not only did we invite the fathers of the students to come out and participate in our events, but we invited previous Head Start students who are now in college and doing amazing

things to join us. We also had quite a few mothers to come out and support our project as well. The look on everyone's faces – the students, the parents, and the faculty members – reassured us that our project was a great success. The school even asked us if they could adopt the idea, and have that type of event once a month.

6. Describe the degree to which your project enhances student learning while providing specific examples of the service learning activities the students engage in. Also explain how the service learning activities reinforce or apply what the students learn in the classroom.

The Head Start Program uses a lesson plan format from a developmentally appropriate curriculum called *Creative Curriculum*. One of the goals the teachers work on with their students is developing appropriate social skills. Having the children interact with the male role models aids in this social development.

7. Is there academic credit associated with the project (not necessary for submission)? If so, please explain the particulars.

Yes, academic credit was associated with the project. We were graded based on the preparation, organization, rationale, and implementation of our advocacy project. Though our grade was not contingent upon the outcome of the project, we were thrilled that our project turned out to be such a great success.

8. If funding is required, how is the project funded and what is the approximate annual budget for the project?

At the time, funding was not required for the project. We can only hope for and expect great things in the future.

9. Feel free to add any other comments you may have about your project.

You may also include supplemental information about the project (such as brochures, pictures, etc.).

Please return this form via e-mail by **March 14, 2014**, to:

Trena Houp, Associate Director
Division of Academic and Student Affairs
South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
803.737.4853
thoup@che.sc.gov