Service-Learning

Faculty Training Manual

Table of Contents

I. Purpose and Plan

Louisiana Christian University's 2021 Quality Enhancement Plan, LCU Serves Live Connected, aims to produce a better prepared graduate who can integrate knowledge and service to transform both themselves and communities locally as well as across the globe. This goal is directly related to the mission of Louisiana Christian University which is a Christ-centered community committed to Academic Excellence where students are equipped for Lives of Learning, Leading, and Serving.

In an effort to improve student learning outcomes to better prepare students for their chosen careers, the University set a goal for every graduate to participate in experiential learning, particularly service-learning opportunities. The goal combines academic excellence in learning and serving others in order to improve the quality of the education and student learning experience. To achieve this goal, LCU Serves Live Connected calls for the following:

1. Every undergraduate major will include a service-learning course or course assignment/project connecting each student with an opportunity to serve his/her local community through applying knowledge and skills obtained in course content.
2. Every undergraduate student will have at least 2 service-learning experiences (one in freshman orientation and one in the student's major) by the end of the senior year.
3. Louisiana Christian University will establish a Calling and Career Center and hire a Director of Calling and Career to establish community partnerships as a resource for faculty and students.

LCU Serves Live Connected will strive to reach every undergraduate student in all majors and has three major Student Learning Outcomes:

SLO 1: Students will define service-learning.

SLO 2: Students will demonstrate understanding of the connection between service-learning and course subject matter.

SLO 3: Students will develop a sense of connection to community through service.

Beginning with the University's freshman orientation course, University Connection 100 (CC 100), all students will be introduced to service-learning concepts and participate in a service-learning project. Assessment measures will include a pre-test attitude survey that assesses students' understanding of service learning and community connection. SLO 1 will be measured by the student's definition of service-learning as defined by the CC100 faculty. The second opportunity for service-learning will occur during the student's junior or senior year in a course

designated by the departmental faculty in the student's major. Assessment in the junior or senior year will include two parts: 1) a pre and post survey to determine the amount of growth before and after the service-learning class or assignment; and 2) an assignment relevant to the major which will be graded along with a rubric that is specific to the QEP. A benchmark of 25% growth will be used to assess student achievement of the learning outcomes. Lastly, community partners will be asked to participate by filling out a survey to assess students' learning and the impact students had helping their community. The results will be used as another data point to inform faculty and departments if changes in the curriculum or the service experience with the community partner need to be made to improve student learning outcomes.

LCU's mission states that it is a Christ-Centered Community with a commitment to providing students with a quality education and adds that the result of this education is equipping and preparing graduates for lives of learning, leading, and serving. The following institutional goals,

- An understanding and appreciation for the ways in which we know the physical universe, society, and ourselves
- An understanding of global interdependence and responsibility
- Personal development through participation in service projects, organizations, athletics, or extracurricular activities
- The development of skills and abilities to pursue meaningful careers, lifelong learning, and service to God and others

aim for students to develop a greater awareness, understanding, connection, and ability to serve others during their academic and future career endeavors, all qualities that can be fostered through an initiative that provides students with opportunities for service-learning. Therefore, implementing LCU Serves Live Connected supports LCU's mission and goals for student attainment and is integral to students' knowledge and growth. By engaging in service-learning opportunities, students will be able to experience and understand these concepts in a practical and tangible way and will enable them to see and appreciate the connection of service-learning to their community and their vocation. LCU Serves Live Connected embodies the spirit of the school's mission to continuously learn, lead, and serve.

II.   What is Service-Learning?

Since the inception of the term "service-learning" in 1967, the understanding, definition, and practical application of the term has varied widely. Service-learning is not simply community service nor is it an internship experience. The most helpful presentation of service-learning as compared to other forms of experiential learning is a model that organizes the terms in regard to the beneficiary (recipient, provider) and the focus (service, learning) (Furco, 1996). On one side of the model are community service and volunteerism, both which benefit primarily the

recipient and focus on service with no learning or reflection involved. On the other side are field education and internships, both which benefit primarily the provider and focus on learning and reflection. In the middle is service-learning, which is unique among experiential forms of learning in that it seeks to provide equal benefit to both recipient and provider, and it focuses on both the service performed and the learning context. In Jacoby's (2005) discussion of Furco's model, she identifies two aspects of service-learning that distinguish it from other forms of experiential learning: reflection and reciprocity. Reflection is necessary in order to meet stated learning outcomes and reciprocity means that both recipient and provider view each other as integral parts in the cooperative effort. As a result, much of the literature includes a hyphen connecting "service" and "learning" (i.e., service-learning) to signal the equal weight that is placed on both service goals and learning goals.

1. Learning achieved in a for credit educational experience
2. Application of knowledge and skills learned in a classroom setting in connection to service in the community.
3. Involvement in organized service opportunities designed to meet human and community needs.
4. Structured critical reflection designed to support learning and development.

The survey of literature on service-learning in Christian Higher Education revealed a number of key areas impacted by a service-learning approach: the mission of Christian institutions, holistic and experiential learning, spiritual formation, and community impact. Mullen (2010) even concludes that "Christian educators have a responsibility to students to integrate service and learning, an obligation to society to engage students in professional service, and a commitment to denominational partners and institutional supporters [sic] to provide service-learning through the discipline of Christian education" (p. 170).

III. Benefits

Incorporating service-learning into the university curriculum yields numerous benefits for various stakeholders, including students, faculty, the community, and the institution.

A. To Faculty

Enriched teaching experiences, building better, stronger relationships with students, and purposefully and meaningfully interacting with and serving the community (Hou, 2010). Other benefits noted by faculty who have implemented service-learning in the classroom include increased student understanding of course content, increased personal development of students, increased student understanding of social problems as systemic, the provision of useful service in the community, and creation of university-community partnerships (Abes, Jackson & Jones, 2002). Moreover, faculty find that service-learning creates new research opportunities, makes teaching more efficient, enjoyable, and effective, and results in personal

and professional rewards, such as interdisciplinary collaborations within and beyond the institution, making contributions to ongoing research, receipt of research grants, pursuit of interest in community service, and meeting others with similar interests and concerns (Reynolds & Ahern-Dodson, 2010) and Jacoby (2015)

B. To Students

- Personal development-
    - Defines and sharpens values
    - Enhances leadership skills
    - Increases sense of SELF-EFFICACY, "I got this!"
    - Gain better understanding of self and community
    - Connect with people of other cultures/lifestyles/perspectives
    - Enhances spiritual life with focus on compassion and concern for others
- Increased Relevancy-
    - Bring instructions to life-" hands on" learning
    - Utilize skills sooner rather than later
    - Preparation for future service learning, internships, research opportunities
    - Allows for exploration of career options
    - Develop "soft" workforce skills

C. Community

BaLCUiuniene and Mazeikiene (2008) group community benefits of service-learning into three broad categories and provide specific examples of each:

(1) help for communities (possibility for communities to provide more and better-quality services, communities receive real help, possibility to start new projects, new insights and ideas to solve problems)

(2) cooperation (ties of partnership with university are strengthened)

(3) emotional support for target groups communities take care of (motivation increases, self-esteem increases, involvement of target groups into activities within communities becomes more intense, target groups receive emotional satisfaction, life quality of target groups improves).

Reynolds and Ahern-Dodson (2010) emphasize community benefits as collaboration, provision of needed people-power for projects, students' insights and perspectives, and mutual information sharing.

Vizenor, Souza, and Ertmer (2017) note that community partners engaged in service-learning experiences benefit through gained insights for planning and decision-making, improvement to

daily practices, development, and implementation of custom products to fulfill their needs, and new information from students.

        D. *To the university*

Reynolds and Ahren-Dodson (2010) emphasize the public relations outcomes for the university, including increased visible community engagement, being perceived as good neighbors, creation of opportunities for long-term relationships and multiyear projects, and overall enhanced public image of the institution as a good citizen. In addition to improved relationships, the university benefits from the additional experiential learning settings, added opportunities for research and teaching, and having more engaged, better prepared, more satisfied students who complete their studies (Jacoby, 2015). Service-learning helps the university realize institutional priorities and goals associated with recruitment, retention, diversity and inclusion, sustainability, social responsibility, global citizenship, and economic development (Jacoby, 2015)

IV.   Policies and Procedures
a. Liability Waiver

(Taken from Faculty Handbook page 143-144)

Field trips and classes scheduled off campus assist the professor in integrating the classroom experience with events away from campus. To protect students, to avoid personal risk to students and to clearly state the position of the university on such involvement, the following LCU Policy will be in effect. Students who are participating in an event or activity as part of a requirement for a specific class or event off campus do so as a voluntary act and at their own risk.

Guidelines

      a. The University insurance covers participants in an off-campus event only when the event is an approved university-sponsored activity under the supervision of a staff or faculty member.

      b. A student choosing to take part in an approved off-campus activity relieves the University of responsibility in the event of an accident caused by negligence on the part of the student.

      c. The University prefers that university-owned vehicles be used if possible; however, if personal vehicles are used, the staff or faculty supervising the event must submit to the Vice President for Business Affairs, prior to departure, the names of the individuals riding in the vehicles, vehicle license numbers, names of drivers, names of drivers' insurance companies, drivers' policy numbers, and a copy of the drivers' licenses. The date and time of departure and return must also be listed.

d. In the event a University van is used, the driver must have a Chauffeurs license and follow the procedures listed in the Louisiana Christian University Policy 380.5 -"Policy on Authorization to Drive 15 Passenger Van and Automobiles."

e. Participants who separate themselves from the main body of the group and suffer accident or injury while on their own are not covered by University insurance.

f. Individuals who take part in university-sponsored trips but are not affiliated with the institution as students or employees are not covered by University insurance.

g. Each student must complete and sign a "General Release Form" that is to be kept on file by the person supervising the trip. The supervisor should carry these forms on the trip.

h. A memorandum should be sent to the Vice President for Academic Affairs stating the purpose of the trip, the name of each student participating, and an agenda for the trip listed. The memorandum should request permission for the students to make up work that they may miss during the field trip and should be turned in five (5) days before the trip is scheduled so that the members of the faculty may be notified.

Verification of medical insurance coverage (Taken from faculty handbook Appendix E)

*If student does not have medical insurance coverage, use waiver of medical insurance form in Appendix F in Faculty Handbook)

Appendix E: VERIFICATION OF MEDICAL INSURANCE COVERAGE

Name of Teacher:_____ Name of Class:_____

Activity:

_____

_____

Name of Student:

 _____

I understand that the above described activity is connected with the academic program of Louisiana College. I also understand that I/my child will be traveling off campus for this activity and verify that 1/my child is covered under the following medical insurance in the event of an emergency.

Name of Insured: _____

Name of insurance Company: _____

Group Number: _____

Identification Number (Social Security): _____

Name of Contact In the Event of an Emergency: _____

Telephone of Emergency Contact: _____

Signature:

Parent/Guardian: _____ Date: _____

 Teacher: _____Date: _____

b. Community partner agreement and expectations (See example below)

Louisiana Christian University

Bachelor of _____ Program Community Partner Agreement

This partnership agreement is designed to clarify the roles and responsibilities of _____
(community partner agency/ organization) and _____ (faculty/instructor) for
_____(course number/name for Fall 2022 (semester/year).

Community partner contact person/information:

_____

Faculty/Course Instructor contact information:

_____

Description of service-learning project; instructor responsibilities; and student responsibilities (to be
completed by course instructor):

_____
_____

 Timeline for project implementation and/or completion:
_____

To help ensure a high-quality learning experience and service-learning project, we have the following
expectations:

Community partners can expect the _____ Program to provide:

- a thorough explanation of the service-learning project

-a student and faculty contact person

- preparation for students including background research and a step-by-step planning process

-prepared students working diligently to provide quality service and/or project implementation

- timely and efficient response to agency concerns

- public recognition of their role as part of the service-learning project

-a formal evaluation to be emailed to project sponsor immediately following project completion and due by a specified date

Community partners can expect students to:

-initiate contact and keep the agency informed of project plans

- attend any training/orientation the partner provides or requires

 - be dressed and groomed appropriately

 - be responsive and considerate

- offer constructive suggestions and be receptive to constructive criticism

- provide the requested service on the project described

Students can expect:

- to complete thorough background research and a step-by-step planning process with classmates

-to be mentored through the project research, planning, and implementation by the faculty professor

-to work on the described project with classmates and the community partner

- the project to be completed in the estimated frame, prior to semester's end

- community partners to provide necessary information, orientation & supplies if applicable

- community partner to respond to student representative communications

-to be evaluated by their professor based upon their performance through all stages of project research, planning, and implementation

_____

 Community partner (signature) / date

_____

Faculty/instructor (signature) / date

V.   Course Planning

a. **Syllabus requirements:**

Include the following QEP Service-Learning Objective 2 as part of the student and/or course
      learning outcomes:

QEP SLO 2: Students will demonstrate understanding of the connection between service-learning and course subject matter.

Example from ED 310: Assessment of Instruction

Learning Objectives/Outcomes:

1. Develop and understand the basics of how to use data to guide your instruction.
2. Create and implement a comprehensive data cycle.
3. Develop and understand how to give timely, specific, and meaningful feedback.
4. Utilize the Louisiana State Standards and TAP to write, teach, and evaluate lesson plans.
5. Demonstrate understanding of the connection between service-learning and course subject matter by tutoring the students that fell in the needs practice category during the post test of your data cycle. **(QEP SLO #2)**

Example from SW 380: Social Work with Communities and Organizations

Primary Student Learning Outcomes for SW 380:

 1. Students will identify the theory and values as well as the historical roots of macro social work practice.

 2. Students will identify, assess. discuss, research, and analyze issues and problems faced by diverse groups, communities, and organizations.

3. Students will use the logic model framework for engaging population groups in a change episode through a community service-learning project.

4. Students will identify and assess various participants, systems, support, and opposition to their proposed service-learning project.

5. Students will identify, discuss, and assess possible approaches to a change episode, and then select the most appropriate strategy to use as the basis for their service-learning project.

6. Students will write goals, objectives, and an action plan for a macro-level intervention service-learning project.

7. Students will carry out the specifics of their planned episode of change (service-learning project) in collaboration with a community agency.

8. Students will identify, differentiate, assess, and employ an appropriate monitoring and evaluation method for their planned episode of change.

9. Students will engage in strategies such as journaling, evaluations, etc. to reflect upon each stage of their community service-learning project. Through this, students will identify both positive and negative outcomes, as well as their ability to integrate their faith with learning through this semester-long service-learning project.

10. Ultimately, students will demonstrate understanding of the connection between service-learning and course subject matter. **(QEP SLO #2)**

b. SL assignment or project details

- **Types of Projects:** Direct and/or Indirect Service Projects; Advocacy Projects; Research Projects:
    - Direct Service examples: Tutoring kids at a Boys/ Girls Club (Education or English/Math majors); Weekly service for the homeless at a food/clothing distribution center, such as Main Street Mission or Manna House (Social Work, Psychology, or Economic/Finance majors)
    - Indirect Service examples: Design a website for a local nonprofit (Graphic design majors); Design a community resource guide for a local nonprofit
    - Advocacy: Design a Fundraising Campaign on social media for a local nonprofit organization (Convergence Media majors); Community Awareness and Education (violence and crime prevention—CJ majors); (Suicide Prevention – Social Work or Psychology majors)
    - Research: Collaborate with local business or non-profit to assist with data collection or analysis of any project or community issue (any major)

Example of project description in syllabus for ED 310: Assessment of Instruction: LCU students will spend 15-20 minutes during a class period small grouping these students using remedial strategies. After tutoring, you will reassess the students to see if they improved and submit a report with the results. You will spend 15-20 minutes during a class period small grouping these students using remedial strategies. After tutoring, you will reassess the students to see if they improved and submit the following: Data Tracking Sheet from original cycle and Needs Practice Reflection Plan and Results.

Example of project description in syllabus for SW 380: Social Work with Communities and Organizations: (This is an example in which the entire course consists of the service-learning project). Students will work in groups to complete a short-term community service project, working in collaboration with an agency or organization in our community. The project will be completed in a step-by-step planned and orderly process, mentored by the professor. The project will consist of research of a social problem in the community demonstrated through an initial research paper, project planning using the Logic Model and PERT Charts, and Implementation of the project by a specified date, prior to the end of the semester. This project will require much work outside of class hours, so plan accordingly. While many of you may have a job, this is not an excuse to not participate in the work required. It is not a project that can be completed at the

last minute. It is a SEMESTER project and students will keep a log of hours accumulated. **Examples of previous projects include:** 1) Self-harm/Suicide prevention and awareness at a local junior and high school in collaboration with the school-based health center social worker. 2) Opioid Use Prevention and Awareness for junior high school students and their parents/mentors/guardians in collaboration with a local junior high school. 3) Prevention and Awareness of Human Trafficking in at-risk youth in collaboration with Louisiana College TEACH Program and the Central Louisiana Homeless Coalition.

c. SL course creation - If a new course is being designed, the instructor will need to submit new course creation paperwork to Division in which the course is housed for approval and then submit to Academic Council, in the academic year prior to which they plan to teach the course.

VI.   Assessment

Assessment Procedures

- Pre-assessment will be given at the beginning of CC 100 for baseline data.
- Pre and post assessments will be given in jr./sr. level service-learning course.
- The service-learning assignment will be graded using the rubric which measures SLO #2.
- The pre-post assessment will be given using a Google Form will measure SLO #1 and #3. The link to the form will be provided by the QEP Committee.
- The rubric graded assignment data will be submitted to the QEP Committee at the end of the semester.
- The community partner survey link will be provided by the QEP Committee.

Pre/Post Test

SLO 1: Student will define service-learning.

Question:

Define service learning: (Multiple Choice Question—Choose one of the following)

____1.   When someone volunteers their time to help out in the community resulting in positive self-reflection.

____2.   A mindset of serving others in your college experience resulting in community bonding.

____3.   An educational approach that places equal emphasis on student academic reflection and service activities resulting in student and community reciprocity

____4.   Activities that help you become part of a community.

SLO 2: Student will demonstrate understanding of connection between service and course subject matter. (Measured in the Jr./Sr. course project.)

Question: How did this assignment demonstrate your understanding of the connection between service to your community and course subject matter?

**The following QEP Rubric must be used to measure either the reflective journaling or other assignment for the Service-Learning component. The data for this rubric will be submitted to the QEP committee.

Criteria	Novice (1)	Apprentice (2)	Proficient (3)	Distinguished (4)
Demonstrate understanding of connection between service and course subject matter	Student does not apply the academic knowledge base of the course to the service experience.	Student expresses some connection between the academic knowledge base of the course and the service experience.	Student develops a perspective built upon the academic knowledge base of the course that is linked to the service experience.	Student creates their own academic perspective infused with the knowledge base of the course and applies it to the service experience beyond the curriculum.

SLO 3: Students will develop a sense of connection to community through service.

Choose from Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

1. Volunteers in community agencies make a difference if only a small difference.

2. Contributing my skills will make the community a better place.

3. My contribution to the community will make a real difference.

4. It is important to me to have a sense of contribution and helpfulness through participating in community service.

5. I feel an obligation to contribute to the community.

6. It is important to provide a useful service to the community through community service.

7. Community service is necessary to making our communities better.

8. It is crucial that citizens become involved in helping their communities.

9. It is important that I have a sense of connection to my community through service.

10. Service is a way I can build a sense of connection to my community.

a. Graded Research Paper Assignment with Rubric example for an entire course using service-learning as its focus

SW 380 Individual Research Paper Rubric (75 Points Total)

Name: _____ Date: _____

Area of Assessment	Excellent	Good	Poor	Score
1) Research: Analysis of Problem, Population and Arena (apply their understanding of social, economic, & environmental justice to advocate for human rights at the individual and system levels—use knowledge gained from research of problem/ population to construct appropriate intervention plan.)	A.) Student used relevant research to support ideas proving the severity of the problem being researched both locally as well as nationally. Student's analysis of the research demonstrated student's understanding of the social problem within the context of social, economic, and environmental justice. Students' conclusions drawn from analysis of the research demonstrated merit to pursue macro level change B.) Student's research demonstrated logical progression of ideas and supporting information. Student did not quote excessively, rather paraphrased and summarized research findings. Excellent job at incorporating and synthesizing research to clarify points and	Student demonstrated relevant research and supporting ideas, however, did not incorporate all areas of suggested questions/findings to fully explore problem. Student was able to paraphrase and summarize to draw conclusions about research, however, at times, these conclusions were not clear or were somewhat lacking in depth of analysis. Research nearly met full four page min Lacking	Student's research was not in-depth, thus did not demonstrate the severity and scope of the problem. Student quoted excessively. Student's research was not synthesized in a manner which was easily understood; suggested questions/ findings to explore the problem were not incorporated. Research fell ½ page or more short of required min. content.	

(50 points)	explore the problem using suggested questions. C.) Student inserted an original chart/graph that he/she created based upon data/stats found in research. Student did not copy or paste a graph/chart from another source, nor did they re-create a graph chart from another source. D.) Research portion met minimum requirement of **four** pages. **All required sources were used.**	1-4 required sources.	Lacking 5 or more required sources.	
2) Writing Style; Mechanics; Grammar (10 points)	Content was written clearly and concisely (not too wordy or redundant) Student used proper sentence structure with correct grammatical elements. Student used proper spelling, punctuation, etc. Student used a variety of accurate and effective vocabulary. Student used a professional, scientific style of writing rather than conversational style. 5 or fewer errors total.	Student's writing was unclear on occasion due to improper sentence structure. Writing contained 5-10 combined errors in spelling, punctuation, grammar, sentence structure, etc.	Student's writing was not clear due to multiple errors throughout, containing 10 or more combined errors in style, spelling, grammar, etc. Student needs to proof-read prior to turning in paper.	

3) APA:
 	
General Format:
 	
    Title Page student paper format followed; Page Numbers; Margins; Line Spacing;
 	
    Headings; **(3 points)**
	Paper contained 0-2 errors total in General Formatting of APA paper.	Paper contained 3-5 errors total in General Formatting of APA paper.	Paper contained 6 or more errors total in General Formatting of APA paper.	

4) APA: Textual and Parenthetical Citations within body of paper (6 points)	Paper contained 0-3 errors total in APA textual and parenthetical citations within body of paper	Paper contained 4-5 errors total in APA textual and parenthetical citations within body of paper	Paper contained 6 or more errors total in APA textual and parenthetical citations within body of paper	
5) APA Reference Page (6 points)	Paper contained 0-2 categorical errors total on APA References	Paper contained 3-4 categorical errors total on APA References	Paper contained 5 or more categorical errors total on APA References	
Total Points: (75 possible)				

SLO #2

Criteria	Novice (1)	Apprentice (2)	Proficient (3)	Distinguished (4)
Demonstrate understanding of connection between service and course subject matter	Student does not apply the academic knowledge base of the course to the service experience.	Student expresses some connection between the academic knowledge base of the course and the service experience.	Student develops a perspective built upon the academic knowledge base of the course that is linked to the service experience.	Student creates their own academic perspective infused with the knowledge base of the course and applies it to the service experience beyond the curriculum.

Comments:_____

_____

Total Points Earned / Percentage/ Letter Grade:

_____

b. Community Partner Survey (Edit as needed for your course)

1. Please state your name and the organization you are representing.
2. Did the representatives of the Social Work with Communities and Organizations Class (SW 380) contact you in a professional manner to propose the service-learning project
3. Did the students in SW 380 demonstrate well-researched knowledge of an underlying problem, issue, or need that was addressed through the project (i.e., poverty; homelessness)?
4. During the partnership with students in SW 380, did students act in a respectful and professional manner?
5. Did the clients/ constituents (i.e., students, faculty, or community at-large) at your agency or organization benefit from the community service-learning project completed by the SW 380 class?
6. Based upon your experience with the SW 380 Class, would you be willing to engage in future partnerships with the Bachelor of Social Work Program?

Below is the link for the Microsoft Form for the Community Partner Survey that you can edit to make your own to fit the needs of your course.

https://forms.office.com/Pages/ShareFormPage.aspx?id=F8vlgcUvXUauiJjDoe5FhaeHh8i8JKlPj82PP-YH4sBUNENNTTEzNUZKREpFQzRFQlBJMjZVOVZPUi4u&sharetoken=2eE5KJHf4iaXZ2z1HELL

VII. Contacts

QEP Director

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VIII.   FAQ's