

2009-2010 Service-Learning Annual Report



University of Idaho
Career Center

2009-2010 Service-Learning Annual Report



ARCH 454 students designed nature center buildings for PCEI

BUS 378 Project Management Students working with Upward Bound Program



Community-Based Research with CSS 386 students



University of Idaho
Service-Learning Center
Idaho Commons Room # 333
Moscow, ID, 83844-2534

www.uidaho.edu/servicelearning

May 3, 2010

Design and layout by
Jim Ekins

Table of Contents

Introduction	6
A Message from the President and Provost	8
The University of Idaho Service-Learning Center	10
Service-Learning Faculty Fellows	12
Community Partners 2009-2010	14
Service-Learning Course and Project Descriptions	25
Service-Learning Internship	26
Service-Learning at McCall Outdoor Science School	30
Engineering Capstone Service-Learning	38
An Engaged Department:EDCI at Coeur d'Alene	42
Service-Learning Courses A-Z	56
AGEC 477/ 577: Law, Ethics, and the Environment	57
ARCH 453: Architectural Design V	59
ARCH 453: Architectural Design V	62
ARCH 454: Architectural Design VI	66
ARCH 499: DS: Community Design and Construction in Panama	69

ARCH 553: Architectural Design VII	73
ARCH 556: Architectural Design VII	75
BIOP 504: Local and Regional Comprehensive Planning	76
BUS 378: Project Management	80
COMM 233: Interpersonal Communication	84
COMM 335: Intercultural Communication	86
CORE 110/ 160: Sex and Culture: Women and Men in the 21st Century	88
CORE 119/ 169: Sports and American Society	91
CORE 125/ 175: The Earth and Our Place on It	92
CORE 154: Contemporary American Experience	99
CORE 162: Feel the Groove: The Generations of Jazz from Blues to Hip-Hop	99
CSS 310: Social Research Methods in Conservation	101
CSS 385: Conservation Management and Planning I	103
CSS 386: Conservation Management and Planning II	103
CSS 501: Seminar: Regional Long Distance Trails	110
EDCI 201: Contexts of Education	112
EDCI 466: Literacy Assessment and Intervention	116

EDSP 461: Early Childhood SPED Curriculum	118
ENGL 402: Internship in Tutoring Writing	120
ENGL 483: African American Literature	122
ENVS 102: Field Activities in Environmental Sciences	123
ENVS 497: Senior Research and Thesis, ENVS 498: Internship	125
ENVS 599: Non-Thesis Research	125
ENVS 498: Wetland Management	127
FCS 251: Survey of FCS Professions	129
FCS 346: Personal and Family Finance and Management	131
FISH 415: Limnology	132
ID 352: Interior Design IV	135
ID 451: Interior Design V	136
ID 452: Interior Design VI	138
INTR 404: ST: International Volunteer Service Practicum	140
JAMM 252: Principles of Public Relations	143
JAMM 350: Public Relations Writing and Production	144
JAMM 458: PR Cases and Issues Management	144

JAMM 375: Broadcast Television and Studio Program Production	145
LARC 257: Landscape Architecture 1.2	147
LARC 261: Landscape Architecture 2.1 LARC 262: Landscape Architecture 2.2	150
LARC 356: Landscape Architecture 3.1 LARC 357: Landscape Architecture 3.2	152
LARC 480: The Emerging Landscape	156
LAW 974: Legal Aid Clinics	159
PTTE 529: Risk Assessment	161
REM 456: Integrated Rangeland Management	164
WMST 201: Introduction to Women's Studies	167

Gary Austin's LARC 356 students in Priest River, ID on a tour of successful former projects and potential future projects.



Introduction

I am pleased to present the fourth *Annual Report* on service-learning at the University of Idaho. Inside you will find an amazing array of thoughtfully designed courses and assignments using service-learning to connect classroom- and community-based learning. The courses described in this report are excellent examples of engaged teaching and learning. Each report describes the synergy that results when faculty, students, and community partners apply their knowledge and experience to public problem solving, inspiring the civic imagination of all.

Across the University, faculty and administrators are recognizing the positive impact service-learning has on student learning as well as our local communities. The economic impact that service-learning students have on Idaho's communities is impressive. In 2009-2010, nearly 2800 students enrolled in 76 service-learning courses (122 individual course sections) in partnership with 160 community agencies across Idaho and the Northwest. UI students donated over 105,000 hours of their time, labor, and expertise, providing over \$1.6 million in services that many Idaho communities could not otherwise afford.

Many individuals should be celebrated in this effort: **faculty**, whose commitment to the pedagogy of service-learning is motivated by enhanced student learning and engagement but which requires greater faculty effort and investment of time than traditional classroom pedagogies; **community partners**, who have demonstrated a flexible willingness to work with student volunteers in a way that allows students to both learn and serve; and **our students**, who have embraced the opportunity to make a difference as they learn through service-learning.

With this *Annual Report*, we honor all of those committed to service-learning and student success.

Adrian J. Wurr
Assistant Director of Service-Learning & Internships

A Message from the President and Provost

April 13, 2010

The University of Idaho is firmly committed to provide a learning environment where students can be transformed. This happens in many settings: through the efforts of our faculty-scholars; in our residential living and learning communities; through basic and applied research; and through our vibrant service-learning program. To put it simply, our students find real-world, relevant applications for the subject matter they study in the classroom.

Service-learning is a powerful teaching tool. Through service-learning, University of Idaho faculty and staff mentor and guide our students on their transformative journey. We embrace many disciplines and integrate learning to make their experience have a more meaningful impact. Service-learning helps deepen a student's ability to think more critically, analyze more effectively, learn life-changing lessons about civic engagement, and make discoveries about themselves and society.

Another exciting aspect of service-learning is its direct connection to the University of Idaho's overall institutional strategic plan, which calls for students to "engage in a transformational

experience of discovery, understanding and global citizenship.” We are able to measure our students’ progress against this goal, and see where our service-learning, outreach and engagement efforts are successful or where they may need adjustment. When we apply the subject matter of our curriculum to community settings, our students benefit because they understand more vividly how they and their learning intersect with and contribute to the greater world.

We salute our 2,800 students in 76 service-learning courses who volunteered over 104,800 hours of volunteer work at over 160 community organizations across Idaho – along with our faculty and staff who engage with and support these efforts. As a land-grant community, we are strengthened and enriched through service-learning.



M. Duane Nellis
President



Douglas B. Baker
Provost and Executive Vice President

*Learn more about the University of Idaho’s Strategic Action Plan online:
www.uidaho.edu/provost/sap.aspx

The University of Idaho Service-Learning Center

The Service-Learning Center at the University of Idaho strives to promote service-learning as an integral aspect of education and to foster university engagement within the larger community. We provide services, resources, and support to faculty and staff desiring to integrate service-learning experiences into their curriculum.

What is Service-Learning?

Service-learning enhances classroom learning for students by adding an experiential component to academic coursework that extends learning beyond the classroom and into the community. When used successfully, service-learning gives students the opportunity to apply concepts they are learning in the classroom to real-life situations.

Service-Learning courses have three essential components:

- Enhance academic curriculum by integrating service.
- Address a real community need through service.
- Provide time to reflect on the service experience.

The Service-Learning Center assists faculty by:

- Providing training workshops and one-on-one support for integrating service-learning into the classroom
- Identifying and/or making contacts to host service-learning activities in a larger community
- Assisting faculty in the logistics of carrying out service-learning activities through the course content.
- Funding student reflection leaders to assist with course reflection activities.
- Providing small grants to support direct costs of coursebased service-learning activities.
- Offering opportunities for interaction among faculty already utilizing service-learning
- Helping academic advisors and students in identifying service-learning courses.
- Assisting faculty with the Promotion and Tenure Portfolio to highlight the alignment of service-learning activities with University goals.

The Service-Learning Center serves students by:

- Promoting on campus service-learning opportunities
- Connecting students to faculty and courses utilizing service-learning
- Educating students about the benefits of service-learning



Service-Learning Faculty Fellows

These current Faculty Fellows have received formal training in the pedagogy of academic service-learning. Please contact the Service-Learning Center if you are interested in participating in a Service-Learning Faculty Fellows Workshop, or in other service-learning professional development opportunities.

Miranda Anderson
Demetrio Anzaldo-Gonzales
Rula Awwad-Rafferty
Victoria Arthur
Denise Bennett
Suzi Billington
Heidi Connole
Shauna Corry
Nancy Deringer
Stephen Drown
Cyndi Faircloth
Annette Folwell

Rodney Frey
Meredyth Goodwin
Karen Guilfoyle
Patricia Hart
Jean Henscheid
Dwina Howey
Steve Janowiak
Georgia Johnson
Jan Johnson
Mary Ann Judge
Irina Kappler-Crookston
Delphine Keim-Campbelle

Jill Kellogg-Serna
Tammi Laninga
Anne Marshall
Wendy McClure
John Mihelich
Linda Morris
Nicholas Natale
Sarah Nelson
Bob Neuenschwander
Sheila O'Brien
Lee Ostrom
Dean Panttaja
Melvin Pedras
Guadalupe Perez-Anzaldo
Sandra Pinel
Keith Prisbrey
Jan Rauk
Sandra Reineke
Kristine Roby
Nick Sanyal

Adam Sowards
Susan Steele
Debbie Storrs
Dana Stover
Matt Wappett
Frank Wilhelm
Cheryl Wilhelmsen
JD Wulfhorst
Lawrence Young
Sachin Jain
Cherie Major
Anne Kern
Emily Duvall
David Newcombe

Community Partners 2009-2010

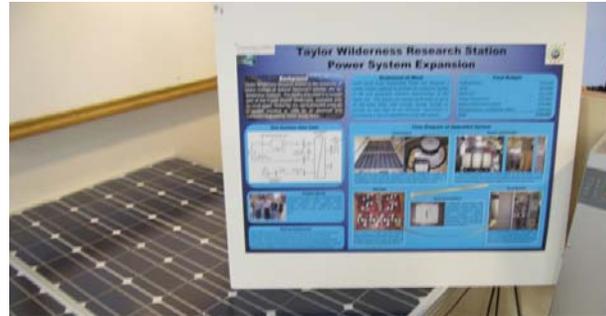
2 Degrees Northwest
Adventure Learning Camps
Advocates for Inclusion
After School Adventure Club-Moscow Public Schools
Alternative Spring Break, University of Idaho
Alternatives to Violence of the Palouse
American Lung Association
Aspen Park Healthcare Center
Athletes for Kids
Avista
Backyard Harvest
Best Hills Ranch Homeowner's Association in Coeur D'Alene
Big Brothers/Big Sisters of Southwest Idaho
Bill Chipman Palouse Trail

Blue Water Technologies
Brotherhood Empowerment Against Rape (BEAR)
Bureau of Land Management
Center for Community Building to End Poverty
City of Coeur d'Alene, ID
City of McCall
City of Moscow, ID
City of Moscow, ID Police, Campus Division
City of Moscow, ID, Parks and Recreation
City of Moscow, ID, Parks and Recreation, Eggan Community Center
City of Moscow, ID, Parks and Recreation, Paradise Path Task Force
City of Plummer, ID
City of Priest River, ID
City of Tacoma, WA
Coeur d'Alene Tribal School
Community Action Partnership
Community Action Partnership
Confederated Tribes of the Umatilla Indian Reservation (CTUIR)
Des Moines, IA United Methodist Church
DeVlig Family Foundation

Community Partners 2009-2010, cont.

Dunshee House Seattle, WA
Eagle Rock Charter School
Elderly Companion Program
Food banks around the Palouse
Franklin Elementary School
Friends of the Clearwater
Friends of the Coeur d'Alene Trails
Gear-Up Idaho Program
Global Architecture Brigade
Good Samaritan Village
Goodwill Industries
Habitat for Humanity
Happy Days Daycare- Troy, Idaho
Hope Center

Engineering capstone service-learning project to improve solar and micro-hydropower to the UI Taylor Wilderness Research Station in the Frank Church - River of No Return Wilderness.



Humane Society of the Palouse
Idaho Community Foundation
Idaho Department of Fish and Game
Idaho Department of Water Resources
Idaho Legal Aid Services
Idaho Mobile Environmental Education Corps (MEEC)
Idaho Parks and Recreation, Trail of the Coeur d'Alenes
Idaho Power
Idaho Statewide Court Assistance Offices
Idaho Volunteer Lawyers Program
Individual families who have children with special needs, such as autism etc.
International Student Volunteers
Jazz in the Schools program
Jet Propulsion Laboratory (JPL)
Khmer Helps Khmer (Cambodia)
Kiva.org
KUOI Public Radio
Lakeside High school
Latah County Historical Society McConnell Mansion
Latah County Parks and Recreation, Latah Trail

Community Partners 2009-2010, cont.

Latah County Planning Commission
Latah County Prosecuting Attorney's Office
Latah Trail Foundation
Latah Wildlife Association
Lionel Hampton International Jazz Festival
McDonald Elementary,
Meridian Middle School
Milestone Decisions Incorporated
Moscow Area Community Leaders
Moscow Charter School
Moscow Family Medicine
Moscow High School
Paradise Creek Regional High School, Moscow, ID
Moscow Public Library

Service-Learning Internship tutors take a break from the classroom to dig water potatoes to give to Schitsu'umsch (Coeur d'Alene) Tribal elders during the Tribe's annual Water Potato Day.



National Aeronautics and Space Administration (NASA)
National Science Foundation Office of Experimental Program to Stimulate Competitive Research (EPSCoR)
Ninth Circuit Court of Appeals Pro Se Program
North Idaho Children's Mental Health
Oregon Dept. of Forestry, NE Oregon Region, La Grande Unit
Palouse Audubon Society
Palouse Ice Rink
Palouse Prairie Charter School-Moscow, Idaho
Palouse-Clearwater Environmental Institute (PCEI)
Panama's federal nutrition and sustainable farming program, "Patranato de Nutrcion and 3
Panhandle Stormwater Erosion Education Program
Paradise Creek Regional High School
Picture Earth Inc.
Pinewood Nursing Home
Ponderosa State Park
Precept Ministries International
Priest River Advisory Council

Community Partners 2009 - 2010, cont.

Priest River School District
Pritchard Art Gallery
Pro Vita (Romania)
Rancho Campeche (Dominican Republic)
RE-ZY Free-Cycling Program
Royal Garrison School
Russell Elementary and Lena Whitmore Elementary-Moscow, Idaho
Salvation Army
Southside Elementary School
Spirit Center at St. Gertrude's Monastery
St. Augustine's Catholic Church
St. Mary's Elementary School
Success by Six

Sustainable Idaho Initiative
Tri State Water Quality Council
Troy Pre-School
Troy, ID Food Bank
U.S. Forest Service
United Planet
University of Idaho ASUI Center for Volunteerism and Social Action
University of Idaho Building Sustainable Communities Initiative (BSCI)
University of Idaho Children's Center-Moscow, Idaho
University of Idaho College of Agriculture and Life Sciences Extension
University of Idaho College of Art and Architecture, Department of Landscape Architecture
University of Idaho College of Art and Architecture, Department of Architecture
University of Idaho College of Education
University of Idaho College of Engineering
University of Idaho College of Natural Resources
University of Idaho Communications Department
University of Idaho Even Start Family Literacy Program
University of Idaho Extension
University of Idaho Extension, Community Financial Literacy
University of Idaho Golf Course

Community Partners 2009 - 2010, cont.

University of Idaho Housing
University of Idaho Sociology Department
University of Idaho Study Abroad Program
University of Idaho Sustainability Center
University of Idaho TRIO Program
University of Idaho Women's Center
University of Idaho Women's Works Holiday Fair
University of Idaho Writing Center
University of Idaho, ASUI Vandal Community Tables
University of Idaho, ASUI, Kids on Campus Program
University of Idaho, ASUI, Vandal Community Tables
University of Idaho, College of Engineering, Clean Snow Mobile Challenge Team
Upward Bound Math/Science program
U.S. Dept. of Justice Violence Against Women on Campus Program

U.S. District Court's Pro Se Program
U.S. Environmental Protection Agency's Brownfield Program
U.S. Forest Service
U.S. Internal Revenue Service Tax Payer Advocate Service
Valley Junior High School
Video Game Addiction.org
Warm Springs Hollow Home Owners Association, Boise, ID
Washington-Idaho Symphony
West Park Elementary School
YWCA Lewiston, ID
YWCA Walla Walla, WA

Page left blank intentionally

Service-Learning Course and Project Descriptions

The following list of courses captures the breadth and depth of service-learning at the University of Idaho and meets the three defining characteristics of service-learning:

- Enhances academic curriculum by integrating service;
- Addresses a real community need through service; and
- Provides time to reflect on the service experience.

If you are teaching a course that meets the above criteria, please let the Service-Learning Center know so that we may include it in online and future editions of this report.

Service-Learning Internship

Project Coordinator: Joe Roberts, AmeriCorps Service-Learning Associate

Number of students involved: 26

Total hours of student work: 3,510

Community Partners: Schitsu'umsch (Coeur d'Alene) Tribal Department of Education; Plummer-Worley School District; Lakeside Elementary, Middle, and High Schools; Lewis-Clark Service Corps.

A University of Idaho graduate student and former employee of the Coeur d'Alene Tribe approached the Service-Learning Center in the spring of 2006, concerned that less than 50% of seniors at Lakeside High School, located on the Coeur d'Alene Reservation in Plummer, ID, graduated that year, and that the community was struggling to provide educational resources and positive college role models. Leaders from the Tribe and the Plummer-Worley School District identified a real community need in Plummer, which opened the door for an important learning opportunity for University of Idaho students.

The 2009-2010 academic year is the Service-Learning Center's fourth year of providing the Service-Learning Internship Program in partnership with the Coeur d'Alene Tribe and Lakeside

High School. Last year, the program was expanded into the Lakeside Middle School, and at the beginning of the Spring 2010 semester, the program was brought into the Lakeside Elementary School for the first time.

With the tutoring program integrated throughout the entire school district, our presence is becoming a normal part of the K-12 students' weekly routine. Preliminary data provides evidence that high school retention and graduation rates are improving and that the UI tutors are making a difference in the Lakeside students' academic lives. Also, for the first time in program history, we have filled both the morning and afternoon sections of the internship.

The University of Idaho interns confront the needs set forth by all three schools by offering



Service-Learning Internship, cont.

their time as tutors and mentors. This year, 26 interns traveled to Plummer twice a week and assisted students in completing schoolwork, and at the same time provided insight about college—a place that seems out of reach or intimidating to many Lakeside students. The tutors don't advocate for any particular college... they just de-mystify the college experience to make it seem more achievable on the part of the K-12 students. Transportation for this program is funded by the Coeur d'Alene Tribal Department of Education at no cost to the interns. The interns are able to gain real world perspective of life at a rural school located on a reservation and reflect on many of their own personal values and experiences.

This internship program is a unique opportunity for undergraduate and graduate students in all majors. The University of Idaho interns earn three internship credits in several departments,

including sociology, education, psychology, and interdisciplinary studies by tutoring and mentoring in Plummer every Tuesday and Thursday. Interns participate in weekly reflection discussions and journal activities, and prepare a final reflection project or school project which is presented to the university, the project partners, and the school administrators at the end of each semester.



Service-Learning at McCall Outdoor Science School



Imagine a place where K-12 students are excited about school. Envision students participating in learning experiences where forests are the classroom and nature is the textbook. Picture an outdoor school where students are stimulated by their surroundings, where they experience personal growth and creativity, all while exploring the science of ecology.



Through a unique reciprocal collaboration between UI students, the AmeriCorps program, and Idaho K-12 schools, university students learn the environmental education pedagogy, serve community schools, and learn from both UI faculty members and the school kids they are teaching. AmeriCorps members, enrolled in a teaching residency in environmental education at MOSS, served as field instructors. Each University of Idaho service-learning student-teacher is enrolled in the AmeriCorps program, earns an education award and a living stipend, and is expected to serve and learn:

- Hands-on, field-based teaching experience in environmental education for 5th- and 6th-grade students.
- Graduate level courses in Community Ecology, Instructional Strategies, and Outdoor Leadership.
- Experience in nonprofit administration.

Service-Learning at McCall Outdoor Science School, cont.

The McCall Outdoor Science School was founded in 2001 and instantly became the only publicly operated K-12 residential outdoor school in the entire state of Idaho. Our mission is to advance academic achievement through a strong, statewide K-12 university partnership. MOSS' outreach and community engagement programs focus on the people, the environment, and bringing the two together.

Focusing on 5th- and 6th-grade classrooms, residents at MOSS use the outdoor environment as an integrated context for learning. We encourage a hands-on approach to scientific discovery highlighting the relationships between biological, physical, and social systems.

MOSS' goal is continued development of a year-round education and resource facility that:

- Links its programs to Idaho Academic Achievement Standards;
- Offers a unique place in which students participate in hands-on projects and outdoor field activities that appeal to different learning styles;
- Helps students understand key scientific and ecological principles;
- Develops an understanding of the natural and cultural history of Idaho ecosystems;
- Provides teachers with a model for integrating interdisciplinary teaching tools in the

classroom;

- Provides the next generation of educators with practical, field teaching experience; and
- Links UI research and academic programs with Idaho K-12 schools and partnering agencies.



Service-Learning at McCall Outdoor Science School, cont.

MOSS partners with organizations other than K-12 schools around Idaho, to make these unique education programs possible. These include:

- University of Idaho College of Natural Resources
- Idaho Community Foundation
- Western Idaho Community Action Partnership
- Idaho's Mobile Environmental Education Corps (MEEC)
- Palouse-Clearwater Environmental Institute
- University of Idaho College of Natural Resources
- University of Idaho College of Education
- Ponderosa State Park
- City of McCall
- National Science Foundation Office of Experimental Program to Stimulate Competitive Research (EPSCoR)
- DeVlig Family Foundation
- Bureau of Land Management



University of Idaho Service-Learning Courses taught on the MOSS campus:

- CSS 560: Community Ecology for Environmental Educators (Lauren Perreault)
- CSS 561: Ecological Inquiry for Environmental Educators (Karla Bradley)
- CSS 562: Field Science Training (Karla Bradley)
- CSS 563: Place-Based Environmental Education (Karla Bradley)
- CSS 567: Environmental Education Teaching Practicum I (Hollenhorst and Bradley)
- CSS 568: Environmental Education Teaching Practicum II (Hollenhorst and Bradley)
- CSS 569: Environmental Education Teaching Practicum III (Bradley and Hollenhorst)
- CSS 575: Leadership for the Environmental Educator (Gary Thompson)

Service-Learning at McCall Outdoor Science School, cont.

Since these courses are strongly interrelated, we will highlight two exemplars:

CSS 563:

Students learn the principles of place-based environmental education in theory and in practice. Our students serve as field instructors for the McCall Outdoor Science School residential programs, and they also work with a local classroom during this course. Instructors learn academic theory in the morning and are able to put it into practice in the afternoon while working with students from Donnelly Elementary School. The students at Donnelly are studying the creek that runs behind their school. Over the past several years, successive classes of MOSS graduate students have worked with classes of Donnelly Elementary students to characterize the fish habitat of the creek, identify potential issues, and work collaboratively towards solving the problem. With the help of our students, this year the Donnelly students have identified an erosion problem and are working to get the community engaged in repairing the problem. In this way, our students are able to practice the craft of teaching while also learning about service-learning pedagogy.

CSS 575:

This is a two-credit course that will address some of the theory and practices of effective leadership. This course will focus on the practice of leading within a small group environment. The student's experiences as a leader, follower and peer will frame the scope of study in this course. Students will take the theories they have learned and put them into practice throughout their MOSS Residency. Particular time is given to reflection on the MOSS experience as each team of instructors spends four days floating down the Salmon River. The river provides a powerful metaphor for reflective learning and gives students the opportunity to engage in service learning. Partnering with the Bureau of Land Management, students conduct a river clean up as they travel downstream. This opportunity provides a tangible experience to reinforce the importance of the Leave No Trace Education that the students teach at MOSS.



Engineering Capstone Service-Learning

The University of Idaho's engineering department takes outreach and engagement seriously. The Engineering Outreach (EO) programs delivers eight complete graduate degree programs and ten academic certificates in a variety of technical areas. The program was established in 1973 to serve the graduate education and professional development needs of engineers and others in technical areas. The EO program is critical to the outreach mission of the University of Idaho in general and the College of Engineering in particular.

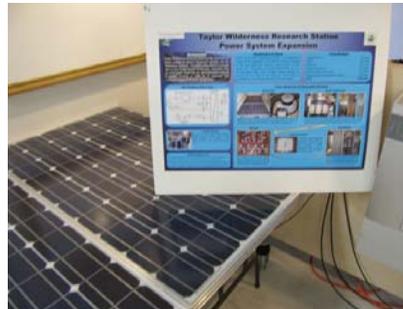
Outreach and Engagement at the University of Idaho College of Engineering includes:

- Serving the students around the nation with a seamless, interconnected system of people, programs and facilities;
- Engaging in partnerships to address critical issues in Idaho communities and worldwide;
- Integrating outreach with teaching, research and creative activity to solve real world problems, while providing transformational experiences for learners;
- Advancing engaged outreach through recognition, funding, and empowering reward structures.

Using common sense to balance the need for responsiveness, on one hand, and compliance, risk management, and security, on the other.

During an engineering student's junior and senior years, she or he works with hands-on learning and research that provides experience in engineering design, including a senior capstone design project. Many of these capstone design projects pair students with a community partner or agency to solve problems, create solutions, and foster a sense of civic engagement.

In these senior capstone design courses, inter-disciplinary student teams work with an external customer to define, develop, and deliver a working prototype that meets client needs subject to relevant economic, environmental, manufacturing, social, and political constraints. A central



Engineering Capstone Service-Learning, cont.

theme is converting customer needs and wants into engineering specifications which are then translated into working prototypes. These are displayed to the public at the annual Idaho Engineering Design Exposition, which occurs at the end of the Spring semester.

Design teams of 3-6 six seniors interact with technical, non-technical, and managerial staff who are stakeholders in the project. Each design team is guided by a graduate student mentor with special training in engineering teamwork, creativity, and use of design tools. Project sponsors provide funding for travel, materials, purchased parts, and use of shop facilities. Details about current and past projects can be viewed on the course web site located at <http://seniordesign.engr.uidaho.edu>. Community partners have been diverse:

- Engineers Without Borders => 5 students
- Idaho National Laboratory (2 projects) => 7 students
- NASA => 18 students (3 projects)
- National Institute for Advanced Transportation Technology => 7 students (2 projects)
- U.S. Forest Service => 4 students

This year, Engineering faculty members and community partners include:

- Steve Beyerlein, Mechanical Engineering
- Jay McCormack, Mechanical Engineering
- Thomas Hess, Bio-Ag Engineering
- Herbert Hess, Electrical and Computer Engineering
- Christopher Wagner, Electrical and Computer Engineering

Engineering Capstone Design Courses include:

- ME 424: Mechanical Systems Design I
- ME 426: Mechanical Systems Design II
- BAE 478: Engineering Design I
- ECE 480: Electrical Engineering Senior Design I
- ECE 481: Electrical Engineering Senior Design II
- ECE 482: Computer Engineering Senior Design I
- ECE 483: Computer Engineering Senior Design II

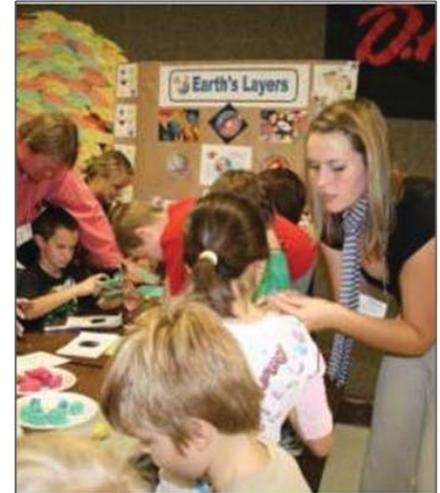


An Engaged Department: EDCI at Coeur d'Alene

At the University of Idaho – Coeur d'Alene a large proportion of EDCI courses are now being taught in local elementary schools and are becoming intertwined with the elementary schools themselves as mutually satisfying planning occurs. This results in service-learning that addresses elementary school needs while also benefiting university students' development as educators. This elementary teacher education at the University of Idaho Coeur d'Alene campus includes a series of courses connected to methods, language and literacy and other fundamentals of childhood development.

In the Fall of 2009, the Service-Learning Center delivered our intensive 12-hour Service-Learning Faculty Fellows professional development program to the Coeur d'Alene Campus of the University of Idaho. This was made possible through a Promising Practices Grant from the Washington Campus Compact and the National Corporation for Community Service via the Learn and Serve America program. In striving for an engaged department at Coeur d'Alene, the faculty members in EDCI coordinated their efforts and made strong connections among their individual courses.

The idea of an engaged department includes department-wide efforts to develop strategies for including community-based work in their teaching and scholarship, making community-based experiences a standard expectation for majors, and encouraging civic engagement and progressive change at the departmental level. This process of departmental integration was the brain child of Professor Emily Duvall. Of course, faculty members typically operate in a culture of unusual autonomy that is associated with academic freedom. So, it is uncommon in traditionally-organized departments for faculty members to collaborate on such a complex task of integrating the curriculum and the service projects. The Coeur d'Alene faculty members have found an extraordinary level of cooperation and coordination through their model of bringing the teacher education curriculum AND the students into the local schools. This leverages resources on all sides and provides intensive, hands-on education to the University of Idaho students.



An Engaged Department: EDCI at Coeur d'Alene, cont.

Faculty members and instructors at the Coeur d'Alene Campus who are coordinating their service-learning efforts are:

- Emily Duvall
- Cherie Major
- Abe Wallin
- Debbie Muthersbaugh
- Monica Hansen
- David Newcombe
- Theresa Hamilton
- Sally Eilering-Sorenson

These courses include:

- DAN 360: Children's Dance
- EDCI 302: Teaching Culturally Diverse Learners
- EDCI 320: Foundations of Literacy
- EDCI 321: Children's Literature

- EDCI 322: Integrated Language and Literacy Methods
- EDCI 325: Elementary Art Education
- EDCI 327: Elementary Math Education
- EDCI 328: Elementary Social Studies Education
- EDCI 329: Elementary Science Education
- EDCI 408 & 409: Integrated Methods Practicum I
- EDCI 409: Integrated Methods Practicum II
- EDCI 466: Literacy Assessment and Intervention
- MUST 381: Elementary School Music Methods for Non-majors

The community partners with whom these faculty members have taken the time and effort to develop a working relationship include, Seltice Elementary School, Ponderosa Elementary and Post Falls Middle Schools – Post Falls, Idaho; Bryan Elementary School – Coeur d’Alene, Idaho, and the nonprofit foundation, Children’s Village.

Each UI student did 45 hours of service in the schools for each of two required practicum courses throughout the year. In addition to this, each student in each methods class did a minimum of 10 service hours. Therefore, each student did about 75 hours of service for the Fall semester, and 85 hours for the Spring semester, with a yearly grand total of about 160 student-hours of service.

An Engaged Department: EDCI at Coeur d'Alene, cont.

Throughout the year, UI students were required to learn and demonstrate a variety of teaching methods. The service projects allowed this to happen in a real classroom setting, providing authentic learning, instead of learning through college classroom simulations. Additionally UI students learned classroom management and assessment skills not available in a college setting. The middle school project also included giving back to the community for 7th graders and UI students.



During the Fall 2009 semester, the integrated methods courses focus on math, social studies, and science education and literacy foundations. These fields of study are interrelated and UI students and faculty members developed service-learning projects to tie the courses together.

Students in the University of Idaho Elementary Integrated Methods Practicum courses created, as part of their practicum, two Solar System kits and Lesson Plan books for each of the classroom teachers in grades 1 - 5 at Seltice Elementary School. The UI teams created the book of lessons about the Solar System for each grade level using the state standards in social studies, math, science, and literacy. This activity required close collaboration among the University of Idaho Elementary Science, Math and Social Studies course students and instructors. The Solar System kits consisted of one floor mat for each of the planets (we included Pluto!) and the sun painted to scale. The kits also included two linear scale-models using ropes with points on the rope to attach planet cards. These kits can be used in the gym and/or outdoors to enhance the sense of scale of the Solar System and the arrangement of the planets.

Students took several grade levels through the activities and the event was covered by the Coeur d'Alene Press. This resulted in the elementary students feeling of being part of their community through the news media. It also allowed UI students opportunity to collaborate with elementary teachers and staff in expanding science, math, literacy and social studies content in the classrooms.

An Engaged Department: EDCI at Coeur d'Alene, cont.

In addition, UI students have been working with Post Falls Middle School 7th Grade class teacher, Dona Petteollo. UI students created a day long service-learning project in which 7th grade students learned about how clothing has changed through time. Afterwards, the students all created fleece scarves with beads. The scarves were sold by the UI students generating proceeds exceeding \$400.00 that were presented to Children's Village, a homeless shelter for children.

Learning integration objectives were met through the connection of science to math and social studies content as students experienced the vastness of the universe in a practical way. All of the hands-on lessons not only provide deeper understanding of content, but in some cases state standards were taught that would otherwise not have been covered.

University students recorded reflections in their social studies lessons and in their science notebooks, ongoing as well as cumulatively, regarding experiences learned throughout the semester. They wrote daily reflections using the Kolb model: What? So What? Now What?

UI students were required to create a PowerPoint presentation with pictures, lessons and reflections.

During the Spring 2010 semester, the integrated methods courses take a different path. The university students take on the fields of language, literacy, music and art education. In addition, during their Integrated Methods Practicum, Dance Methods [DAN 360] and Music Methods [MUS 381] contribute to the service learning activities. Once again, the lines among courses are blurred, allowing for an interdisciplinary approach. Thus the UI faculty and students collaborate closely with the K-12 school faculty to provide a truly reciprocal learning environment.

Foundations of Literacy (320) UI students met with first graders during library time to help them check-out books and assisted with reading. They also planned and designed literacy centers as resources for teachers by hosting a literacy center fair. UI students invited elementary students to test the centers and make suggestions. UI Students also donated materials to specific teachers in need or contributed to the school's collection of teaching resources available for loan to individual classrooms. Finally, UI students conducted observations and met with teachers to develop ideas for centers that would meet needs in their classrooms. The activity allowed students the opportunity to demonstrate their understanding of fundamentals of teaching language arts and specific course goals. Students compiled reports on their centers including a self-evaluation and reflection.

An Engaged Department: EDCI at Coeur d'Alene, cont.

321 students University pre-service teachers have been working with 75 fifth grade students and teachers to provide an opportunity for students to experience an integrated open-ended, inquiry project called Read Write Quilt. Teachers expressed a need for students to extend their use of literacy skills and engage in meaningful and personally relevant collaboration. This activity provides an opportunity for UI students to work interactively with a consistent group of students over the course of a semester to provide a medium for reflection and practical application of course content and objectives. The pre-service teachers have selected, evaluated, and used a variety of appropriate texts to assess and support student learning, and designed a variety of extension activities. They have conducted inquiry discussions, project work on the use of transmediation to support literacy skills for diverse learners. Students keep an ongoing field log during the experience as a course requirement. They complete weekly reflections on emerging needs, themes, and course content. The reflections are posted to the discussion board, read, and discussed by the class. The midterm and final for this course also include reflective components requiring students to weave their understanding of course content with their teaching philosophy and practice.

In EDCI 322, pre-service teachers from the University of Idaho have been trained by the Seltice Elementary School Title I teacher to conduct reading assessment. The UI students administer these assessments to elementary children each week, a valuable time-saver for the school. In addition, UI “teacher pals” teach lessons and then work closely with 20+ first grade students and, later, 20+ second grade students promoting the development of elementary children’s writing skills through the writers’ workshop approach to teaching writing. The workshops allow each of the pre-service teachers to develop lessons in partnership with elementary teachers and their UI instructor. The workshops also place each UI student in the role of classroom manager during lesson delivery. Reflective discussions encourage the development



An Engaged Department: EDCI at Coeur d'Alene, cont.

of teacher reflection as well as reviewing and introducing teaching strategies, skills, and additional resources. Written reflective narratives also promote personal reflection and the development of adult writing abilities. Pre-service teachers in this course also have 4th grade pen pals (20+ children) at Ponderosa Elementary School. They write back and forth to the children and the friendly letters are used by the 4th grade teacher to teach different aspects of writing.



UI elementary students in EDCI 409 are engaged in one of two Reader's Theatre Plus+ Clubs held after school at Bryan and Seltice Elementary Schools each week. These clubs are open to students in grades 3-5 with the focus being on improved reading and more. UI students and elementary students begin by learning theatre games to warm up actors, and they practice reading Readers' Theatre scripts which improve reading fluency. Later, UI students in EDCI 321 choose a children's story to turn into a script, and the UI students assist groups of the elementary children in writing their own readers' theatre script. UI students learn mask making in EDCI 325 and then assist the elementary children in making and decorating their own readers' theatre masks. Ultimately, the UI students use what they have learned in MUST 381 and DAN 360 to create original music and dance arrangements that they teach the elementary children. All these engagements are brought together in final performances by the elementary children with the assistance of the UI pre-service teachers. This program not only benefits the elementary children, but teaches UI students about integrated curricula with a strong emphasis on integrating literacy and the arts.

Students in the University of Idaho Elementary Art Methods (325) course volunteered, as part of their practicum, to create identity masks for the After School Theater Club at both Bryan and

An Engaged Department: EDCI at Coeur d'Alene, cont.

Seltice Elementary Schools. This activity involved using plaster sheeting cut to the shape and size that the students designed, formed to fit their face, and then decorated. The masks were used as props to enhance the delivery of the plays chosen by each group.

The resulting performances relating to all of these courses, at each school, created a sense of pride among the students and provided opportunity for collegiality between the university students and elementary staff. Learning integration objectives were met through the connection of art to language and reading content as students chose appropriate literature, were encouraged to share their voice through reading publicly, and created art as a prop for illustration. University students recorded reflections, ongoing as well as cumulatively, regarding experiences learned throughout the semester.

Looking forward into the future, the Coeur d'Alene and Post Falls school districts are considering additional reciprocal learning projects for the faculty members and UI students. One such example will take place during the Summer 2010 semester. Emily Duvall will be adding a graduate course: EDCI 566: Analysis and Correction of Reading Difficulties. UI

students and instructors will be engaged in learning and teaching through a partnership with Bryan Elementary School to deliver a 3-day per week, four week-long intensive reading camp for elementary children. The course will integrate the assessment and response activities that UI students will be learning. Dr. Duvall was approached by the school principal to consider developing this great opportunity to collaborate for the benefit of UI students, elementary children, and their families. Bryan Elementary School will be providing breakfast and lunch to the children.

Service-Learning Courses A-Z

AGEC 477/ 577: Law, Ethics, and the Environment

Instructor: J.D. Wulforth

Number of Students: 29

Total hours of student work: 1140

Community Partners: Confederated Tribes of the Umatilla Indian Reservation (CTUIR); Palouse-Clearwater Environmental Institute (PCEI); Oregon Dept. of Forestry, NE Oregon Region, La Grande Unit; NASA Jet Propulsion Laboratory (JPL); Moscow Parks & Recreation.

The majority of students in this course participated in a two-day overnight field trip to the CTUIR. Here, students first took in a series of tribal presentations regarding resource management, cultural background, and legal rights. After the presentations, students contributed to a fence removal project related to a railroad easement on tribal land within a riparian area. All students then completed pre- and post-reflections as well as group discussions during and following the trip.

Several students opted to pursue individual projects in the course, including the following:

Volunteer Efforts to improve Water Quality in Lindsay Creek: Native vegetation planting in a

riparian area (Lindsay Creek) in order to address soil erosion and sediment loading impacting the TMDL for that creek. This addressed course objectives to understand legal constraints on environmental management for landowners; students generated a report as deliverable.

Forest Management in northeastern Oregon: Assisted in assessment of slash fuel hazard rating in several tracts of northeastern Oregon forests using metrics of fuel depth and slope; addressed course objectives to understand agency management of public resources; students generated a 3-phase report as deliverable

Community education about watershed ecology and restoration: Assisted PCEI, a community environmental group, with development of a community education curriculum about watershed ecology and restoration as well as activities with the watershed restoration crew at PCEI; addressed the legal/environmental interface for community groups attempting to manage water quality and watershed restoration from a grass-roots context; students generated a three-phase report for deliverable.

Other projects included the following:

Educating Ranchers about Water Quality Regulations;

Antarctic Rock Characterization;

Energy Independence R&D with Biodiesel plant;

Service to local Agricultural Education Programs.

ARCH 453: Architectural Design V

Instructor: Anne Marshall

Number of Students: 15

Total hours of student work: 2625

Community Partners: City of Tacoma, WA.

For the fourth year in a row, senior architecture students provided conceptual designs to revitalize a neighborhood in the City of Tacoma, Washington. The primary goal was to design not just sustainable buildings but a sustainable neighborhood, a pedestrian-oriented environment with connections to public transit that discourages crime and encourages positive social interaction between people who live, work, and shop in the neighborhood.

After alumni Lyn Messenger (1966), designer of the Tacoma Dome and principal at Belay Architects, saw student designs for South Tacoma in 2008, he contacted Professor Marshall and suggested that she might do a similar project in the Hilltop neighborhood of Tacoma. Mr. Messenger generously provided background information that helped shape the project; he invited students to meet with him at his office in Tacoma, participated in mid-project critiques in Moscow, and attended the final presentation in Tacoma.

ARCH 453, cont.

Before designing, students examined the Hilltop neighborhood to gain an understanding of the character and integrity of the existing architecture, businesses, and transportation patterns. Students also learned through interaction with neighborhood residents and business owners as they toured the neighborhood and in an open meeting at the local police substation. Five key members of the City of Tacoma planning staff met with students to discuss the City's Mixed-Use Center initiative, historic preservation, infrastructure, and transit.



Working within the City's guidelines for Mixed-Use Centers, students envisioned what the Hilltop neighborhood might look like if historic architecture is preserved, appropriate new architecture is added, and streetscapes are enhanced with street trees and alternate paving materials. Objectives include preserving the character of the neighborhood, maintaining existing single family housing and viable businesses, providing services for existing and new residents, enhancing public transportation and encouraging walking, providing a variety of new housing choices, and stimulating business development by enhancing the urban environment. In the ethnically diverse Hilltop neighborhood, famous for its nightlife and shopping in the past, students proposed an art center fronting a civil rights plaza, entertainment complexes, and a mixed-use urban grocery with housing and a community courtyard.

On November 30, students presented their visions for the Hilltop neighborhood to a standing-room-only crowd at the Sure House Bible Church.

Reflection activities were scheduled for several times during the semester. Immediately after the field trip students did a brief writing exercise with a partner before discussing their experiences as a class. After the initial group plans and "final" individual designs, students reflected on their accomplishments. At the end of the semester, students completed the service-learning survey and then, as a class, discussed their learning throughout the semester. For more information: <http://new.tacomaweekly.com/article/3808/>

ARCH 453: Architectural Design V

Instructor: Wendy McClure

Number of Students: 13

Total hours of student work: 1105

Community Partners: City of Priest River, ID.

Our semester-long engagement in Priest River Idaho involved collaboration with a mayoral-appointed advisory team to help envision opportunities for growth while sustaining a small town atmosphere. The projects sought to maximize potential of Priest River's unique geographic setting at the confluence of the Pend Oreille and Priest Rivers. During the first eight weeks, the 4th year Architecture students worked in interdisciplinary teams with Gary Austin's Landscape Architecture students to develop master plans for neighborhoods throughout the city, identified by the advisory team as a priority. Sites included the waterfront along both the Pend Oreille and Priest Rivers, the confluence area between them, the historic Priest River downtown, the former city dump, and a former mill site. During weeks 9-16, the Architecture students developed architectural projects in support of master plans. Students programmed and designed community centers, mixed use buildings, a vocational college, a brewery, infill

housing, and a visitor center/historic museum. The studio included international students from Ghana, Ecuador, Mexico and Jamaica. It was particularly fascinating to see them adjust not only to the US but to small town Idaho as a setting for creative engagement. They were uniformly impressed by the beauty of Priest River's natural context and the opportunities it presented as well as an opportunity to serve a community need.

The advisory team requested visions for physical manifestations of economic development opportunities in the form of master plans and facility designs. Community objectives included maximizing potential of natural assets to help diversify the local economy and to re-purpose under-utilized industrial, waste, and riverfront sites. The community is not able to access adequate professional planning and design assistance at this preliminary stage. Architecture and Landscape Architecture students partnered to provide neighborhood planning concepts in response to priorities set by the advisory board. Most importantly student teams carefully studied the context to better understand and respond to the unique character and natural beauty of Priest River. Their design and graphics helped the community to better visualize opportunities. Up until the point of our engagement, the advisory board was utilizing a generic computer rendering featuring stock buildings pulled off of the internet.

The Mayor's advisory team specifically requested that students "not be restricted in their creativity and to help them think outside of the box." This allowed student teams to offer

ARCH 453, cont.

unique ideas to help promote economic development. One example that particularly captivated the community was a proposal to establish a vocational education center to help re-purpose an under-utilized work force.

During the second half of the semester, Architecture students developed specific facilities identified as priorities by the advisory board, such as the need for a multipurpose community hall and recreation center. These projects demonstrated theories and methods of infill development, re-purposing of strip malls, and various designs for mixed-use facilities for waterfront areas that retained public access and use. They also demonstrated strategies to re-purpose failing strip malls and address underdeveloped sections of the town's core neighborhoods. Additionally, projects sought to reinforce regional identity and foster community pride.

Studio classes involve "making" and operate at such a hectic pace that it is difficult to set aside time for group reflection. However, studio time also involves a great deal of one-on-one and small-group discussions with students about their work. Community presentations help our students to understand how their work intersects with the community's needs and desires.

They also challenge the students' knowledge and flexibility. These Community presentations help the students to understand the nature of civic engagement and learn to work with the community at large. We hold group discussions following each of the three community presentations. Finally, students working long hours in the studio will naturally discuss issues related to working with diverse stakeholders, the public, and community constraints. While these are less-structured, they do provide a reflective outlet for the students.

ARCH 454: Architectural Design VI

Instructor: Wendy McClure

Number of Students: 3

Total hours of student work: 360

Community Partners: Palouse-Clearwater Environmental Institute.

Three architecture students in ARCH 454 collaboratively designed a master, phased site plan for expansion of PCEI's campus and individually designed facilities featuring sustainable design strategies in support of PCEI's educational mission and operational programs. They began by documenting existing site conditions and creating measured drawings of existing facilities. John Neary designed two additions to the historic cabin. The additions include public restrooms for the Institute's many visitors and volunteers and expanded office space to accommodate PCEI staff and AmeriCorps volunteers. Justin Johnston designed a site plan to cleanse on site water runoff and an outdoor classroom building. Jose Barjas designed a new education building.

PCEI can use the student's design recommendations to support strategic planning and fundraising activities. The projects provide engaging visual support to the institute's vision for



becoming more sustainable and using their facilities as a pedagogical tool in support of their core mission.

The three students who chose to participate were searching for opportunities to apply their emerging professional skills to a real project. They hoped to share their design skills and specific knowledge about sustainability with a willing community partner. Their designs illustrate strategies for site water management and purification, enhanced building energy performance, and passive strategies for heating, cooling, natural ventilation, and daylighting as well as how to create a more cohesive and community oriented working environment for staff and volunteers. The experience was mutually beneficial as PCEI gained insight concerning how the design of their

ARCH 454, cont.



facilities can serve as a pedagogical tool to communicate their core mission of environmental stewardship .

ARCH 499: DS: Community Design and Construction in Panama

Instructor: Wendy McClure

Number of Students: 8

Total hours of student work: 1548

Community Partners: Global Architecture Brigade; Panama's federal nutrition and sustainable farming program, "Patranato de Nutrcion," and three participating elderly Panamanian farmers Pritchard Art Gallery; Palouse-Clearwater Environmental Institute.

Eight architecture program majors and faculty advisor Wendy McClure traveled to a remote farmstead near El Cope Panama to spend 6 days of intensive service during spring break. The entire group hiked into the farm carrying packs on steep terrain, slept in tents and lived in relatively primitive conditions. This didn't stop anyone from accomplishing a great deal during our farm stay. During daylight hours the group completed several small construction projects and repaired, helped to hoed rice paddies, and build a new iguana cage. These construction projects required creative thinking to scrounge for local materials such as bamboo and green rough-cut lumber and employ primitive tools such as hand saws, machete, and twine to accomplish the simplest of construction tasks. At night, the group worked by headlamps supplemented by a small generator to design a new community meeting room for local farmers

ARCH 499, cont.

and housing for the three farmers who currently sleep in sheds under leaky roofs. The spring break brigade involved 6 very full days of service on the farmstead at @ 14 hours per day or 84 hours per student of direct service and 3 full days of roundtrip travel between Moscow and El Cope Panama

Between spring break and the end of spring semester (6) students completed research projects and constructed a full scale model in support of construction phases of new living quarters, meeting hall and crop drying area planned for summer of 2010 in panama on the research.

Participating students and Professor McClure responded to the immediate priorities articulated by the three farmers through a translator which included constructing a 12x20 ft solar greenhouse dryer and iguana cage, and repairing leaking thatched roofs over 2 separate living quarters and crop storage before onset of the rainy season.

Students were able to meet the most basic needs of very impoverished community partners and simultaneously:

- Apply emerging design skills to the design and construction of real projects
- Collaborate effectively with other students and community clients from another culture
- Learn client and designer roles in a reality charged setting
- Implement strategies for participatory design
- Communicate effectively using graphics as a common language
- Learn about vernacular architecture and construction methods in a third world economic setting



ARCH 499, cont.

This experience was transformative for all of us. We worked effectively as a team and accomplished significant tasks using a minimal amount of available technology and resources. Participating students were stellar ambassadors of the university. They exhibited an unusual degree of commitment, resourcefulness and ingenuity under extremely challenging circumstances. As their faculty advisor and co- worker, it was truly a privilege to be part of their team. The national organization Global Architecture Brigades was also highly impressed, saying that our Idaho Brigade was the most productive Global Brigade to date.



ARCH 553: Architectural Design VII

Instructor: Bruce Haglund

Number of Students: 15

Total hours of student work: 2250

Community Partners: University of Idaho, College of Engineering.

Architecture students worked with the project architect, Engineering students, and Landscape Architecture students to explore schematic design proposals for a new Engineering building to be sited on the big gravel lot next to the Steam Plant.

The cool thing about the studio is that it was interdisciplinary: We worked with both engineering students and landscape architecture students as well as the client. And the project Architects Chris Patano and Laura Hafermann worked with the studio on a



ARCH 553, cont.

weekly basis! Architecture students helped the campus community to visualize the proposed new building and provide examples for fund-raising. The birds-eye view of the final design on the preceding page was created by students Ben Ledford, Melissa Keithley, and Greg Kroft.

A series of design critiques provided space for students to reflect on their progress.

ARCH 556: Architectural Design VII

Instructor: Bruce Haglund

Number of Students: 2

Total hours of student work: 300

Community Partners: Global Architecture Brigade; Panama's federal nutrition and sustainable farming program, "Patranato de Nutrcion," and three participating elderly Panamanian farmers; Pritchard Art Gallery; Palouse-Clearwater Environmental Institute.

In Arch 556, our graduate project studio, each student selects and carries out an individual project. Two of these projects are considered service-learning. Tyler Macy is leading a Global Architecture Brigade effort to design and build shelter for three farmers in Panama. He recruited a team of eight Global Architecture Brigade Club students and advisor Wendy McClure who travelled to Panama to interact with the community during spring break and will return in August to build the project. Professor McClure is conducting the group effort as an Arch 499 course. Also, Emily Thackray is working with the Prichard Gallery on remodeling the behind-the-scenes space to better meet the gallery's mission.

The students are spending about 20 hours per week for 15 weeks on their projects. Tyler also spent all of spring break in Panama and will return for a week or two after the term is over.

BIOP 504: Local and Regional Comprehensive Planning

Instructor: Sandra Pinel

Number of Students: 11

Total hours of student work: 165

Community Partners: Latah County Planning Commission.

The course provides an overview to the purposes, process, and methods involved in regional growth management and preparing related comprehensive plans for local governments. In Idaho and throughout the West, rural communities, municipalities, and counties face decline of old industries and the simultaneous explosion of land development attracted to outstanding scenic and recreational resources. The purpose of community planning is to help communities to manage multiple goals and manage change while protecting places and bioregions.

Because resources extend beyond local jurisdictions, students explore the potential of tribal, county, regional, and state governance to connect local plans across regions in order to manage growth, maintain unique qualities of place, and protect natural resources. Local planning relies on multiple disciplines, and therefore, the course will include lectures by Bioregional

Planning faculty from several departments and will emphasize cross-disciplinary learning, local meeting observations, service-learning related to a local county plan, and evaluation of Idaho comprehensive planning approaches. Students are given extra credit and time to attend the October conference of the Idaho chapter of the American Planning Association and are encouraged to join the UI APA student chapter. As part of the Bioregional Planning and Community Design MS curriculum, the course is open to all graduate students who are interested in the local and regional governance of place and to senior undergraduates with permission of the instructor.

The course includes three research presentation projects to provide the Latah County Planning Commission an outlet to clearly display to the students the challenges of making collaborative decisions while respecting value differences, all the while sharing stories and a greater understanding of what this community means to the population.

Project 1 focused on incorporating the concept of sustainability into Latah County Comprehensive Plan updates. The county continues to address how to integrate a large body of community input into comprehensive plan. The planning commission invited community members to discuss their present and future visions of Latah County during a series of community listening sessions last year. At the beginning of the class, BIOP students reviewed this body of community-based knowledge before starting the other projects. The students did so

BIOP 504, cont.

to help them understand community views on sustainable growth, preserve the county's rural feel, and understand the range of value statements.

The second project considered the sustainability of natural areas, specifically Palouse prairie remnants, as outlined by the IGERT Palouse research project. This dovetailed directly into the third project.

The third project focused on the preservation and inclusion of cultural and historic resources in the comprehensive plan. Students researched how these types of resources have been included in comprehensive planning elsewhere in the region and the U.S. Once the research had concluded, students facilitated a short presentation and discussion session about sustainability with the planning commission. The final outcomes of the course include students presenting three reports to the course faculty member. The reports were then edited for clarity and submitted to the planning commission to increase the richness of the public comment process of comprehensive planning.

Reflection in class included wrestling with the ever-present time crunch. The majority of the planning and research took place during the last three weeks of class because a final decision from the county on what to do was hard to nail down. These students reflected on their desire for more time watching public meetings and understanding the decision making process. This helps them to think about the importance of civic engagement.

The hardest thing to teach is what the deliverables should be for one's professor versus for the public officials. Students are used to writing academic research papers, proving that they know theory and content to the professor, but students have a hard time understanding the needs of public officials and the level of understanding they have about planning and social theory. The class wrestled with the concept that many students have yet to be taught: that often that less is more! What professional planning commissions and other small-government bodies need is to understand what the best tools are for the job, and not a long list with too many tools. Too much information is almost worse than too little information. The students found that it is tough to get the balance right. And to get the timing right, too. Scheduling and decision-making in the real world does not occur in the same time frame as the University semester system. While these constraints are unique to blending academics with real-world city- and county-governance, students learn creativity and time management skills that can be applied to many other planning challenges.

BUS 378: Project Management

Instructor: Tracie Lee

Number of Students: 85

Total hours of student work: 3230

Community Partners: University of Idaho College of Business and Economics; UI Registrar's Office; UI Sustainability Center; UI Upward Bound Math/Science program

Multiple student teams perform service-learning projects each semester (listed below). Working on an actual project is an effective way to learn how to manage projects. Therefore, one of the course learning objectives is to "Participate in a project team which uses the tools, methods, and processes taught in this course to manage a project from initiation through closure."

Student teams complete a "Lessons Learned" document at the closure of the project, in which they state what went well, and what could have been done better, over the course of the project.



Examples of Service-Learning Projects:

Fall 2009

- Budgeting and Planning Workshop - UI Upward Bound Math/Science;
- Excess Office Supplies Re-use;
- International Night;
- Milk Processing at University of Idaho;
- VandalWeb Tutorial for Office of the Registrar



Spring 2010

- Outreach and Engagement metrics;
- CBE Student Charity Activity Fund;
- Idaho Library Association Regional Spring Conference;
- UI Library's ROI to the Community;
- Outreach to Transfer and Distance Students; and
- Campus Wide Recycling
- Marketing plan for the Inn at St. Gertrude's monastery
- Suicide Prevention Education Project
- UI Parking – Increasing Online Permit Purchases

Budgeting and Planning Workshop - UI Upward Bound Math/ Science Program: The Upward Bound program delivers “education or counseling services to improve the financial and economic literacy of students or the students’ parents, including financial planning for postsecondary education.” The project team developed and delivered an informative one-day workshop (held on November 7 in Lewiston and November 14 in Coeur d’Alene) for

BUS 378, cont.

disadvantaged first-generation college-bound students and their families who participate in the Upward Bound program. The team also collected evaluations from workshop participants and recommended a future workshop.

International Night: Encourage more College of Business and Economics majors to study abroad through a fun and informative event. Have current CBE students share their study abroad experiences, and have exchange students in the CBE share their perceptions of life in Moscow compared with their home country. The team hosted an “international night” event on November 17, 2009. They also put together a how-to guide for making international night a tradition.

Milk Processing at University of Idaho: The purpose was to perform a feasibility analysis to propose the best way to process milk from the UI’s dairy. The current UI dairy operation gathers milk from the herd and sells it to a regional milk processor in Spokane. The university then buys milk from an outside vendor for consumption on campus. This project team looked to identify and provide alternative solutions for processing and pasteurizing the milk locally. From the research conducted, alternative solutions included setting up our own

pasteurization facility or partnering with WSU's Creamery. The team presented the project sponsor with a feasibility analysis sufficient for him and other stakeholders to make a decision on whether to move this project forward or maintain current operations.

Outreach and Engagement Metrics: This project is piloting a survey which can later be rolled out to the entire campus, to provide university administrators with a measure of the quantity and quality of student oriented outreach UI has engaged in over the past two years. The team developed and administered a survey to faculty in the colleges of Business and Engineering. Faculty who take the survey can volunteer for a follow-up interview to share more about their student-oriented outreach activities. Survey data and interviews will be combined into a digital format to be submitted to the project sponsor.

Campus Wide Recycling: The team surveyed building occupants in the Albertson, Administration, and Education buildings to determine recycling habits. The team is also mapping out the current locations of recycling bins in these buildings, and analyzing material flow to identify highest usage areas in the buildings. The result will be a plan for the amount of bins needed per building, optimized bin locations, and educational signage posted in the buildings to promote recycling. Results of the project will be used to determine how to improve recycling throughout campus.

COMM 233: Interpersonal Communication

Instructor: Mika Marlow

Number of Students: 55

Total hours of student work: 715

Community Partners: Big Brothers/Big Sisters; BEAR (Brotherhood Empowerment Against Rape); Community Partnerships of Idaho; Salvation Army; Palouse Clearwater Environmental Institute; Moscow High School; Latah County Historical Society, McConnell Mansion; Troy, Idaho Food Bank; St. Augustine's Catholic Church, St. Mary's Elementary School; Elderly Companion Program; Goodwill Industries; ASUI Kids on Campus; North Idaho Children's Mental Health; Lakeside High school; University of Idaho Women's Works Holiday Fair; Eggan Community/Youth Center; Paradise Path Cleanup; Good Samaritan Village; Aspen Park Healthcare Center; DesMoines United Methodist Church; Meridian Middle School; Pinewood Nursing Home; Westpark Elementary School; Vandal Community Tables.

Students are instructed to dedicate 10-15 hours of community service to the organization or cause of their choice. They are informed that they should observe interpersonal communication dynamics while they volunteer. In doing so, they are able to apply class principles to real-world interactions.

The service of students meets community needs associated with children, the elderly, people who are differently-abled, immigrants, religious organizations, art and cultural events, the environment, and others.

Students apply theoretical principles to the interactions they encounter in order to develop analytical and applied communication knowledge.

Students use their experiences during their service projects to write a paper analyzing the interpersonal dynamics they observed during the service. They incorporate scholarly research to inform their observations and integrate real-world situations with the literature on interpersonal communication. Finally, students preview and compare past work in their area and offer new ideas for research on their particular topic.

COMM 335: Intercultural Communication

Instructor: Mika Marlow

Number of Students: 102

Total hours of student work: 1326

Community Partners: Advocates for Inclusion; Washington-Idaho Symphony; Athletes for Kids; Brotherhood Empowerment Against Rape (BEAR); Conversation Buddies; Community Partnerships of Idaho; Salvation Army; Palouse Clearwater Environmental Institute; Moscow Charter; Plummer Idaho; Troy, Idaho Food Bank; St Mary's Elementary School; Elderly Companion Program; Kids on Campus; Dunshee House Seattle, WA; Lakeside High school; University of Idaho Women's Works Holiday Fair; Eggan Community Center; Precept Ministries International; Good Samaritan Village; Aspen Park Healthcare Center; DesMoines United Methodist Church; Meridian Middle School; Pinewood Nursing Home; Westpark Elementary School; Vandal Community Tables; Valley Junior High School; Southside Elementary School.

Students in COMM 335 are instructed to dedicate 10-15 hours of community service to the organization or cause of their choice. They are informed that they should observe intercultural communication dynamics while they volunteer. In doing so, they are able to apply class principles to real-world interactions.

The service of students meet community needs associated with children, the elderly, people who are differently-abled, immigrants, religious organizations, arts and cultural events, the environment, and others.

Students apply theoretical principles to the interactions they encounter, in order to develop analytical and applied communication knowledge.

Students use their experiences during their service projects to write a paper analyzing the intercultural dynamics they observed during the service. They incorporate scholarly research to inform their observations and integrate real-world situations with the literature on intercultural communication. Finally, students preview and compare past work in their area and offer new ideas for research on their particular topic.

CORE 110/ 160: Sex and Culture: Women and Men in the 21st Century (four sections)

Instructors: Victoria Arthur: 72 students
Jean Henscheid: 74 students
Elizabeth Sloan: 80 students
Justin Barnes: 78 students

Number of Students: 304 total, both semesters

Total hours of student work: 9 hours each semester, 18 hours total

Community Partners: West Park Elementary School; Adventure Learning; City of Moscow, Parks and Recreation Dept.

The University students worked primarily with children as reading, lunch, and recess buddies for an hour each week at West Park Elementary School. Some students were involved with enrichment programs such as assisting with art projects or other classroom support at the discretion of the teacher. A handful of students did some one-on-one assistance with special needs children. The service-learning portion of the course is worth 20% of the overall course grade.

UI students provided support to the elementary school on three levels. First, on the institutional level, UI students provided valuable assistance with reading and literacy and with school logistics, especially with regards to recess and lunch. On an individual educational level UI students' time and assistance with literacy and other classroom activities were very helpful to individual K-3 students' learning. On an interpersonal level, the K-3 students benefitted by having role models from the university and from learning how to develop a relationship with people from different age, race, class, and gender backgrounds.

As a secondary effect, UI students were supporting many other university students who are parents. West Park elementary school's students are predominately UI students' children, and the extra attention and assistance with reading and other classroom needs is ultimately a benefit for those UI student-parents.

West Park Elementary school functions as a living laboratory for the UI students to observe gender role development and expression. UI students are participant-observers, noticing gendered behaviors such as what books, toys, and playground equipment do boys vs. girls choose. Therefore, UI students learn from the activities they are involved with as the West Park students are learning what it means to be male or female in our culture. Core 160 students

CORE 110/ CORE 160, cont.

continued their partnership with West Park Elementary School as reading/recess/lunch/enrichment/etc. help. It is a win-win-win-win-win-win arrangement.

Each UI student is required to keep a service-learning journal and to write an entry for each time they serve at West Park Elementary. They are required to describe gendered behaviors that they noticed and explain how that fits within the theories they are learning in class and through course reading materials. This gives the UI students a space to theorize and to make the connections between what they are observing on the ground and what they are learning in the classroom. At the end of the semester, UI students are required to write a 3-page reflective essay. This essay requires that the student takes a broad view of all of the specific incidents they observed throughout the term. The students must make meaning for themselves as they consider the experience as a whole.

CORE 119/ 169: Sports and American Society

Instructor: Steve Yoder

Number of Students: 77

Total hours of student work: 10

Community Partners: West Park Elementary School

Students worked with children as reading, lunch, and recess buddies for an hour each week at West Park Elementary School. This service-learning program worked in a similar manner as the CORE 110/ 160 courses, with the exception of a focus on sports and health.

CORE 125/ 175: The Earth and Our Place on It (five sections)

Instructor: Chris Dixon and Darin Saul: 60 students
Robert Goodrich: 69 students
Ed Krumpke: 65 students
Kevin Partridge: 70 students
Lee Vierling: 43 students

Number of Students: 307, total both semesters

Total hours of student work: 1752 hours for Fall 09

Community Partners: Palouse-Clearwater Environmental Institute; UI Sustainability Center; Friends of the Clearwater; ASUI Center for Volunteerism and Social Action; UI Housing; Hope Center; U.S. Forest Service; West Park Elementary School; various food banks around the Palouse; RE-ZY Free-Cycling Program; Kiva.org; Backyard Harvest; Sustainable Idaho; Franklin Elementary School.

Students in Bob Goodrich's section took on various community needs, with each student focusing on his/her own project. During the Fall 2009 semester, some of the activities included assisting with organizing and volunteering for PCEI's Creatures of the Night, FOC Banquet, tree planting around the community, various campus cleanup projects, including parking lot

and Kibbie Dome cleanup during and after the Vandal football games.

The fall projects were used to get our “feet wet” for the larger projects I have planned for spring. Since the CORE class is comprised of first year students, most of whom were new to Moscow and UI, I wanted to introduce them to the process of service-learning in their first semester, as they will most likely be encountering similar projects during their years at UI. This type of introduction is a primary goal of the CORE curriculum.

In the spring, the projects were a little bigger, and required a greater commitment to the realm of service-learning. Some of the activities included working with community food banks, teaching and tutoring in the elementary schools, roadside and city cleanup projects, transportation design projects, keeping the campus green, helping animals, and various recycling projects. Additionally, they had to research and propose their own projects, so that kept them involved with all steps of the process.

The Spring 2010 course also included an all-class project that involved assisting with a “dump and run” free-cycling center at the dorms, where we will collect quality used goods at the end of the semester, then make them available as the new students are moving into the dorms in August. The free-cycling class project will substantially reduce the waste stream at the U of I during move-out week. Many of the people I have talked to here on campus realize how much

CORE 125/ CORE 175, cont.

“stuff” is simply discarded by the students as they prepare to leave for the summer; hopefully we can make a dent in the overall total.

The projects from both semesters all focused primarily on meeting practical needs of the community, making connections that were easier for first-year students to grasp. Connecting these types of activities to the course learning objectives in a first-year CORE course is less-abstract to both students and community members.

Lee Vierling’s students’ projects included a local component and a global component. Students from the course conducted local services for Moscow residents and for fellow students at the University of Idaho. These services included the completion of odd jobs and providing musical entertainment. A small donation was requested for these services, which were then used to grant micro-loans to entrepreneurs located around the world via the Kiva.org portal. The students collectively raised and loaned a total of \$800 through these activities.

The class met various needs of local residents through their completion of odd jobs. At the

global scale, students provided four \$200 loans to individuals located in developing countries. This money allows the individuals to accomplish their entrepreneurial goals.

The learning objectives included fostering team building through collaborative hands-on projects, and conducting these projects in the context of understanding aspects of global environmental sustainability. In particular, we explored connections among biodiversity, deforestation, poverty, community resilience, and the social status of women. Each of these themes became integral to the lending criteria chosen to grant the micro-loans. This project also reinforced and expanded upon many of the themes presented in the 2009 UI common read, *Deep Economy* by Bill McKibben.

Lee Vierling's Spring 2010 students worked on three different projects in partnership with the Palouse-Clearwater Environmental Institute to promote restoration, education, and outreach programs in this region. Our class paired with PCEI to learn about sustainability and create sustainable building projects on location at PCEI, north of town. Small groups restored an old windmill, built a new sustainable greenhouse, and will add to PCEI's existing water catchment system and construct an educational model representing the landscape and water system at PCEI.

CORE 125/ CORE 175, cont.

Group I: Windmill restoration

Our group restored a windmill that is located at the Palouse Clearwater Environmental Institute (PCEI). We started with a heap of assorted parts that were relocated from the PCEI site to the university provided workspace. As a part of the windmill restoration we worked with PCEI to decide what the function of the windmill should be – if it should only pump water or produce hydropower with water pumped, and where the location of the windmill should be. Through the process of restoring the windmill, much attention was devoted to the maintenance of the motor of the piece and making sure that it was restorable. The re-installation of the restored windmill at PCEI is expected to take place in the final week of this semester. This project is expected to be very long and tedious which is why we plan to follow a detailed timeline.

Group II: Greenhouse construction

This greenhouse project demonstrated a structure which allowed for an increase in growing potential while minimizing its environmental impact. We worked together with Palouse

Clearwater Environmental Institute to build a greenhouse that provides year-round plant growth and a workplace. Some of our goals included using sustainable materials, incorporating corresponding class projects, and providing a mobile and expandable structure. The greenhouse was built in three phases. Phase one included designing a blueprint and gathering materials. In phase two we prepared all of the building materials and transported everything to the building site for assembly. In phase three, we will build the greenhouse and make finishing touches. This project is planned for completion by May 9, 2010.

Group III: Water management

The Water Catchment, Redistribution, and Storage Group focused efforts on catching all forms of precipitation off the greenhouse, particularly rainwater, using existing barrels, tanks, and gutters to provide water to PCEI during seasons it is lacking. We also constructed a 4.5 sq. foot educational model that PCEI can use to exhibit their existing water catchment, redistribution, and storage systems and additions our CORE 175 class will make that will affect their current water system. The educational model also illustrates the more subtle purposes of the greenhouse and the windmill and how they may be used to enhance the water system. PCEI will be able to better inform visitors and students about where the water comes from, how the water flows, and where it is stored on the PCEI property.

Students were required to document their team and individual activities in a final project

and, in so doing, explain how their project experiences connected with class readings and discussions.

Darin Saul and Chris Dixon teamed up for another section of the Earth and Our Place on It course. Their students conducted tree plantings around the community, helping with on- and off-campus recycling efforts, designing and running an environmental education field trip for 2nd graders, and helping to collect food for community food banks. Community needs met by these activities include improved education about recycling, food systems, and sustainability to the community; increased habitat and the support of biodiversity; food and increased food security for those who need it; and efforts to teach about, and to improve, water quality in our local streams.

These projects connect students to broad themes of sustainability -- the need for participation in addressing human problems, food systems, and biodiversity in many ways. The students used field journals, formal writing assignments, informal in-class writing and class discussions to reflect on the impacts of their projects and to harvest the learning from the service.

CORE 154: Contemporary American Experience

CORE 162: Feel the Groove: The Generations of Jazz from Blues to Hip-Hop

Instructor: Dick Wilson

Number of Students: 102

Total hours of student work: 1836

Community Partners: University of Idaho Lionel Hampton International Jazz Festival; Jazz in the Schools program; University of Idaho International Jazz Collections (IJC).

In CORE 154, the class discussed jazz for two weeks and a day. That two weeks and a day for the “Contemporary” class included jazz listening skills, a brief history of jazz, work at the festival itself, and a final day of discussion.

CORE 162, the “Groove” class, didn’t need as much preparation. For one week, the three class sections serve as volunteers for the Jazz Festival and the International Jazz Collections. These three classes provide about one-fifth of the volunteers for the festival. Because we volunteer for more hours than a normal volunteer would, our impact is probably greater than the numbers would indicate.

CORE 154 and CORE 162, cont.

We drove for “Jazz in the Schools;” we formed much of the night crew that saw everything set up for the following morning; we worked at various venues; and we ran the school scores from the various sites to the SUB so that they could be tallied. Some students, the night crew and drivers especially, did one job through the whole festival while others had different jobs each day.

Many of the students met Grammy Award winning artists. Several of the students sang with Dianne Reeves in her gospel choir. “Gator” Watson took one out to lunch.

Finally the students wrote a free form essay on their thoughts about jazz and the festival. Roughly ninety percent of the students said that they wanted to volunteer again.

CSS 310: Social Research Methods in Conservation

Instructor: Nick Sanyal

Number of Students: 22

Total hours of student work: 770

Community Partners: City of Moscow, ID

Students interviewed a wide variety of community members and elected officials to uncover their perceptions, definitions and conservation habits at work and in their daily living. Students then used this information to create a questionnaire that was administered to 420 randomly selected households. The questionnaire sought information on barriers to and incentives for practicing conservation and the willingness of participants to accept lifestyle changes. Questions also looked at the conservation value of subcomponents of the community's social, natural, and economic environment.

As Moscow continues to grow, it is becoming increasingly important to develop a framework for conservation planning. Determining just how conservation-minded the people of Moscow really are is the goal of this service-learning project. Students collaboratively are examining three important aspects of the Moscow community: the ecological forces at work in the

CSS 310, cont.

landscape, the social relationships within the community, and the relationships between the community and the surrounding landscape.

One of the goals of this class is to demonstrate how key research concepts can be applied to conservation and to recognize and correctly use basic terminology of research. Another is to be able to understand the nature and limitations of data and their use in making and supporting professional judgments.

Students were asked to reflect in writing on three questions:

- Briefly describe 2-3 “Ah-Ha” moments you may have had while working on the group project.
- What are 2-3 discoveries that you made during the project that may have heightened your interest in conservation planning, service or the community?
- What are 2-3 things that you wished you had known (or done) before starting on this project?

They were also asked to discuss, in writing and during presentations, the value of the real-world experience that this project provided in helping them stay motivated and connected to the subject.

CSS 385: Conservation Management and Planning I

CSS 386: Conservation Management and Planning II

Instructor: Ed Krumpke and Nick Sanyal

Number of Students: 63

Total hours of student work: 1936

Community Partners: City of Moscow, ID, and community and civic leaders

As Moscow continues to grow, it is becoming increasingly important to develop a framework for conservation planning. Determining just how conservation-minded the people of Moscow really are was the goal of the current service learning project. Our students collaboratively examined three important aspects of the Moscow community: the ecological forces at work in the landscape, the social relationships within the community, and the relationships between the community and the surrounding landscape.

As part of their service-learning commitment, University of Idaho students in CSS 385 (Conservation Planning and Management-I) went on field trips and interviewed a wide variety of community members and elected officials to uncover their perceptions of, and role in, conservation. Student teams then conducted a broad, community-level assessment of the specific types, quantities, and qualities of the vegetation, wildlife, and other natural resources of

CSS 385 and 386, cont.

the community to determine the role that each plays in supporting conservation. In the spring, students in CSS 386 (Conservation Planning and Management-II) conducted two workshops designed to envision and assess a range of likely “futures” for Moscow.

Our goal for the courses was to engage our students in a meaningful service project through which they can enhance their learning in the company of experts – the community members – while also giving back to the community that has sustained them for the past few years. At each workshop we shared the analysis of the important factors shaping Moscow that our students discovered through interviews with 128 residents. With their help, we facilitated several small-group working sessions in which community members and leaders identified, described, and quantified the driving forces behind the changes that Moscow will likely face over the next 20 or 30 years.

Our students used this shared knowledge to create and justify plausible scenarios of what the future of Moscow could be – what life here could look like 20 or 30 years from now. The

students shared their analysis and thoughts with the community at a suitable gathering late in the semester. All of their information and their analyses is freely available to all.

There is an overarching need to assemble community thinkers together in a common dialogue to envision and assess a range of likely futures for Moscow. These can be part of future comprehensive plans, community development plans ,and economic development plans.

The students applied their developing knowledge of green infrastructure, social and ecological principles, and needs assessment for conservation in Moscow. Green infrastructure is a concept that highlights the importance of the natural environment in decisions about land use planning.

An assessment of the current condition of these resources revealed which aspects of the community are at risk and



CSS 385 and 386, cont.

how damage to them might adversely impact the sustainability of the region.

Students ultimately examined behavioral, demographic, historical, economic and other human/social data to identify development patterns and trends, and determine how these factors are shaping the community (CSS 386 – spring 2010). Our end goal was to develop a fuller understanding of the relationships between community, sustainability, conservation and heritage.

The Moscow project is a continuation of a service-learning project series developed by alumnus Dana Coombs and Sanyal in 2007, which empowered the community of Dayton, WA to make decisions about the town's development over the next 20 years

This Service-Learning activity addressed six of the nine course goals for CSS 385:

- Understand the differences, similarities & relationships between development, growth, and conservation and how they contribute to development of green infrastructure.
- Understand the benefits of holistic land-use management, and the role of the social and

policy sciences in delivering and sustaining those benefits.

- Describe the concepts of management (i.e., goals and objectives, budgeting, and human resources) and policy basic to the successful functioning of conservation programs, including recreation, tourism, and related businesses.
- Identify the relationship between public and private entities and recognize their responsibility in providing recreation and conservation opportunities for all populations.
- Recognize the implications of specific actors (e.g., NGOs and community residents) and



CSS 385 and 386, cont.

their interests (accessibility, economics and endangered species laws) to the policy process and recognize how they shape the outcome of the management of public and private recreation and tourism facilities and services.

- Be able to apply the principles learned in class to real-world working communities and landscapes.

CSS 386 had the following objectives that can be met almost entirely by the proposed project:

- Be able to design and demonstrate the use of conservation planning processes that are sensitive to the needs of people and take into account the sustainability of political, biophysical, social and economic processes and institutions;
- Understand and be able to explain the alternative roles for clients, citizens, technocrats, governments and enterprises in conservation planning;
- Be able to understand the nature and limitations of planning for the future, and understand the role of professional judgment; and
- Be able to work effectively in groups of divergent professional and personal interests.

Students were asked to reflect in writing on three questions:

- Briefly describe 2-3 “Ah-Ha” moments you may have had while working on the group project.
- What are 2-3 discoveries that you made during the project that may have heightened your interest in conservation planning, service or the community?
- What are 2-3 things that you wished you had known (or done) before starting on this project?

Students and the two co-instructors reflected on each public and in-class event that they participated in. We expected the following five tenets of service-learning to be central to any reflection:

- Service-learning places an emphasis on alternative ways of understanding;
- Service-learning values the human experience as a source of learning;
- Service-learning uses reflective thinking to transform experience into learning;
- Service-learning stresses citizenship to community, profession, and a larger public interest; and
- Service-learning involves the participation, not just of students, but of faculty and community as learners through prolonged engagement

We also integrated the experience into lectures, exams and presentations.

CSS 501: Seminar: Regional Long Distance Trails

Instructor: Nick Sanyal

Number of Students: 9

Total hours of student work: 180

Community Partners: Latah Trail Foundation; Latah County Parks and Recreation, Latah Trail; Bill Chipman Palouse Trail; City of Moscow, ID Parks and Recreation, Paradise Path Task Force; Idaho Parks and Recreation, Trail of the Coeur d'Alenes; Friends of the Coeur d'Alene Trails;

With 100's of miles of Long Distance Trails (LDT) in the area --the Chipman, Latah, Ed Corkill Memorial and Centennial Trails, Trail of the Coeur d'Alene's, and others -- northern Idaho has the responsibility to promote and protect the resource and the opportunity to benefit from the trails.

We worked as Service-Learning teams to: (1) identify from the literature and through discussions with managers and trail advocates how LDTs can and do contribute to conservation, economic development, and social well-being; (2) engage the LDT managers

and advocates in a discussion of what their research and data needs are; (3) create a forum in which managers, advocates and students collaborate to craft a regional strategy to optimize the contributions of trails to regional conservation and well-being; and (4) examine the transferability of our findings to other resources and settings.

This one-credit seminar involved 90 minutes of interactive discussion each week, allowing us time between meetings for reflection and to track down relevant literature to share, or to make meaningful contact with stakeholders.

EDCI 201: Contexts of Education (ten sections)

Instructor: Deanna Gilmore, Patricia Bechtel, Teresa Jentsch, Adrian Wurr, and Keonghee Tao Han

Number of Students: 350

Total hours of student work: 7,800

Community Partners: Coeur d'Alene Tribal School; Success by Six; Good Samaritan Village; Adventure Club; Moscow Public School District; Royal Garrison School; Moscow Public Library; Hope Thrift Shop; Troy Pre-School; Happy Days Daycare- Troy, Idaho; Palouse Prairie Charter School-Moscow, Idaho; McDonald Elementary; Russell Elementary and Lena Whitmore Elementary Schools; University of Idaho Children's Center; Royal Garrison School-Pullman, WA; Paradise Creek Regional High School Garden Project

As of the beginning of the 2009-2010 school year, one academic requirement for EDCI 201 students is to participate in a service-learning project. The idea is to emphasize that the teaching profession is a "caring profession," one that requires good people skills and a desire to work for the common good over one's personal benefit. Multiple projects were selected and students were placed in service projects for the course. These projects include tutoring children in-class

and in after-school programs, preparing activities for the after-school adventure clubs, planning lessons for the garden project at the Moscow Alternative High School, preparing for activities at the Palouse Prairie Charter School, helping the elderly by visiting and helping them with craft projects, helping teachers with students at the Royal Garrison School, helping permanent workers with infants and children at the University of Idaho Children’s Center. A few of the projects are highlighted below:

Coeur d’Alene Tribal School- Students drove to Desmet, Idaho and presented learning programs for the older students who stayed after school for study table. They planned and prepared special projects for the students.

Success by Six-Students prepared and planned special art and crafts projects to complete with the younger children at the Success by Six home.

Good Samaritan Home-Students visited the Good Samaritan Rest Home where they presented one hour programs on “Moments in History.” They also visited with the elderly and prepared some arts and crafts activities for them to complete.

After School Adventure Club-Moscow Public Schools- The students prepared science and other activities to present to the students who were part of the after-school adventure club in

EDCI 201, cont.

three different elementary schools. One challenge UI students had with this program is that the students ranged in all different age levels, which made it hard to plan for certain activities.

Royal Garrison School- Pullman, Washington -- The two students who joined this group worked directly with the students helping them with their in-school coursework.

Moscow Public Library -- There were several students who signed up for this project anticipating they would be able to read to kids or work with little kids in a positive way. The library staff were hesitant to allow UI students to lead these projects, and instead asked them to help with crowd control in the library. The students were disappointed and reduced the amount of time they spent at the library.

Hope Thrift Shop -- The Hope Thrift Shop provides funds to needy families in the area and is a project of several area churches. The students who provided service to this site felt very positive about working there. First of all, the people who were in charge were very nice to all of our volunteers from the University of Idaho. Secondly, the students felt a strong connection in

helping the community. While there, the students sorted clothes, priced goods, carried goods from the back room out onto the floor, and worked as tellers at the main counters. Lastly, this is an easy site for the students to get to as it is within walking distance of the campus. I am very happy that I set this site up with the administrators there. It was a great help to my students who could not work during the week days. Most of the students put in their hours on the weekend.

Happy Days Day care - Troy, Idaho. This facility is ideal for students who cannot fit in two-hour periods during the week, as the day care runs from the early hours in the morning to 6:00 P.M. Two students helped Roberta Rhodes at her day care for their service-learning project.

EDCI 466: Literacy Assessment and Intervention

Instructor: Emily Duvall and Adrian Wurr

Number of Students: 64

Total hours of student work: 2240

Community Partners: K-12 Schools across Idaho.

EDCI 466 is a core online course for all UI elementary education majors, regardless of their home campus. Each student in the EDCI 466 course completes a case study on a single child. To reflect on the in-class, one-on-one tutoring that occurs in disparate locations across the state, EDCI 466 students use Illuminate video conferencing software and threaded Blackboard discussions and learning modules to discuss their observations and experiences with other students in the class.

The goal is to enable students serving in geographically diverse settings to their share insights with each other on literacy development issues emanating from the case study, such as variations and similarities in learners' reading and writing development, and the relative merits of different methods for teaching and assessing vocabulary, spelling, phonics, and reading

comprehension. Through a sequence of assignments and reflections in the case study (and course), students note the child's strengths and areas for development, how the latter might be addressed within the institution, and include recommended books for the child to read independently. The service-learning component in the course helps meet the needs of rural and urban communities alike regardless of their proximity to a UI campus. Since students often select internships in their hometowns, the students also help identify and develop a growing list of community partners with whom the university works.

EDSP 461: Early Childhood SPED Curriculum

Instructor: Ling-Ling Tsao

Number of Students: 22 (including 7 distance-ed/ online students from Coeur d'Alene)

Total hours of student work: 3740

Community Partners: University of Idaho Even Start Family Literacy Program; individual families who have children with special needs, such as autism etc.

In order to accomplish this project, students directly work with families who have a child with special needs and are also from a under-represented background (e.g., language or culture). Students need to work closely with the voluntary families to (1) identify their needs, concerns, and priorities on their children with special needs; and (2) develop a literacy unit or any other potential learning project for their children with special needs. Students will compile all the information and create a project for the families with whom they work with as a final product.

Through this project, students should be able to:

- Identify the family needs, concerns, and priorities on their young child with special needs;
- Develop a family literacy unit or a learning project for young children with special needs at home settings to promote their learning capabilities;

- Reflect and reshape on their teaching philosophy of working with families of children with special needs.

Each individual family will receive a project from students developed just for their child and their family. Some families have been meeting with our students regularly to chat about questions they have about their child's developmental milestones.

The purpose of this course is to teach students to adapt and modify curriculum for children with special needs; therefore, this experience will help students realize how to listen to family's concerns and how to modify current existing materials to meet individual child's learning needs.

Each student wrote three reflection journals on what it is like working with families, challenges in designing the project. They also described the feedback from the family they are serving and what it is like to receive this type of feedback from outside the university setting.

ENGL 402: Internship in Tutoring Writing

Instructor: Mary Ann Judge

Number of Students: 10

Total hours of student work: 900

Community Partners: University of Idaho Writing Center.

This service-learning internship is designed to prepare students to work as writing tutors in the University of Idaho Writing Center. Throughout the semester, ENGL 402 students served in the Writing Center five hours a week, tutoring and helping students with writing. Many students who use the Writing Center, a free service available to all University of Idaho students, speak English as a second (or perhaps third or fourth) language, giving tutors the opportunity to explore issues of language and cultural differences as well.

Tutors signed up for this course, in part, because they expressed an interest in helping other students. Furthermore, most tutors found their own writing skills improved while gaining other valuable skills such as the ability to listen carefully, to respond in a tactful manner, and to work effectively with a diverse group of students. Readings and class discussions focused on

theories and techniques involved in tutoring student writers, approaching writing as a process, evaluating and responding to drafts, and working with a variety of students. As a service-learning internship course, most of what students learned, they learned by doing, by discussing what they did with others, by writing in a self-reflective journal, and by getting feedback from students, fellow tutors, and the instructor.

ENGL 483: African American Literature

Instructor: Jan Johnson

Number of Students: 25

Total hours of student work: 1125

Community Partners: Lionel Hampton International Jazz Festival, Jazz in the Schools program.

Students volunteered their time in the Jazz in the Schools program during the annual Jazz Festival.

Working with the Jazz in the Schools program helps students learn more concretely how jazz and its many facets are fundamental to life and culture, sustaining parts of African American oral culture.

ENVS 102: Field Activities in Environmental Sciences (5 sections)

Instructor: Melanie Hinzpeter Johnson: 36 students
Heidi Jean Schmalz: 36 students
Cindy Jennifer Adams: 36 students
Arjan Johan Herman Meddens: 36 students
Katarzyna Hanna Kucharzyk: 36 students

Number of Students: 180, total

Total hours of student work: 900

Community Partners: Palouse-Clearwater Environmental Institute; Groundworks; Farm to Fork Conference; the University of Idaho Environmental Science program; UI Sustainability Center; and various church groups in the community.

49 students volunteering for PCEI assisted with Paradise Creek stream clean up or habitat restoration at the Rose Creek Preserve in Lewiston. The Groundworks project had 26 volunteers planting trees and assisting with open space cleanup in Pullman. 39 students volunteered with ASUI on Saturday of Service. Many of these student volunteers were also involved with fraternity and sorority projects. The Environmental Science Program's Stateline Wetlands project had 16 volunteers who got real dirty in April. The Farm to Fork conference gained

ENVS 102, cont.

six more volunteers and the Sustainability Center's cafeteria compost program gained five volunteers. 34 Students had various other projects with neighboring communities and religious programs.

Moscow's environment will benefit from the activities performed by the students. Removal of trash in the streams Planting trees, improving the wetlands, and restoring open habitat will help retain greenhouse gasses and improve water quality and aesthetics.

It is the intention of the course to expose the students to the social and scientific aspects of human activities within the environment. By assisting local organizations in an activity that betters the environment, the students will be up close, looking into the results of their individual and collective actions.

The students are required to write a post-activity reflection on their experience, directly addressing the following questions: How does your activity relate to environmental science and sustainability? Who benefits from your activity? Has the activity altered your perspective? Would you volunteer again?

**ENVS 497: Senior Research and Thesis,
ENVS 498: Internship
ENVS 599: Non-Thesis Research
All sections on the UI Coeur d'Alene Campus**

Instructor: David Newcombe

Number of Students: 4

Total hours of student work: 540

Community Partners: US Forest Service; Blue Water Technologies; Panhandle Stormwater Erosion Education Program; and Tri State Water Quality Council.

USFS -- A student examined various bank stabilization techniques used by the Forest Service in Kootenai and Shoshone Counties. Streambank stabilization projects help to improve water quality, decrease sedimentation of lakes and streams, and help to protect soils.

Blue Water -- A student analyzed data from a primary waste water treatment technology and its relation to denitrification tertiary treatment at a waste water treatment plant in Heyburn Idaho. The effective treatment of waste water improves water quality and lowers the cost of treating surface water by municipal water systems.

ENVS 497, 498, and 599, cont.

Stormwater Erosion Education Program -- a 498 student interned with a local non-profit and helped them with field classes as well as refining a presentation to be used in an advanced storm water erosion prevention course.

Tri-State Water Quality Council -- A student researched herbicide alternatives to control the invasive aquatic weed, Eurasian Milfoil. The introduction of milfoil can drastically alter a water body's ecology. Milfoil forms very dense mats of vegetation on the surface of the water. These mats interfere with recreational activities such as swimming, fishing, water skiing, and boating. Milfoil interferes with power generation and irrigation by clogging water intakes. The sheer mass of plants can cause flooding and the stagnant mats can create good habitat for mosquitoes. Milfoil mats can rob oxygen from the water by preventing the wind from mixing the oxygenated surface waters to deeper water. The dense mats of vegetation can also increase the sedimentation rate by trapping sediments.

ENVS 498: Wetland Management

Instructor: Chris Dixon

Number of Students: 5

Total hours of student work: 115

Community Partners: Palouse Audubon Society; Avista; ID Department of Fish and Game; City of Moscow; Latah Wildlife Association.

The University of Idaho Women in Science are developing skills for the working world by literally getting their hands dirty creating a community wildlife park and viewing deck on the west end of Moscow.

For the past four years, environmental science students and employees have partnered with a variety of government entities and environmental organizations to revitalize an eight-acre parcel of wetlands south of the Pullman-Moscow Highway and directly adjacent to the border with Whitman County.

When completed, travelers along the highway and the Bill Chipman Palouse Trail will have easy access to wildlife viewing, educational displays, native plants and Paradise Creek. In



ENVS 498, cont.

addition, the students are creating environmental education site for locals to walk or bike to and for classes from UI for academic visits.

The instructor started working on leadership skills with young women about seven years ago, but the women decided they wanted to embark on a hands-on project. Therefore, the course was set up to teach young women in science leadership skills. The process of doing the necessary work and discussing the project in class and in public presentations promotes leadership. In addition, the instructor developed the service project “so that they could feel that they do have a skill set that’s transferable when they go into the work world.”

The students publicly presented the work they’ve done so far at a GreenHows event at the UI.

FCS 251: Survey of FCS Professions

Instructor: Lisa Horan

Number of Students: 16

Total hours of student work: 84

Community Partners: Center for Community Building to End Poverty; Community Action Partnership; Spirit Center at St. Gertrude's Monastery; UI Extension; TRIO; UI Sociology Department; UI Communications Department.

Students assisted in putting on a poverty simulation on campus. They helped to set up the simulation and then role-played as community resource workers, police officers, school teachers, etc. to assist participants in experiencing a condensed month in the life of a person living in poverty. The poverty simulation provided an intensely meaningful look into the life of a person in poverty who experiences “the tyranny of the moment” on a daily basis. It also enabled the faux community resource workers an opportunity to experience the limitations of their job in helping others, thus providing community members with a greater understanding of under-resourced individuals and families.

A survey of FCS Professions gave students an opportunity to explore the occupations that

FCS 251, cont.

Family & Consumer Sciences would prepare them for after graduation. One of the core tenets of FCS is that we provide programs and services for families. Accordingly, many graduates end up in the human service, non-profit field assisting families from all walks of life. The poverty simulation introduced them to the barriers that disenfranchised families experience daily.

Instructor used the popular reflection model:

- What - Was the purpose behind the event?
- Gut - How did it make you feel?
- So What? - Was there a community impact?
- Then What? - What could be done next?

FCS 346: Personal and Family Finance and Management

Instructor: Nancy Deringer

Number of Students: 46

Total hours of student work: 368

Community Partners: Hope Thrift Center; Habitat for Humanity; University of Idaho, ASUI, Alternative Spring Break; University of Idaho Students, financial information and education offered free; Moscow High School; University of Idaho Extension, Community Financial Literacy.

Students assisted clients with financial information and also trained high school students in financial literacy using the National Endowment for Financial Education materials. They also did a variety of service activities and will calculate how much their labor is saving the family. Currently there are few opportunities to receive free financial information and education, so students addressed the specific financial literacy need as requested. The course involved an overview of personal and family financial management activities throughout one's lifetime. Students came to understand the many areas within financial planning, money management, income and asset protection, investments, retirement and estate planning. Students were required to write a reflection paper based on their experiences in the service-learning activity.

FISH 415: Limnology

Instructor: Frank Wilhelm

Number of Students: 19

Total hours of student work: 570

Community Partners: Best Hills Ranch Homeowner's Association in Coeur D'Alene.



A neighborhood in Coeur d'Alene has a 1/3 mile-long pond adjoining the backs of the neighborhood properties. There have been unsightly and thick growths of water plants and algae in the pond getting progressively worse over the last five or so years. The typical treatment has been application of chemicals - this year's pond committee was interested to explore other options and thus contacted Dr. Wilhelm to ask about them. Since they knew very little about their pond, Dr. Wilhelm thought this would be a suitable class project. The goal for the students was to undertake a

limnological examination of the pond with the specific goal of examining the issues surrounding the overgrowth of aquatic macrophytes. Specifically, the students undertook field work on the pond and lab analyses of the samples collected in the field, and prepared final presentations and reports for presentation to the homeowners.

Students were able to provide basic background information on the pond in their community and indicate options for the management of the macrophyte problems via best science available. Improved surface water quality will ultimately benefit everyone in the community, especially with an anticipated reduction or elimination of chemical macrophyte management.

The activities were an integral part of the course material. This was a direct application of the classroom theory and an integral part of the course. Some new techniques were covered in both the field and lab portions of the service-learning activity.



FISH 415, cont.

Several forms of reflection were used to harvest the learning from the service: i) group discussions before and after both the field and laboratory components; ii) Preparation of project objectives before the activity; iii) provide an overall group presentation including management recommendations after the field and lab components were completed; iv) write individual final project summary reports (draft and final - with instructor feedback on draft); and v) provide a consolidated group presentation to the homeowners association including management options and recommendations based on their research and findings.



ID 352: Interior Design IV

Instructor: Shauna Corry

Number of Students: 18

Total hours of student work: 2800 (18 students worked for 9 hours in studio, plus on the average of 8 hours outside of studio)

Community Partners: University of Idaho Golf Course.

For ID 352 we completed a service-learning project for the University of Idaho Golf Facility. The director, Doug Tyler, approached us because he had seen other projects we have done here on campus. The goal of the project is to revision the existing facility in an effort to enhance the users experience and the profitability of the restaurant and pro-shop. The students completed case studies of golf club houses from across the nation and toured WSU's new facility. The students also documented existing conditions and interviewed the facility staff. Doug Tyler and Candy, the administrative assistant, visited the studio mid way through the project and gave feed back to the students on their proposed designs. The final projects were presented to a group of facility partners and the final documentation will be used to engage prospective donors and administration in the goal of creating a destination facility on the university campus.

ID 451: Interior Design V

Instructor: Shauna Corry

Number of Students: 16

Total hours of student work: 1350

Community Partners: Moscow Family Medicine.

The interior design students redesigned the reception area of the major medical health provider in the Moscow area. The students interviewed the Facilities Committee and documented existing conditions at the Main street location. The students also conducted research on health care issues and observed the patients and staff during various times of the day to complete a behavioral mapping of spatial use. Each student then developed and proposed a redesign of the facility that addressed the needs of the users and building owner. The Facility Committee displayed the projects and received feedback from staff, physicians, and patients. Three projects were selected to be presented to the corporation owners and physicians group and a number of ideas will be implemented in the actual renovation later this year.

The students focused on creating a healthy, sustainable, and healing environment for the patients and staff at Moscow Family Medicine. The goal was to increase the overall life quality

of the inhabitants and enhance the experience for area residents.

One of the major course objectives is to have the students expand their understanding of the research process as it applies to developing a building program. The project directed addressed this goal as it required the students to conduct research using various research methods and then develop a program that addressed user needs.

Reflection activities included class discussions and project notebooks.

ID 452: Interior Design VI

Instructor: Shauna Corry

Number of Students: 3

Total hours of student work: 1620

Community Partners: Seventh-Day Adventist Church; TB Clinic in S. Africa; Montana State University; University of Idaho College of Art and Architecture, Interdisciplinary School of Design

For ID 452 the students are all doing separate projects and not all with community partners, but the list below describes some of the ones that have partners.

Mindy Salomon designed a TB Clinic in South Africa. The project was sponsored by Dr. Spady, his wife, and the Seventh-Day Adventist Church; it will be built in December of 2010 by a team from the Moscow area and members of the Department of Architecture and Interior Design. Mindy partnered with an architecture student, Ben Ledford, to create a safe and supportive long term health care environment that addresses the cultural needs of the patients and staff. Patients from 28 tribes in South Africa will use the clinic and volunteers from around the world will provide patient support.

Jessi Gaines redesigned the Montana State University Sports Facility to address office, public relations, and event needs. She documented the existing conditions and interviewed MSU coaches and staff to identify functional requirements and branding issues. Jessi presented her design to the MSU athletic director and various members of the coaching staff.

Emily Exienburg re-visioned the design of the proposed Interdisciplinary School of Design for the College of Art and Architecture. SH Architects in Las Vegas provided the initial design and Emily focused on redefining the studios and added a Design Resource Center that will provide a sustainable learning lab. Emily also redesigned public spaces to be more inclusive and encourage community engagement.

INTR 404: ST: International Volunteer Service Practicum

Instructor: Alton Campbell

Number of Students: 25

Total hours of student work: 4500

Community Partners: University of Idaho ASUI Center for Volunteerism and Social Action; United Planet (Romania and Cambodia); Pro Vita (Romania); Khmer Helps Khmer (Cambodia); International Student Volunteers and Rancho Campeche (Dominican Republic).

This winter the ASUI Center for Volunteerism sent three teams of university students, staff, and faculty members over winter break on international Alternative Service Break trips to Romania, Cambodia and the Dominican Republic. Some of the students chose to receive academic credit for their service, and this description pertains to these students.

Participants on the trip to Romania worked at an orphanage in the small rural town of Valea Screzii. Students worked on construction projects, as well as planned activities for the kids and residents at this orphanage.

Those going to Cambodia worked primarily on the construction of new classrooms for a

local school in Siem Reap. There were also opportunities for interaction with learning from the children and local residents. Our group in Cambodia typically worked 10 hrs per day 5 days a week.



The third team travelled to Santo Domingo, Dominican Republic and focused their work on an orphanage. Participants worked with low-income and disadvantaged youth, as well as assisted with construction projects around the orphanage.

All of our trips blended elements of working with the local communities, particularly the youth, and construction. Students worked a minimum of ten hours a day, six (or seven) days a week, in a very demanding environment. Students were confronted with the boundaries of their own comfort zone, and with being pushed beyond their comfort zone.

The students spent at least an hour every evening to reflect on their experiences. These reflection sessions combined facilitated conversations, guided discussions, and free-flowing

INTR 404, cont.

thinking. Students were required to write a final reflection paper to allow a space for the students to sum up their cumulative experiences. These were due later in the Spring semester to provide them with a little “distance” from the experience, and to allow them to begin to incorporate what they learned from their international experiences into their daily lives.



JAMM 252: Principles of Public Relations

Instructor: Becky Tallent

Number of Students: 30

Total hours of student work: 600

Community Partners: Community Action Partnership; City of Coeur d'Alene; ID, Milestone Decisions Incorporated; Palouse Ice Rink; Building Sustainable Communities Initiative; Salvation Army; 2 Degrees Northwest.

The students developed media kits for their clients consisting of a press release, a media alert or feature story, a fact sheet and a letter to the editor. The clients were given information they could share with local news media outlets about their projects and/or services. These projects connected with the course learning objectives by helping the students to understand the very basic elements of providing materials for a client to the news media. It also helped the students understand what it was like to work for an organization that needed their talent and expertise, but may have different ideas on how to present themselves to the public.

The students evaluated their projects using traditional public relations evaluation techniques. In addition, they evaluated their team members' work using a form provided by the instructor.

JAMM 350: Public Relations Writing and Production

JAMM 458: PR Cases and Issues Management

Instructor: Sue Hinz

Number of Students: 11

Total hours of student work: 220

Community Partners: Multiple

Each student had a client for the semester. The student prepared many “tools” that can be used by the client to reach different audiences: news releases, fact sheet, tip sheet, radio news release, public service announcements, a Web site, a blog, newsletter and direct mail piece.

A portfolio containing the materials was given to the client at the end of the semester. Many times, the student provided some of the materials early so the client could make use of the items during the semester.

In JAMM 458, the course included one “class project” that assigned class members to help with National Constitution Day – Sept. 17 – on campus. Each student also was expected to volunteer for one campus/community project with a “green” theme.

JAMM 375: Broadcast Television and Studio Program Production

Instructor: Denise Bennett

Number of Students: 23

Total hours of student work: 805

Community Partners: UI Clean Snow Mobile Team; UI Residence Halls; KUOI Radio; UI Study Abroad Program; UI Women’s Center; Video Game Addiction.org; American Lung Association; Moscow Food Banks; PCEI; Humane Society of the Palouse; Moscow Police, Campus Division.

Students in JAMM 375 collaborated with a variety of community partners to write, produce, direct, edit, shoot, and mix public service announcements that air on KUID cable channel 8.

Community organizations are often in need of professionally-developed public awareness TV spots and promotional announcements. These organizations rarely have a budget line for this type of material to be produced.

The service-learning activities allow students experience collaborating with clients as well as practice budgeting, scheduling and meeting deadlines. More specifically, these production

JAMM 375, cont.

assignments move students toward a mastery of the creative and technical aspects of television and video production.

Reflection activities include in-class group discussions, peer critiques, and self-evaluation. Critiques and self-evaluations come in the form of both oral discussions and in-writing.



LARC 257: Landscape Architecture 1.2

Instructor: Toru Otawa and Bill MacElroy

Number of Students: 24

Total hours of student work: 1440

Community Partners: Warm Springs Hollow Home Owners Association; Idaho Department of Water Resources.

The students grappled with problems pertinent to real-world neighborhood organizations. Students created design solutions for a site located in the vicinity of Warm Springs, east of Boise, Idaho. This particular location was named “Warm Springs Hollow” for the purpose of this project and had unique attributes in that it is within a river corridor and is within larger residential areas in Boise. The students had to consider these attributes in conjunction with other regional contexts fully in their design. See the Homeowners Association’s website for representative projects: <http://warmspringshollow.org/documents/UofIproposals.htm>

The primary tasks included:

- To study the needs of Warm Springs Hollow Home Owners’ or Neighborhood Association, and clarifying the issues that the Association has identified. The Association has already been

LARC 257, cont.

through a number of meetings and other means to come to a consensus on programming;

- To analyze and summarize the findings from the initial investigation phase;
- To set goals, objectives and programs; and
- To present a design solution of the proposed site to reflect the needs of the Association, as well as municipal officials and other interested parties.

Pedagogical Objectives:

- To understand the way in which client's values and perceptions are realized in landscape architectural design;
- To help understand the method of needs analysis as a means to assess client's values and perceptions;
- To address site context (the nested hierarchy influences of context); and
- To introduce the landscape mosaic model as a means of understanding the above context (i.e., patch, corridor, matrix, edge effect, fragmentation).

Final Outcomes and Understandings:

- The path in the hydrologic cycle, possible means of intervening in urbanized environments;

- The Impacts of urbanization;
- Impervious surfaces & impacts on storm water runoff;
- Closed and open drainage systems and implications of both;
- Impacts on receiving water sinks;
- Traditional approaches to storm water runoff management;

Current approaches (Understand terms, functions, spatial requirements and forms

- Infiltration, rain gardens, bio-swales, and detention/retention ponds or basins
- Wetlands for water quality improvement
- Pervious surfaces
- Green roofs

Design Context for students to reflect upon through in-class discussions, informal intra-team debates, and public presentations and design critiques:

- Retro-fit design drawings at context and site level;
- Techniques, connectivity of techniques into a system, linkages with community green patches, pedestrian corridors, parks, etc., opportunities for green web that defines/gives identity to community.
- Final public presentation via video-streaming to the Association; we avoided travelling to Boise completely, and yet we were able to achieve our community engagement mission.

LARC 261: Landscape Architecture 2.1

LARC 262: Landscape Architecture 2.2

Instructor: Elizabeth Graff

Number of Students: 22

Total hours of student work: 4400

Community Partners: Picture Earth Inc.; and a local Moscow resident.

The LARC 261 and 262 courses occur consecutively during the Spring Semester. LARC 261 students developed a design of a community-gathering place in Moscow with a focus toward cultural arts and eco-viability. The students met a community need with innovative and sustainable visions, programming, and site designs for a multi-functional, cultural place.

This course began at a relatively introductory level, and therefore this local project provided the opportunity to respond to a client's dreams and practicalities while learning the basics of the design process. Students learned about and responded to local and bioregional factors, personal and community opportunities, and responsible decision making for land, animal, plant and people health. Additionally, students kept a daily journal and presented their work during a public final presentation.

The LARC 262 course is part of a trans-disciplinary collaboration of business professionals, educators, students, and practitioners in bringing sustainable research, design and technology to the public realm in the planning of Yann Arthus-Bertrand's international art exhibit, Earth From Above, to the United States. The studio process provides research and ideation incubation that informs the planning of the event. The students contribute valuable information regarding site exploration, identification, inventory and analysis; conceptualization; schematic design; sustainable construction; and interpretive communication. Student work then becomes part of the story.

Earth From Above provides an excellent case study for learning the design process via a temporary installation within the urban landscape and all of the complexities and criteria involved in project development of the built environment. Students are required to write daily in a journal and to organize and discuss all documentation and design challenges.

LARC 356: Landscape Architecture 3.1

LARC 357: Landscape Architecture 3.2

Instructor: Gary Austin, Elizabeth Graff, and Rula Awwad-Rafferty

Number of Students: 23

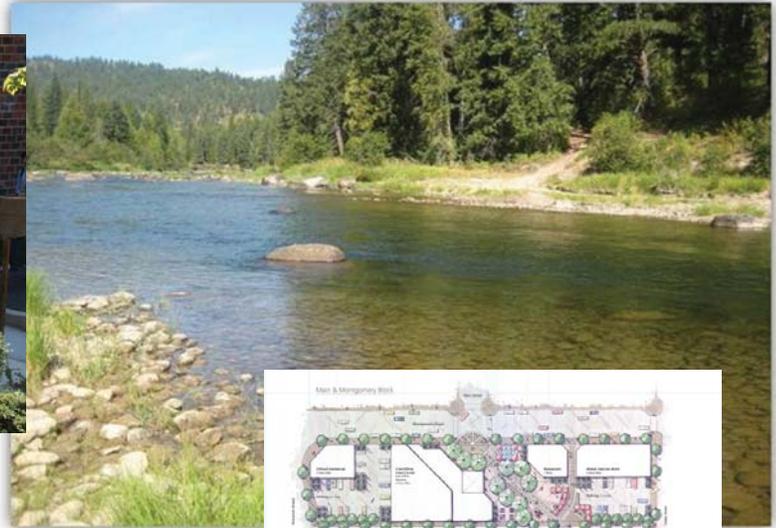
Total hours of student work: 7015

Community Partners: Priest River community; Priest River School District; Priest River Advisory Council; EPA's Brownfield's specialist; College of Art and Architecture Department of Landscape Architecture; Department of Architecture; The Building Sustainable Communities (BSCI) Bioregional Planning & Community Design; and the College of Agriculture and Life Sciences Extension.

In this studio, the students worked for eight weeks to develop an integrated visioning master plan to evoke Priest River, Idaho's cultural and environmental landscapes and to help the community envision a resilient and sustainable future. The students, with significant community participation, developed a variety of possible economic and environmental visions for responsible planning in the 21st Century. The students explored local growth within a national and global context. They identified, documented, and incorporated cultural and environmental resources that make Priest River special, and they worked to preserve

and enhance these elements through design that incorporates community input and global citizenship.

Priest River, a place on the cusp of possibilities, a place that is defined by water, timber, railroad, hard work, heartache, resilience, and many stories, has been significantly impacted



LARC 356 and 357, cont.

by the economic downturn, yet it is determined to forge ahead. The echoes of lives lived and dreams of the future culminate as university and community partner to see, to respect, to envision, and to make new realities that are rooted in the Priest River identity and ethos, history, core values of hard work, connection to the land - and adapt to changing demographics, ecologies, and economics.

Focusing on the culture and narrative of the landscape while bringing forth and building on base knowledge of sustainable site construction techniques and environmental planning, the students explored qualitative factors influencing design, planning and decision-making. For example, students began with case studies of Utopian developments and community planning initiatives while gathering and recording people's stories. The students were then challenged to 'map' them into the physical realm. Through a process of identifying the most significant factors influencing the global community, students then created guiding principles as a framework for creating a continuum of innovative and ideal visions for responsible development that can be directly applied to land planning master planning for Priest River, ID. Students took ideas and plans from the 1st quarter's LARC 356 course, and brought them into the second quarter's

LARC 357 course. Through this visioning process, ideas were finally stitched together into one comprehensive master plan for the community. In an exploration of scale, we brought the principles from a global citizenship view to a community design perspective and, ultimately, applied them to the design of a community-gathering place.

Many individuals had a part in making this project happen and in keeping it going. These people include: Gary Austin, Associate Professor of Landscape Architecture; Rula Awwad Rafferty, Associate Professor of Landscape Architecture and Bioregional Planning; Elizabeth Graff, Assistant Professor Landscape Architecture; Wendy McClure, Professor of Architecture; Susan Traver, Bonner County Extension Educator; Tami Laninga, Assistant Professor of CSS and Bioregional Planning and Community Design; and Stephen Drown, Professor and Chair of Landscape Architecture and Education Extension Specialist Bioregional Planning and Landscape Architecture, College of Agriculture and Life Sciences.

Reflection activities include intensive discussions in class and in the studio. Also, students presented to cross-disciplinary panels of reviewers and guest critics. These panels included faculty members and staff from across campus, as well as community members from Priest River, who were willing to share their individual and collective insight and knowledge. These engaged discussions assisted each group of students with understanding the planning issues and potential design solutions.

LARC 480: The Emerging Landscape

Instructor: Rula Awwad-Rafferty

Number of Students: 32

Total hours of student work: 7015

Community Partners: Paradise Creek Regional High School (PCRHS) students and faculty members; University of Idaho Soil Stewards; Moscow Coffee Compost Project (MoCoPro); Backyard Harvest; University of Idaho Center for Volunteerism and Social Action, Saturday of Service; Idaho Department of Labor

The Paradise Creek Regional High School Community Garden provided University of Idaho and Paradise Creek Alternative High School students with an on-going, collaborative service-learning project to enhance their leadership and civic engagement skills through direct action, increase their awareness and understanding of hunger and the nutritional needs of low-income and elderly residents in the region, and provide locally grown, organic produce to local food banks.

It is extremely important to stress the interdisciplinary engagement throughout, as context,

goals, issues, and design possibilities and potentials are explored through an integrative paradigm rather than a relay framework. Stakeholders in the project included all of the following:

UI students in EDCI, LARC, and FCS formed groups to plan and implemented different aspects of the project. Groups agreed to share contact information with each other to facilitate future communication and interdisciplinary team work where and when applicable.

Multidisciplinary/interdisciplinary teams worked collaboratively to ensure a seamless and integrated approach to the project; tasks delineated represent “expertise” for production of final products; however, each interdisciplinary team as a whole must participate in articulating goals, issues, possibilities, and ideas. LARC students in each team translated team problem solving into team written and graphic documentation, and prepared multiple proposals for garden plots. These designs were shared with and voted on by PCRHS students, faculty, and staff. The High School students and faculty members took these proposals, decided what aspects they liked, and created a final garden plan that suited their needs and desires. Once the plan was finished, donations of garden building materials were solicited. The MoCoPro program sold compost to the program at a greatly reduced cost. This program collects coffee grounds from campus and the greater community by bicycle and hauls it to a central location in town.

LARC 480, cont.

Soil stewards worked with the high school science teacher to discuss planting planning and soil testing with the high school students. Other science and math lessons were learned by the students through the gardening project. Produce was donated to the Backyard Harvest program to be given to area food banks. Finally, during the hot summer months, to ensure that the garden continued to be healthy, Federal Youth Employment funding, through the Idaho Department of Labor, made it possible to hire a high school student part time to help with watering, weeding, and garden tending. An intern from the University and the Asst. Director for Service-learning and Internships was able to provide supervision for the high school student-worker.

LAW 974: Legal Aid Clinics

Instructor: Monica Schurtman, Frances Thompson, Patrick Costello, Carole Wells

Number of Students: 42

Total hours of student work: 7560

Community Partners: Idaho Legal Aid Services; YWCA (Lewiston and Walla Walla); Alternatives to Violence of the Palouse; Idaho Volunteer Lawyers Program; Court Assistance Office; Latah County Prosecuting Attorney's Office; US Dept. of Justice Violence Against Women on Campus Program; Tax Payer Advocate Service of the IRS; U.S. District Court's Pro Se Program; Ninth Circuit Court of Appeals Pro Se Program

The clinic prepares students to be effective lawyers, and provides access to legal services for under-served populations, through a service-based educational program integrating theory with application, and practice skills with ethical values. Third-year law students under the supervision of law faculty can work in one of our clinical offerings.

Students in the Appellate Clinic brief argue cases before the Ninth Circuit Court of Appeals and the Idaho appellate courts. Students in our General Clinic represent clients in a wide

LAW 974, cont.

variety of cases, including: misdemeanor defense, family law, consumer protection, landlord-tenant disputes, probate and civil rights. Students in the Tax Clinic represent taxpayers from Idaho and surrounding states in controversies with the Internal Revenue Service. Students also conduct public information and outreach presentations to inform taxpayers for whom English is a second language and other low-income taxpayers about tax law issues.

Students in the Immigration Clinic help immigrants from a variety of countries seeking asylum, permanent residence, citizenship, and relief from deportation. The Victims' Rights Clinic is staffed by third-year law students with limited licenses to practice law. These students provide legal services to the victims throughout criminal proceedings under the supervision of an experienced attorney. The Domestic Violence and Sexual Assault Clinic provides legal assistance in civil proceedings to victims of domestic violence, sexual assault, dating violence, or stalking, regardless of the clients' income level.

PTTE 529: Risk Assessment

Instructor: Lee Ostrom

Number of Students: 2

Total hours of student work: 80

Community Partners: Eagle Rock Charter School.

The students in the University of Idaho Risk Assessment course, PTTE 529, prepared a Hazard Risk Identification and Mitigation Plan for the Eagle Rock Charter School. The natural hazards identified for this analysis were hazards that could potentially affect the Bonneville County, Idaho area. The charter school was located in a rural subdivision in Idaho Falls, Idaho. The school houses approximately 300 students, 13 full-time teachers, 10 support staff, as well as many volunteers supporting the school operations. The identification or existence of a hazard does not put the school at risk. However, the students analyzed the susceptibility of the people, environment, and property to a potential hazard. The plan addressed the primary and secondary effects of a hazard, as well as mitigation actions that can be taken to lessen the effects of a potential incident. Upon completion of the risk analysis and mitigation plan, the students presented the findings to the school officials.

PTTE 529, cont.

For the purpose of this analysis, the students only identified hazard risk and mitigation strategies related to protecting the students, school personnel, and any volunteers at the school at the time of a hazard event. Determining risk and mitigations for the school property was not addressed.

The natural hazards addressed were: severe storms, tornado, flooding, wildfire, and earthquake. Secondary technological hazards resulting from the natural hazards also were addressed and included utility failures and hazardous materials. Each of the hazards identified were addressed as a singular event even though many hazards occur together or have a cause-effect relationship. The hazards were rated using four criteria, Event History, Vulnerability, Maximum Threat, and Probability. The students used information found in the State of Idaho Hazard Mitigation Plan, November 2007, and the Northeastern Idaho Region All Hazard Mitigation Plan Regional Summary, 2008, rather than on hard statistics from actual disaster reporting. Each categories score was determined by multiplying each criterion's severity rating

by its weight factor. The rating criteria scores for the hazard were then summed to provide a total score for that hazard.

Upon identifying and scoring the potential risk of each hazard, a mitigation plan was developed addressing each of the hazards in order of potential risk.

REM 456: Integrated Rangeland Management

Instructor: Karen Launchbaugh

Number of Students: 26

Total hours of student work: 780

Community Partners: Bureau of Land Management; County Weed Management Teams; The Nature Conservancy; Owyhee Imitative team; Natural Resources Conservation Service; Idaho Dept. of Land; Sage Grouse Working Group; and two private ranches.

This project involved taking students to a specific rangeland watershed to visit with land owners and managers. The students then formed interdisciplinary teams to offer suggestions for management options that can be used on these landscapes.

This year, the students visited land owners, land managers, and conservation organizations in two specified areas: in the Jordan Valley on the Idaho-Oregon border, and in the Sun Valley – Picabo area of Idaho. Students worked with landowners and resource specialists to identify land management challenges. During these site visits students asked questions, listened, and worked in teams to identify issues for which a summary of published research or an analysis of

alternatives might be helpful. The students worked on these land management challenges, and then returned to address them with the landowners. This included generating ideas to work with such challenges as management of specific weeds, analysis of recreation opportunities, or opportunities for alternative livestock production systems.



REM 456, cont.

The service-learning activities required students to identify a land management challenge and offer potential solutions. This concept of identifying challenges and offering solutions was central to the course. The idea of “integrated land management” is to look at opportunities or threats to land management and offer solutions. This activity builds problem solving skills and allows students to apply knowledge they have learned in class to real world problems.

Students shared their views in a guided, in-class discussion of what land owners and managers said in on-the-ground conversations with them. Student teams then assessed each other in how well they were able to address the concerns they heard. Finally, Dr. Launchbaugh and class members evaluated the potential effectiveness of proposed solutions.

The students prepared final oral and written reports. The written reports are sent to the land owners and managers visited during the field trip.

WMST 201: Introduction to Women's Studies

Instructor: Sandra Reineke

Number of Students: 30

Total hours of student work: 690

Community Partners: Various partners in the region (mainly within Moscow).

Students were asked to offer the equivalent of four weeks of in-class time to community partners. During and after their work experience, students were asked to investigate the ways in which their experiences were “gendered,” i.e. what gender roles and expectations they could observe during their service time as discussed in earlier class readings and sessions.

Reflection activities designed to harvest the learning from the service included facilitated group- and class-discussions, and recording thoughts, feelings, and analyses in journals.

Page left blank intentionally

2009-2010 Service-Learning Annual Report

2009-2010 Quick Facts

- Almost 2800 students participated in service-learning courses during the academic year.
- Students worked with over 160 community partners and provided almost 105,000 hours of service.
- Most community partners were located in Idaho. Students also worked with agencies in the greater Pacific and Inland Northwest and Inter-Mountain West Regions, and even internationally.
- Over 50 University of Idaho faculty members and instructors taught service-learning courses this academic year.
- Service-Learning Courses were offered at the University's Moscow, Coeur d'Alene, and Idaho Falls campuses.



EDCI students in Coeur d'Alene help to teach about the Solar System using scale models.

Frank Wilhelm's
Limnology Students
studying lakes in N.
Idaho (FISH 415)
Photo by: Joan Gregory



2009-2010 Service-Learning Annual Report



The University of Idaho Service-Learning Center
Idaho Commons Room #333
208-885-6121
www.uidaho.edu/servicelearning

Adrian Wurr
Asst. Director for Service-Learning and
Internships
208-885-6505
ajwurr@uidaho.edu

Jim Ekins
Service-Learning and Internship
Coordinator
208-885-7183
jekins@uidaho.edu

