

2010-2011 Service-Learning Annual Report



2010-2011 Service-Learning Annual Report



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

www.uidaho.edu/servicelearning

5-Year Anniversary Edition

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Jim Ekins



University of Idaho
Career Center

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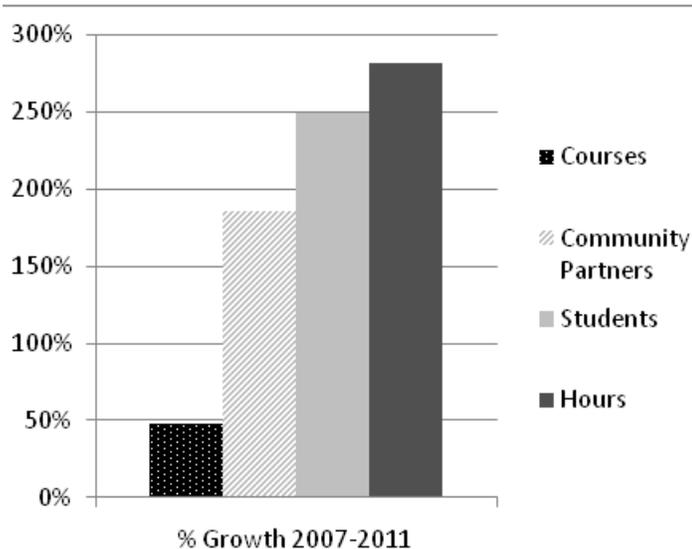
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Introduction

I am pleased to present the fifth *Annual Report* on service-learning at the University of Idaho. As in past reports, you will find an amazing array of thoughtfully designed courses and assignments using service-learning to connect classroom- and community-based learning. As exemplars of engaged teaching and learning, each course illustrates 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.

Yet this fifth anniversary issue of the *Annual Report* also marks a turning point for the Service-Learning Center. In the last five years that we have kept count, the number of students and community partners we work with on service-learning projects has more than doubled, and the number of hours UI students volunteer in the community as part of their service-learning coursework has more than tripled. In the 2010-2011 school-year, over **3800 students** enrolled in **98 service-learning**

Introduction, cont.



courses in partnership with **215 community agencies** across Idaho and the Northwest. UI students donated nearly **153,000 hours** of their time, labor, and expertise, providing over **\$3.25 million in services**, based upon Independent Sector's 2010 value of volunteer time of \$21.36 per hour.

To sustain this growth in a responsible fashion, we are proud to announce two new developments. All stakeholders will soon find tutorials on service-learning theory and practice on our new Web site at <<http://www.uidaho.edu/servicelearning>> that were developed in collaboration with other universities in Idaho. The first of these, to be

launched in June, will focus on faculty development, covering topics such as what service-learning is and how to implement it; the importance of reflection and how to apply reflection in the classroom; and how to create and maintain successful community partnerships. These modules will replace the Faculty Fellow workshops we have provided in the past. In the coming year, additional modules will be developed for students and community partners so that each can get the most out of the service-learning experience. Also in the coming year, we will welcome the University of Idaho's new Office of Community Partnerships (OCP), which will provide additional support for engaged learning around the state. Initially, the OCP will focus on strengthening and leveraging relationships developed with communities in the Northern and Central parts of Idaho that participated in UI Extension's Horizons program. Over time, it will extend its services to a much larger number of communities in Idaho. Together, we can make a difference in the quality of life and the quality of learning that characterizes our communities and classrooms.

Our growth and success could not have been possible without the help of individuals like you. Faculty who put in the extra time and effort required to provide enhanced teaching and learning

Introduction, cont.

environments to students through service-learning; 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 in our communities and our lives through service-learning.

With this fifth anniversary issue of our *Annual Report*, we honor all of those committed to service-learning and student success and look forward to working with you all in the years to come.

Adrian J. Wurr



Assistant Director, Service-Learning & Internships





CORE 170: Art, Artists, and Madness students in Elizabeth Graff's section complete a mural for Milestones, Inc., a housing facility for adults with mental and physical challenges.



A Message from the President and Provost

As Idaho's land-grant institution, we are the first choice for student success and statewide leadership. We are committed to a student-centered, engaged learning environment. 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.

We salute our 3,800 students in 98 service-learning courses who volunteered over 153,000 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



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 course-based 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 theory and practice of service-learning within the last two years, or attended earlier workshops and have taught a service-learning course in the last two years. Beginning June 2011, our service-learning trainings for faculty will be available on our Web site at <www.uidaho.edu/service-learning> under the link for faculty and staff. Online service-learning modules for community partners and students are currently being developed and will be available on our Web site in the coming academic year. We invite all faculty fellows past and present, and others who are interested in learning more about service-learning to take advantage of this new resource and let us know what you think.

Demetrio Anzaldo-Gonzales
Rula Awwad-Rafferty
Patricia Bechtel
Denise Bennett
Steve Beyerlein
Steve Drown
Emily Duvall
Steve Duvall

Jim Ekins
Cyndi Faircloth
Bob Goodrich
Deanna Gilmore
Sally Greene
Jean Henscheid
Sachin Jain
Jan Johnson

Mary Ann Judge
Delphine Keim-Campbelle
Anne Kern
Ed Krumpe
Tammi Laninga
Rosanna Lauriola
Tracie Lee
Cherie Major
Wendy McClure
Rodney McConnell
John Mihelich
David Newcombe
Sandra Pinel
Shiva Rastogi
Nick Sanyal
Adam Sowards
Susan Steele
Frank Wilhelm
J.D. Wulfhorst

Elizabeth Reynolds
Elizabeth Sloan
Linda Taylor
Ling-Ling Tsao
Adrian Wurr
Lawrence Young



Community Partners 2010-2011

Adventure Club After-School Program
Agents of Change
Alliance Family Services, Inc.
Alternative Giving Market of the Palouse
Alternatives to Violence on the Palouse
Aspen Park Healthcare Center
ASUI Vandal Community Tables & Kids on Campus Programs
Backyard Harvest
Big Brothers/Big Sisters
Biketronics
Books for Tots
Bridges out of Poverty, Lewiston, Idaho
Brotherhood Empowerment Against Rape(BEAR)
Bryan Elementary School, Coeur d'Alene, Idaho,
Campus Christian Center
Center for Advanced Energy Studies (CAES)
Center for Community Building to End Poverty
Center for Disabilities and Human Development



Chien-Feng Elementary School, Nantou, Taiwan
CIRCLES, Nez Perce and Asotin Counties
City of Cascade, ID
City of McCall, ID
City of Moscow, ID Office of the Mayor
City of Moscow, ID Parks and Recreation Department
City of Moscow, ID Public Works Department
Clark House Assisted Living
Clearwater Basin Collaborative
Clearwater County, ID Planning and Zoning
Clearwater Economic Development Association (CEDA)
Clearwater Valley Elementary, Kooskia, ID
Coeur d'Alene Tribal Department of Education
Coeur d'Alene School District, ID
College of Business and Economics
Community Action Partnerships
Community Partnerships of Idaho
Confederated Tribes of the Umatilla Indian Reservation (CTUIR)
Cottonwood Integrative Healthcare Center
Court Assistance Office
Dance Notation Bureau in NYC



Community Partners 2010-2011, cont.

Dayton, WA Chamber of Commerce
DesMoines United Methodist Church
DeVlig Family Foundation
Disability Action Center (DAC)
Eggan Community/Youth Center
Elderly Companion Program
Energy Foundation
Fernan Elementary School
Friends of the Clearwater (FOC)
Friends of the University of Idaho Arboretum
Genesee Junior Miss
Genesee, ID School District
Good Samaritan Village
Goodwill Industries
Grangeville Social Services
Gritman Adult Day Health
Gritman Community Wellness Center
Groundworks, Pullman, WA

Haiti Long Term Relief
Hawthorne Village
Hayden Meadows Elementary School, Hayden, Idaho
Head Start
HOPE Center (Helping Others to Pursue Excellence)
Humane Society of the Palouse
Idaho Community Action Network (Welcome Idaho)
Idaho Community Foundation
Idaho Court Assistance Office
Idaho Department of Environmental Quality
Idaho Department of Labor
Idaho (statewide) Family and Consumer Sciences Teachers
Idaho Farm Bureau, District 5
Idaho Humane Society
Idaho Kin Care Program
Idaho Legal Aid Services
Idaho Library Association
Idaho National Laboratory
Idaho State Board of Education (SBOE)
Idaho State Historical Preservation Office
Idaho Transportation Department

Community Partners 2010-2011, cont.

Idaho Volunteer Lawyers Program
Ivus Energy Innovations
John Brown Elementary, Rathdrum, ID
Julietta Elementary School, Julietta, ID
Kenworthy Performing Arts Center
KRFP Radio Free Moscow, Moscow, ID
KUOI Radio, Moscow, ID
Lake City Community Church
Lakes Middle School, Coeur d'Alene, ID
Lakeside High school
Lapwai Elementary School, Lapwai, ID
Latah County Court Assistance Office
Latah County Emergency Services
Latah County Historical Society, McConnell Mansion
Latah County Prosecuting Attorney's Office
Latah County Youth Services
Lemhi Fire Department
Lena Whitmore Elementary School, Moscow, ID

Lewis Clark Service Corps
Lewiston-Clarkston Valley CIRCLES
Literacy Council on the Palouse
McDonald Elementary School, Moscow, ID
Meridian Middle School, Meridian ID
Microelectronics Research and Communications Institute (MRCI)
Milestones, Inc.
Montana Department of Corrections
Moscow Charter School, Moscow, ID
Moscow Food Co-Op
Moscow High School, Moscow, ID
Moscow Junior High School
Moscow Public Library, Moscow, ID
Moscow, ID Child Safety Committee
Moscow, ID Community Garden
Moscow, ID Paradise Path Task Force
Moscow, ID Recycling
Moscow, ID Safe Routes to School Program
Move the Mountain, Lewiston, Idaho
multiple Clearwater Basin communities
My Own Home

Community Partners 2010-2011, cont.

National Atmospheric and Space Administration (NASA)

National Endowment for the Arts

National Institute for Advanced Transportation Technology (NIATT)

National Park Service Rivers and Trails Program

National Science Foundation Office of Experimental Program to Stimulate Competitive Research (EPSCoR)

Nehalem Elementary

Nez Perce County, ID Planning and Zoning

Nez Perce National Historic Park, NPS, Spalding, ID

Nez Perce Tribal Planning Department

North Central Idaho Financial Literacy Coalition

North Idaho Children's Mental Health

North Idaho College and University of Idaho Education Club

Pacific Gas & Electric

Palouse Habitat for Humanity

Palouse Humane Society

Palouse Prairie School for Expeditionary Learning

Palouse-area church groups (various)

Palouse-area Therapeutic Horsemanship Program
Palouse Basin Aquifer Committee
Palouse-Clearwater Environmental Institute (PCEI)
Palouse Hills Adventist School, Moscow, ID
Palouse Ice Rink
Palouse Prairie School of Expeditionary Learning, Moscow, ID
Paradise Creek Regional High School, Moscow, ID
Paradise Ridge Challenge
Pinewood Nursing Home
Plummer-Worley Public School District & Lakeside Schools, Plummer, ID
Pocatello Community Charter School, Pocatello, ID
Ponderosa Elementary, Post Falls, ID
Ponderosa State Park
Port of Columbia, WA
Post Falls School District, Post Falls, ID
Progressive Behavior Systems
Pullman Montessori School, Pullman, ID
Rendezvous in the Park
Rolling Hills Public Charter School, Boise, ID
Roosevelt Elementary School, Boise, ID
Rose Hill Montessori School, Boise, ID
Russell Elementary School, Moscow, ID

Community Partners 2010-2011, cont.

Salvation Army
Sandia National Laboratory
Sardarkrushinagar Dantiwada Agricultural University, India
Seltice Elementary School, Post Falls, ID
Selway-Bitterroot Frank Church Foundation
Soil Stewards
Sojourner's Alliance
St. Augustine's Catholic Church, St. Mary's Elementary School
St. Mary's Hospital
St. Stanislaus Tri-Parish School, Lewiston, ID
Stateline Wetland Revitalization Project, Moscow, ID
Synergy Works!
Tables of Hope, Lewiston, ID
Timberlake High School
Trackers
Troy Elementary School, Troy, ID
Troy, ID Food Bank
U.S. District Court's Pro Se Program

U.S. Marines' Toys for Tots program, Books for Tots
U.S. Ninth Circuit Court of Appeals Pro Se Program
U.S. Tax Payer Advocate Service of the IRS
University of Idaho Argonaut
University of Idaho Career Center
University of Idaho Center for Forest Nursery and Seedling Research
University of Idaho Center for Volunteerism and Social Action
University of Idaho Children's Center
University of Idaho College of Agricultural and Life Sciences, Ag Days
University of Idaho College of Art and Architecture
University of Idaho College of Business and Economics
University of Idaho College of Education
University of Idaho College of Engineering
University of Idaho College of Natural Resources
University of Idaho Conversation Partners
University of Idaho Environmental Club
University of Idaho Environmental Science program
University of Idaho Extension
University of Idaho Facilities Services
University of Idaho Housing
University of Idaho Legal Aid Clinic
University of Idaho Lionel Hampton International Jazz Festival

Community Partners 2010-2011, cont.

University of Idaho Native American Student Center
University of Idaho Office of Fraternity & Sorority Life
University of Idaho Outdoor Program
University of Idaho Social Science Research Unit
University of Idaho Soil Stewards
University of Idaho Sustainability Center
University of Idaho Transportation and Parking Services
University of Idaho Women's Center
University of Idaho Women's Works Holiday Fair
U.S. Dept. of Justice Violence Against Women on Campus Program
VBS Purvanchal University, India
Washington Campus Compact
Weeks and Vietri Counseling agency
West Park Elementary school, Moscow, ID
White Springs Ranch
Whitney Community Center in Boise
Wild at Art
WSU Organic Farm
YWCA (Lewiston and Walla Walla, #125)

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: Chrissy Johnston, 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; Schitsu'umsch (Coeur d'Alene) Tribal Early Childhood Learning Center; 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 also identified this as a real community need in Plummer. This set the framework and provided the opportunity for University of Idaho students to learn with and support the Coeur d'Alene Tribal community.

The 2010-2011 academic year is the Service-Learning Center's fifth year of providing the Service-Learning Internship Program in partnership with the Coeur d'Alene Tribe and Lakeside High School. 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. These successes have allowed and promoted expansion of this program. Two years ago, the program was invited into the Lakeside Middle School, and a year ago, the program expanded into the Lakeside Elementary School. This year, UI students have been placed in the Coeur d'Alene Tribal Early Childhood Learning Center.

With the tutoring program integrated throughout and beyond the public school district, our presence is becoming a normal part of the K-12 students' weekly routine. Tutors are recognized as academic resources and are utilized as such.



This year, 26 interns traveled to Plummer and assisted students in completing schoolwork, and provided insight about college. The interns are able to gain real-world perspective of life and reflect on many of their own personal values and experiences, while building relationships among other interns and the students at Lakeside.

Our successes have come with hard work, close collaboration, and commitment among all partners. The Service-Learning Center

Service-Learning Internship, cont.

celebrated its five years of partnering with the tribe by successfully landing a conference presentation at the Western Regional Campus Compact Consortium's Continuums of Service Conference. Together we will present our efforts of building sustainable service-learning and improving college access and success and closing the achievement gap.

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 schools every Tuesday and Thursday. Interns participate in weekly reflection discussions and journal activities, and prepare a final reflection 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

Instructors: Lauren Marie Perreault, Karla Eitel, Steve Hollenhorst, Gary Thompson

Number of Students: 14 in each course

Total hours of student work: 13,230

Community Partners: University of Idaho College of Natural Resources; Idaho Community Foundation; Lewis Clark Service Corps; Palouse-Clearwater Environmental Institute; University of Idaho College of Natural Resources; University of Idaho College of Education; Ponderosa State Park; City of McCall, ID; National Science Foundation Office of Experimental Program to Stimulate Competitive Research (EPSCoR); DeVlig Family Foundation;





McCall Outdoor Science School (MOSS) graduate students are involved in teaching hands-on inquiry- and place-based Science, Technology, Engineering, and Mathematics (“STEM”) education to K-12 students from across the state. MOSS engages K-12 students in hands-on “STEM” learning experiences that are difficult or impossible for teachers to provide in a classroom context.

MOSS graduate students are learning to be professional environmental science educators, and this course of study provides them the opportunity to gain hands-on experience in teaching STEM subjects with service-learning. They are able to connect theory to practice, and to build their own teaching and learning theories based on their experiences. MOSS graduate students are observed while teaching and have the chance to reflect on their experience with the help of our faculty. Students are required to complete journal assignments, participate in reflective conversations, and meet weekly for program debriefs.



Service-Learning at McCall Outdoor Science School

A select few of the courses taught by graduate educators at MOSS are highlighted below.

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 addresses some of the theory and practices of effective leadership. This course focuses on the practice of leading within a small group environment. The student's experiences as a leader, follower and peer frames the scope of study in this course. Students take the theories they



Service-Learning at McCall Outdoor Science School

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” philosophy that the students teach at MOSS.

CSS 568 Ecological Inquiry

MOSS Graduate Students explored local environmental issues in this course, with the goal of coming to more complex understandings of the social side of natural resource management. Students worked in teams to investigate various controversial topics within the community, including forest fires, wolf management, treaty rights and fishing management, and grazing on public lands. This year students worked with Idaho Fish and Game to work on restoring fish habitat on the Little Salmon River as part of a project that is seeking to understand private / public partnerships in management and restoration of riparian resources. By working directly on this restoration project, our graduate students developed a better understanding of the relationships that Fish and Game has developed that make this project successful.



Engineering (Electrical/ Computer/ Mechanical) Capstone Courses

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

ME 424: Mechanical Systems Design I

ME 426: Mechanical Systems Design II

Steve Beyerlein and Jay McCormack

ME 424: Mechanical Systems Design I

Steve Beyerlein and Jay McCormack

ME 426: Mechanical Systems Design II

Christopher Wagner and Greg Donohoe

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

Greg Donohoe

CS 481: Senior Capstone Design

Thomas Hess

BAE 478: Engineering Design I

Total Students, 2010 – 2011 Academic Year

169

Total student hours, 2010 – 2011 Academic Year

21,125

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, interdisciplinary 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 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 three to 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. Each student works an average of 125 hours each semester on these projects. 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 and projects are listed below:

- Regenerative Braking Scooter, IVUS/College of Engineering, 4 students
- Mars Exploration Vehicle, INL/CAES, 4 students

Engineering Capstone, cont.

- Thermopile Test Fixture, Sandia National Laboratory, 8 students
- Flywheel Energy Storage, NASA, 4 students
- Hybrid Range Extender, MRCI, 8 students
- Robotic Tensegrity Unit, NASA, 14 students
- Document Search Tool, Idaho SBOE, 6 students
- Titan Rain Detector, NASA, 14 students
- Sustainable Energy for Nature Center, PCEI, 6 students
- Clean Snowmobile Exhaust Trap, NIATT, 8 students
- Clean Snowmobile Muffler, NIATT, 8 students
- Cadmium Removal from Electrorefiner, INL, 8 students

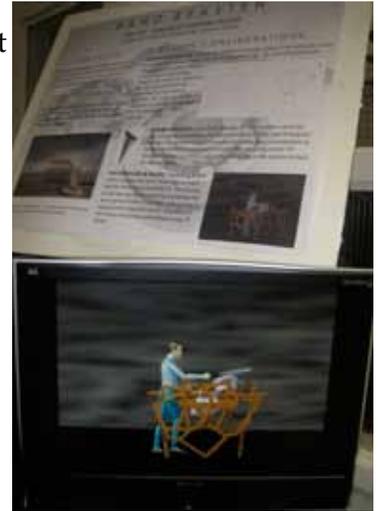
Course learning objectives include the following:

- Increase university/industry/community collaboration within the context of a specific product need
- Introduce students to current 'best practices' in industry for design and manufacturing
- Help students grow professionally by providing a focus for developing teamwork, communication, and project management skills



Multiple types of reflection are an integral part of the courses:

- All members maintain personal logbooks capturing project work and reflections
- All members complete several on-line TIDEE assessments targeting design performance (see <<http://ideals.tidee.org>> for more details; we use three assessment methods: Team Member Citizenship Assessment; Professional Responsibility Formation Assessment; and Professional Growth Achieved Assessment)
- All teams maintain a project page on the course Web site
- All teams engage in regular instructor/ team/client communication
- All teams have at least one face-to-face design review with their client
- End-of-semester design reports are submitted to clients
- Two Snapshot Days where students publicly share project progress



An Engaged Department: EDCI at Coeur d'Alene

Dan 360: Children's Dance

EDCI 302: Teaching Culturally Diverse Learners

EDCI 320: Foundations of Literacy Development

EDCI 321: Literature for Children

EDCI 322: Integrated Language and Literacy

EDCI 325: Elementary Art Education

EDCI 328: Elementary Social Studies Education

EDCI 408: Integrated Methods Practicum I

EDCI 409: Integrated Methods Practicum II

MUST 381: Elementary School Music Methods for Nonmajors

PEP 350: Elementary Health and Physical Education

Instructors: Sally Eilering-Sorenson, Kathleen Marie Salvadore, Cherie Major, Emily Duvall, Mary Orr, Heather Ketchum, Anne Kern

Number of Students: 218

Total hours of student work: 5066

Community Partners: Seltice Elementary School, Ponderosa Elementary and Post Falls Middle Schools - Post Falls, Idaho; Bryan Elementary School - Coeur d'Alene, Idaho

Throughout the year, University of Idaho Curriculum and Instruction students on the Coeur d'Alene Campus were invited to learn and demonstrate a variety of teaching methods. Service projects in local schools provided authentic learning environments to supplement classroom discussions of methods, classroom management, and assessment skills. Selected courses are described below.

EDCI 302 students taught eight lessons using a different teaching model per lesson (for example, cooperative learning, inquiry, role play). These lessons occurred with fourth grade students in three classrooms with a total of 75 students. Social Studies and Science teaching was also integrated in the Post Falls Elementary and Middle Schools. The service-learning provided an authentic setting where UI students worked with a diverse student population and modified instruction based on individual student need. This happened in the regular classroom and the after-school program.

Active, ongoing reflection activities occur to harvest the learning from the service. UI students wrote a reflection on each taught lesson answering three questions: What went well? What needs to be changed? What material needs to be re-taught? UI students also created a student survey, collected

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

data from the students they worked with over the eight weeks, and then provided a summary of the survey to the class instructor.

EDCI 320 students served in Seltice Elementary and Hayden Meadows Elementary Schools. These students served directly in the classrooms, providing educational and curricular resources for the teacher. Projects included:

- **Library Support:** Each week students joined the librarian to assist 1st grade students with book choices and reading. This one-on-one adult-child support allowed the librarian a much greater level of engagement with students in her library class. In addition, UI students were able to lead activities centered on reading and conversation.
- **Read Aloud Lesson:** Each week students joined a 2nd grade class and led a read aloud lesson. This support provided 2nd graders with the opportunity to hear proficient readers read new, interesting texts and supported the children's engagement with those texts. The UI students provided the instructor with new read aloud lessons as well.
- **Title I Night:** University students created the interactive centers and staffed the parent-teacher night for the school. That night, University students also provided the school, parents, and children with fun, structured reading-based games. Due to short staffing levels, the University students provided the librarian with much needed person-power to accomplish this event.

- Finally, the interactive centers will be available to the school and teachers for future use.
- PenPal Project: UI students wrote back and forth with 5th graders about books that both were reading. With this innovative program, and with the assistance of the University students, the 5th grade teacher was able to motivate elementary students to read new books and to write about their reading. One of the most powerful outcomes of the partnership between the school and the University students was in providing an authentic writing experience for the elementary students.

The course learning objectives these service-learning partnerships helped to teach included planning and conducting a read-aloud lesson and creating interactive learning centers. Multiple reflection methods were used to connect the learning objectives with the service opportunities. Several structured discussions on service-learning were also held over the course of the semester.

EDCI 328 students taught a variety of social studies, math, and science lessons in 1-5 grade levels within this methods block program. A group of three to five UI students were assigned to each grade level to provide the various lessons throughout the semester. The big service project was to create a book of lessons selected by the teacher for each grade level using the state standards in social studies, math, and science.

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

EDCI 328 students were also involved in the Post Falls Middle School 7th Grade class with Dona Petteollo. UI students created a day long service-learning project where 7th graders learned the origins of writing and then made pens with large flowers attached. The pens were sold by the UI students and the \$700.00 in proceeds was used to buy books for tots.

UI students were required to learn and demonstrate a variety of methods. The service project allowed this to happen in a real classroom setting providing authentic learning instead of a college classroom simulation. 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. Hands-on lessons that provide deeper understanding of content were provided by UI students and in some cases state standards were taught that would not have been covered otherwise.

UI students wrote daily reflections using What? So What? Now What? and were required to create a PowerPoint presentation with pictures, lessons, and reflections.

EDCI 408 is the practicum that goes with and unites the science, math, and social studies methods courses. This year, University of Idaho students spent 45 hours in the classrooms of Seltice Elementary

School, serving as a resource for teachers, helping students with homework and in-class projects, and being active participant-observers in the field.

EDCI 409 pre-service teachers are provided with opportunities to work directly with children in extended ways prior to their internships. It is 'hands-on' learning that applies theory to practice. Students learn to not only write lessons and a unit of study, but deliver them to whole classes, small groups, and individuals. This work is done both independently and in collaboration with peers, instructors, and teachers. All aspects of teacher education are addressed from behavior management, to collaboration, to lesson planning and delivery, assessment.

At Seltice Elementary: UI students taught 1st graders to make connections to stories with their lives with lessons that incorporate listening to book and responding orally followed by assistance in writing a variety of personal responses to the stories. Students also engaged 70 4th grade students in a unique unit of study, "Shakespeare 101," that incorporates understandings of Elizabethan times, William Shakespeare, reading a graphic novel version of Hamlet, participation in guilds (Chefs, Drapers/ Costumers, Actors, Musicians, Jesters, Set Makers, Props Creators, Choreographers), all culminating in a Renaissance Faire. At Bryan Elementary, UI students worked in collaboration with the 5th grade teachers to prepare and deliver small group guided reading lessons and assist in scoring district math assessments. Finally, at Hayden Meadows, UI student teachers participated in a pen pal project with 5th grade students, with partners writing back on forth on books they were reading together.

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

These service-learning projects allowed children to receive 1-1 and small group attention often is not otherwise possible in schools while also giving student teachers the opportunity to see that children's needs in literacy and the arts are supported and extended in ways that both broaden and deepen children's knowledge. The classroom teachers benefit as well by gaining the opportunity to do more with their students as UI pre-service teachers provide the support needed. This allows teachers to address perceived needs in their classrooms as well as offer their students additional engagements to foster learner. These teachers also have the opportunity to mentor pre-service teachers, which promotes their own professional development and allows them to share their expertise and offer valuable professional feedback. Nurturing new teachers is a fundamental aspect of the teaching creed.

Post-activity discussions and weekly narrative reflections solidify lessons learned from the service-learning projects. Additional, more formal, teaching reflections are also used, but focus more on the teaching aspect of the service experience.



EDCI students in Coeur d'Alene develop educational props to help teach K-12 students about the solar system and planetary science.

Service-Learning in the Major

In addition to the model service-learning programs described in the proceeding pages, several departments at the University of Idaho have integrated service-learning into core courses that all students majoring in the subject must take. Some, such as the **Curriculum and Instruction** Department in Moscow, situate service-learning in their introductory courses so entering students can experience engaged teaching and learning sooner. Others, such as the **Leadership Development Certificate** program, save these core service-learning experiences for capstone courses at end of the student's plan of study to encourage a broader synthesis and application of learning to public problem-solving. And some, such as the **College of Law** or undergraduate **Environmental Studies** and **Conservation Social Sciences** degree programs, infuse service-learning throughout the curriculum, strategically sequencing courses to encourage more complex and sophisticated knowledge and civic skills to develop over the course of a student's studies in the major.

Curriculum and Instruction, Moscow: Service-Learning is naturally associated with situated-learning. Situated-learning focuses on the nature of the learning that takes place in a variety of contexts, typically outside the classroom. EDCI 201 explores these contextual factors in education; it is the first education course required of majors.

The rationale for including a service-learning requirement upfront in the major is to help students discover as soon as possible if they like working with the public. It has been said that education is a people-business. If you cannot work with people, you probably will not enjoy being a teacher. Yet most education programs do not allow students to practice teaching in public until they are two or three years into their studies. The EDCI 201 service-learning project is designed to help students self-assess their predisposition for working with people: 1) in cooperative groups; 2) planning a project that serves a community need; 3) preparing a culminating group project/presentation; and 3) reflecting upon learning in such a way that it helps them ascertain their preference for choosing teaching in a free democratic society as a career path in life.

Leadership Development Certificate Program develops general leadership skills that are needed and valued in the workplace and community but not commonly taught in the traditional college classroom. The 18-credit program is open to all undergraduates and consists of courses and structured practicum that provide academic knowledge mixed with practical, hands-on experience. Students must complete six practicum credits -- a leadership practicum and service practicum -- near the end of the program.

At the core of the **University of Idaho College of Law's** commitment to public service is our pro bono program. In addition to their general public service work, each student is required to complete at least 40 hours of pro bono legal representation or law-related public service in order to graduate. All projects must have an appropriate level of attorney supervision and must be approved and monitored

Service-Learning in the Major

by the Director of the pro bono program. Our program is in the highest American Bar Association (ABA) category for law school pro bono programs and is among a very small number of accredited schools nationwide with such a mandatory program. This pro-bono work is one example of academic service-learning that is not course-based. The program has distinct learning objectives and the students are closely supervised. However, the very nature of the program does not allow for students to earn academic credit.

The historic class of 2011 includes 29 students who have pioneered the third-year program in Boise, as well as 75 students who are completing all three years of their law study in Moscow (including a student in the College's semester-in-practice program). During 2 ½ years of study and in addition to their ordinary course work, the class of 2011 completed approximately 11,172 donated service hours, including such endeavors as court-appointed special advocates for children, wills and living wills clinics, tenant rights and responsibilities education, assistance to qualified applicants for naturalization and U.S. citizenship, aid to small business entrepreneurs, supervised work in offices of public defenders and Idaho Legal Aid, and participation in the Volunteer Income Tax Assistance program.

The purpose of the pro bono requirement is to instill in students a commitment to their responsibility as lawyers to give back to the community and promote justice by assisting the underserved and underrepresented, consistent with Rule 6.1 of the Idaho Rules and ABA Model Rules of Professional Conduct. As a result of the program, students gain practical legal experience, clients are served, and attorneys and other legal service providers gain valuable assistance.

Environmental Studies at the University of Idaho emphasizes an integrated approach for students committed to studying and solving environmental issues. Faculty from throughout the university work across traditional disciplines to provide students with a comprehensive education in the hows and whys of environmental problem-solving. Two introductory core courses, ENV5 101: Introduction to Environmental Science and ENV5 102: Field Activities in Environmental Sciences, couple traditional classroom study of principles in the biological, physical, and social science areas of environmental science with service-learning projects and field demonstrations on waste management, water, air pollution, and the ecosystem. In ENV5 102, students tour facilities on the UI campus and surrounding community such as the Steam Plant and Recycling Center to learn first-hand about current conservation efforts on the Palouse. To apply this knowledge, students volunteer at the environmental organization of their choice (PCEI, the Audubon Society, and UI Sustainability Center are common community partners) and reflect on how their individual and collective work advances environmental science and sustainable practices.

Service-Learning in the Major

Conservation Social Sciences undergraduate program in Recreation at Tourism includes three core courses that involve students in applied research and service-learning projects: CSS 310, 385, and 386, Social Research Methods in Conservation and Conservation Management and Planning I and II, respectively. Additionally, students must attend one, two-week long field studies course during summer session.

The basic premise of CSS 310 is for students to gain an understanding of how information and knowledge are generated. Students must understand how information is utilized in order to contribute to that knowledge base through research. Students are taught that these are vital skills for all professionals and leaders in any discipline or industry, and not just for those entering a research institution or faculty role in higher education.

The service-learning project allowed students to have a driver's seat perspective on how survey research is initiated, designed, conducted, administered, analyzed, and reported on. Students were tasked to conduct a survey of community attitudes about brownfield restoration and green-space conservation in Moscow. The process included learning every facet of systematically developing household surveys. Students designed and administered the actual survey, then wrestled with statistical analysis and the reporting of the survey results.

In CSS 385 and 386, students conduct community-based research projects with community partners on brownfield, open space, and easement sites to better understand the characteristics of different neighborhoods and what these might mean for future development and remediation. The community-based research work links directly to the following learning objectives for the courses:

- Understand the differences, similarities, and relationships between development, growth, and conservation and how they contribute to development of green infrastructure.
- Understand the benefits of management and the role of the social and policy sciences in delivering and sustaining those benefits.
- Identify the relationship between public and private entities and recognize their responsibility in providing conservation opportunities for all populations.
- Establish goals, objectives, and budgets for effectively managing a conservation agency or organization based on concepts and principles learned in class and through participation in practical applications.
- Recognize the implications of specific actors (e.g., NGOs and community residents) and 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 programs and services.
- Be able to apply the principles learned in class to real-world working communities and landscape.

Service-Learning in the Major

When departments and programs place service-learning at the core of their curriculum, they make a strong statement about the value they place on engaged learning and public scholarship.

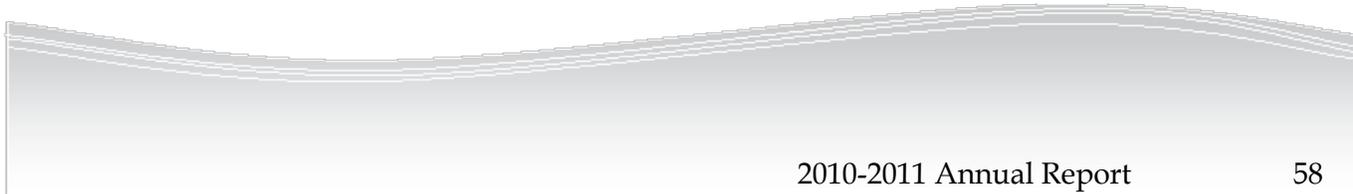
To further support these efforts, the Service-Learning Center is pleased to announce the creation of a new award – The Engaged Department Award, which, funding permitting, will be given annually to up to two UI departments or programs. Awards of \$4,000 per academic year will be given to departments of programs that commit to the following engagement goals in the next academic year:

- At least one senior faculty member and two others of any rank would complete the online Service-Learning modules for faculty (available June 2010), thereby becoming (or renewing their titles of) Service-Learning Faculty Fellows;
- These faculty agree to serve as mentors to others in their department or program interested in incorporating service-learning and/or community-based research into their teaching and/or research.
- The department or program will offer at least two service-learning courses taught by Service-Learning Faculty Fellows, preferably one entry-level course without prerequisites and another, more advanced course that offered students more complex service-learning experiences.

Preference will be given to departments or programs with new or emerging engagement profiles. No restrictions will be placed on how the award money is used. Engaged departments and programs will also receive special recognition in this Annual Report and on our Web sites. The awards for the coming academic year will be announced at the Annual Community Partner Appreciation Breakfast in May. See our Web site's "Faculty Resources" page for details on applying and/or contact Adrian Wurr, Assistant Director for Service-Learning and Internships, by telephone at 208-885-6505 or email at <ajwurr@uidaho.edu> with any questions you may have.



Service-Learning Courses A-Z



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

Instructor: J.D. Wulforth

Number of Students: 26

Total hours of student work: 1040

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:

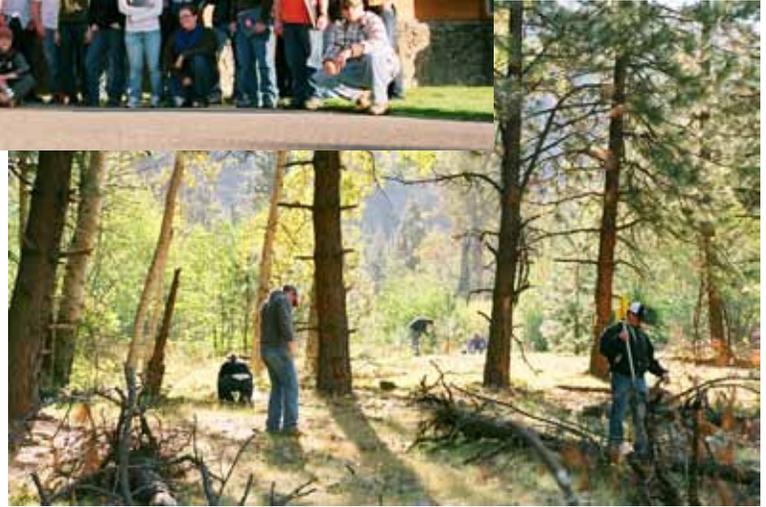
Volunteer Efforts to improve Water Quality in Lindsay Creek: Native vegetation planting in a riparian area (Lindsay Creek) in order to address soil erosion and sediment loading impacting the TMDL

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

for that creek. This addressed course objectives to understand legal constraints on environmental management for landowners; students generated a report as the main deliverable.

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



ARCH 453: Architectural Design V

Instructor: Wendy McClure, Bruce Haglund, and Randy Teal

Number of Students: 30 (15 students each)

Total hours of student work: 2550

Community Partners: City of Moscow, ID; Kamiah Community Partners Coalition.

City of Moscow Community development director Bill Belknap requested our assistance with testing draft design guidelines for Moscow's Urban Renewal district at Legacy Crossing. This two part project required development of alternative master plans for a mixed use neighborhood on the northern ten-acre section of Legacy Crossing, a brown field and former industrial site. Landscape architecture students joined us for an intense, one-week-visioning process to help address ecological issues. During part two, teams of architecture students tested the city's draft design guidelines for the neighborhood by applying them to designs for new mixed use buildings on a two-acre portion of the Legacy Crossing District. Students made three public presentations of work in progress to URA members and city staff as well as a final public presentation of their work at City Council Chambers.

The project addressed priority issues as identified by Moscow's Urban Renewal Agency (URA) and Director of Community Development. Student designs helped to stimulate dialogue about the potential uses and desired urban design character of the Legacy Crossing District. They also tested

draft design guidelines as prepared by city staff through their application to the design of new buildings for the district.

Our partnership with the City of Moscow and URA provided opportunities for students to apply their design skills in a reality charged setting, expand design thinking to urban design and planning scales and contexts, and to integrate knowledge from courses in urban theory and environmental control systems into processes for designing a sustainable, infill neighborhood. Their multiple presentations to the URA and city staff and ultimately larger community audience of city



ARCH 453: Architectural Design V, cont.



An Architecture 453 student team's rendering of their concept for what Heyburn State Park's new concession facility might look like.

council members and county commissioners afforded invaluable practice in the arts of effective verbal and graphic communication.

Through class discussion following each of the four presentations, students articulated viewpoints about the trials and tribulations of working with public agencies, city commission composed of volunteers and partnering with landscape architecture students. They also reflected, through written evaluations, about the relative success of their team partnerships as well.

Ron Hise, Manager of Heyburn State Park, requested our assistance with visualizing key aspects of the Park's newly released 20-year-master plan. During an overnight site visit to Heyburn Park student teams met with park staff and analyzed site conditions and opportunities. Upon returning to Moscow (5) teams of students spent 5.5 weeks developing alternative master plans for a new marina and architectural designs for a new concession facility for the Chatcolet area of the park .

Hise and his park staff will use the student work to explore alternatives for marina configurations and design standards for a new facility. Hise has recently used the student work to provide visual support

ARCH 453: Architectural Design V, cont.

for his presentation to the Idaho State Parks and recreation Board to help forward realization of goals stated in the Park's 20-year plan.

Our partnership with Heyburn Park provided opportunities for students to apply their design skills in a reality charged setting, expand design thinking to a planning scale, and integrate knowledge about incorporating passive solar and ventilation design strategies into the design of a new facility for a community partner that has identified use of sustainable design strategies as a priority. The opportunity to present concepts to a layperson audience helped to strengthen graphic and verbal communication skills.

Students were able to shift focus from design in the urban context to design within a fragile ecosystem. Through dialogue with park staff they developed a greater awareness of the potential impact of their designs on natural areas such as Lake Chatcolet. Student participants commented about the challenges and value of thinking differently about scale when they designed on a seemingly limitless lake surface.

ARCH 454/ 554: Architectural Design VI (See also, ID 352: Interior Design IV)

Instructor: Wendy McClure and Shauna Corry

Number of Students: 4 graduate, 9 undergraduate; total students: 13

Total hours of student work: 585

Community Partners: City of Kamiah, ID; Kamiah Community Partners Coalition.

Interdisciplinary teams of graduate and undergraduate architecture and interior design students and faculty spent 7.5 weeks developing design alternatives for phased development of a new community wellness and teen center as well as an all-season enclosure for an existing community pool. Students and faculty members worked closely with the Kamiah Community Partners Coalition (KCPC), a nonprofit organization based in Kamiah, ID, that focuses on fostering community partnerships to promote evidence-based risky-behavior-elimination for local teens and K-12 students. Before the project started, students and faculty members spent an entire day in the town of Kamiah, meeting with community members, civic leaders, and Nez Perce Tribal representatives. Students and faculty members also toured the town to begin understanding the culture, present architecture, and geography of the community.

KCPC targets the needs of community youth through proactive programming. At present the community of Kamiah lacks a facility to engage teens in after-school activities and stage programs for community wellness. The aging community outdoor pool and locker rooms also require rehabilitation

**ARCH 454, 554: Architectural Design VI
And ID 352, cont.**



and all weather enclosure to maximize its usefulness as a year-round facility. KCPC also lacks the funds to hire professional consultants to develop preliminary design proposals. Interdisciplinary teams shared creative ideas to help the community forward its vision. The six alternative proposals developed by students can be used to both stimulate community dialogue about possibilities and to leverage grant funding in support of the project.

The KCPC Youth and Wellness Center will first concentrate on youth between the ages of 12-18. The goal is to locate the center at Dupont Park in Kamiah, Idaho. There are youth getting in trouble roaming the streets because they simply have nothing better to do. The center would provide activities and courses that youth are interested in doing according to their age, something that will motivate them to keep busy and do good.

Although the center will focus on youth, the second goal is to have family and community involvement. It would involve the parents in a family night every week where they can have brief counseling sessions or an activity night where youth and their parents can bond and interact together. Parents and the community would be welcomed to participate in fundraiser events as well as helping to organize events for underserved populations. This would teach youth and family the importance of humility and giving back without expecting something in return. This would be a great learning experience for both the parents and youth.

The Architecture students and faculty members' partnership with Kamiah afforded important opportunities for students to share their emerging professional skills both with the community and

ARCH 454, 554: Architectural Design VI

And ID 352, cont.

their respective disciplines of interior design and architecture. The project aligned well with course learning objectives which include:

- Practice Citizenship through partnerships with community leaders and design professionals.
- Clarify Purpose and Perspective – Address significant challenges presented by the mounting global environmental crisis through community-based design inquiry.
- Think and Create – Apply critical thinking skills to consider diverse points of view, question, analyze, interpret, evaluate, and make informed design decisions about community contexts and design projects.
- Think and Create: Apply design skills to inform community design processes concerning sustainable development.
- Improve overall communication skills and cultivate verbal, graphic, and written communication skills that are directed to audiences who are not architects.

Students learned about social stewardship within the context of community design. By sharing creative expertise with those who could not otherwise afford design services, they also learned how design can be an inclusive process. Two community partners served as co-instructors in the course by leading multiple reflective group discussions with the classes throughout the course of the Kamiah

project. At its conclusion, the co-instructors also asked the students to complete a questionnaire about their experience and to evaluate the contributions of their team members as well as their own.



ARCH 520: Architectural Research Methods

Instructor: Xiao Hu

Number of Students: 23

Total hours of student work:

Community Partners: Moscow Heart of the Arts, 1912 Center.

Students in University of Idaho professor Xiao Hu's graduate-level architectural research methods class produced feasibility studies for various uses of currently unused portions of the 1912 Center in Moscow. Large portions of the building remain unused by the public because the spaces are still in need of renovation. Most of the students are working in Moscow, but a handful participated via video conferencing at the UI's Boise facility. Heart of the Arts is a nonprofit organization with the city contract to maintain and expand the 1912 Center. The Center was once the Moscow High School, and there are still classrooms with chalkboards that have not been erased since the last day of classes.

Six teams of UI students were assigned one unfinished portion of the building each to assess and make recommendations for future public use. The students presented their research findings to the Heart of the Arts Board of Directors.

Students proposed adding educational offerings to the northwest and southwest corners of the building's first floor. One space could become a computer lab so community members could learn to use computers and students could work on their homework. The other space is a former classroom and would need minimal renovation to maintain that use for adult education in subjects like literacy and mathematics. Students also looked into the possibility of a north-facing auditorium and a south-facing cafe area that could showcase a different local coffee shop each month. Students suggested adding a living wall that would feature live plants from local nurseries on a rotating basis.

Students envisioned possible uses for the two classrooms on the east side of the 1912 Center's first floor. They would keep the original hardwood floor, wood trim, wood staircase and banisters, and large windows that allow in large amounts of natural light. One group recommended installing a universally accessible unisex restroom, relocating the Senior Center to the first floor and adding a parent-and-child activity room or a wellness and fitness room for the community. Another option for that space includes an extension of the Latah County Library.

Students reflected on their projects through in-studio and in-class discussions, and in multiple interactions with the 1912 Center staff and Directors.

ARCH 571: Building Vital Signs

Instructor: Bruce Haglund

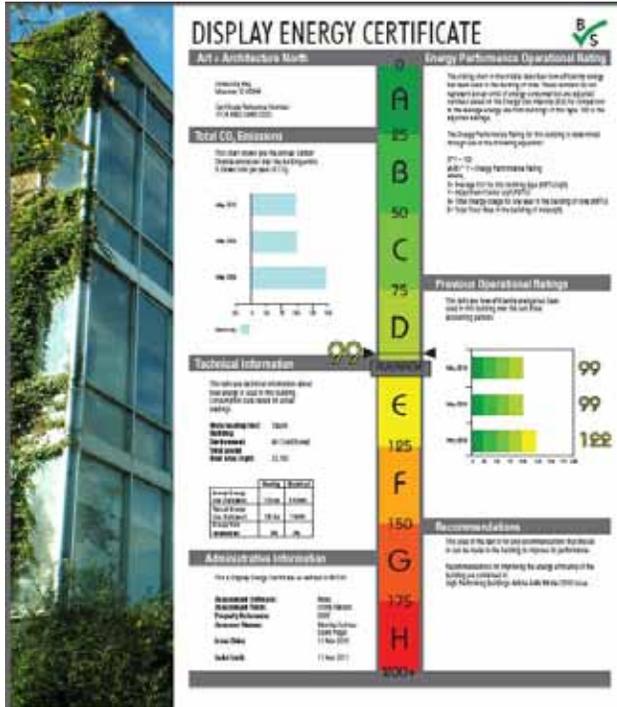
Number of Students: 12

Total hours of student work: 1800

Community Partners: Energy Foundation, Pacific Gas & Electric, and the National Science Foundation and by the Agents of Change Project

This class addressed a secret life of buildings, one related to physical performance. Think of a building that has been a source of architectural inspiration for you. How much do you know about the physical environment it creates? Its amenities as viewed from an occupant's perspective? The energy it consumes? As we seek design solutions that meet the Architecture 2030 Challenge, energy performance and human performance of buildings becomes more important and more widely investigated.

These performance questions were addressed by the Vital Signs Project, a curriculum materials development effort funded by the Energy Foundation, Pacific Gas & Electric; the National Science Foundation; and the Agents of Change Project, a teaching improvement effort employing Vital Signs methods and funded by the US Department of Education Fund for Improvement of Post-Secondary Education. The Projects were coordinated through the Center for Environmental Design



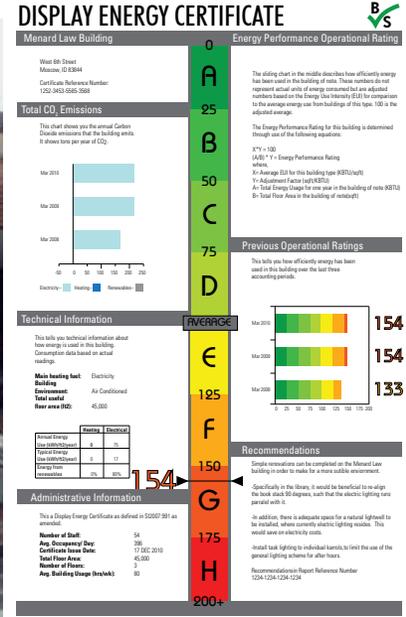
Research at the University of California, Berkeley, and the University of Oregon with great support from members of the Society of Building Science Educators. These projects encouraged architecture students to examine architectural, lighting, and thermal systems in existing buildings with attention to energy use, occupant well-being, and architectural spacemaking. Project participants assembled a collection of measurement techniques, often involving novel approaches, to reveal operating patterns in the complex environment of contemporary buildings. The equipment used in this class was provided by the Agents of Change Project.

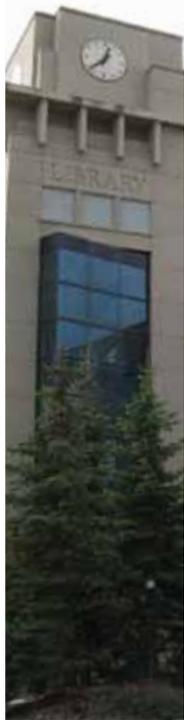
The Vital Signs Project applied these techniques in modular resource packages that address physical building performance issues. In this process, existing buildings served as laboratories and offer interesting lessons on the success and failure of various design methods. This approach has a

ARCH 571: Building Vital Signs, cont.

number of benefits. The personal experience students gained in performing the evaluations contributes to their experiential knowledge base at a formative time. Analysis of data collected in the field and the comparison of this data to values given by simulation tools provided a foundation for understanding the more abstract tools and standards used in practice by designers. Finally, students shared these experiences with other students and schools in the form of web-based case studies.

During the course, small teams of students developed case studies (based on one or more hypotheses) of interesting buildings during the semester. The primary means of documenting each case study was a camera-ready pdf suitable for printing in High Performing Buildings





DISPLAY ENERGY CERTIFICATE



University of Idaho

Library
Rayburn St.
Moscow, ID 83844

Certificate Reference Number:
3458-2393-0293-2121

Total CO₂ Emissions

This chart shows you the annual Carbon Dioxide emissions that the building emits. It shows tons per year of CO₂.

May 2010: 50
May 2009: ~100
May 2008: ~100

Electricity: █ Heating: █ Renewables: █

Technical Information

This tells you technical information about how energy is used in this building. Consumption data based on actual readings.

Main heating fuel: Steam
Building Environment: Air Conditioned
Total useful floor area (sqft): 170,400

Annual Energy Use (kBtu/sqft)	Heating	Electrical
Typical Energy Use (kBtu/sqft)	9	163
Energy from renewables	100%	0%

Administrative Information

This is a Display Energy Certificate as defined in ISO26001:991 as amended.

Number of Staff: 48
Avg. Occupancy per Hour: 2000-3000
Certificate Issue Date: November 11th, 2010
Total Floor Area: 170,400 sqft
Number of Floors: 5
Building Usage/Hours/week: 105

Energy Performance Operational Rating

The sliding chart in the middle describes how efficiently energy has been used in the building of note. These numbers do not represent actual units of energy consumed but are adjusted numbers based on the Energy Use Intensity (EUI) for comparison to the average energy use from buildings of this type. 100 is the adjusted average.

The Energy Performance Rating for this building is determined through use of the following equations:
 $EUI = 100$
 $AER = 100 - EUI$ = Energy Performance Rating where:
E = Average EUI for this building type (KBTU/sqft)
A = Adjustment Factor (avg/KBTU)
A = Total Energy Usage for one year in the building of note (KBTU)
S = Total Floor Area in the building of note (sqft)

50

Previous Operational Ratings

This tells you how efficiently energy has been used in this building over the last three occurring periods.

May 2010: 50
May 2009: 51
May 2008: 49

Recommendations

There are several recommendations to improve the energy usage of the Library. The first is to add daylight to the fourth floor. This would decrease the amount of electrical lighting needed. Second would be to re-align the lights with the book stacks, this would allow sections to be turned off that are not in use. Third, add daylight sensors to the whole building to allow as much of the building to be naturally lit. Finally, adding desk lamps to the work spaces would reduce the energy used from the larger lights in the building.

Recommendations for improving the energy efficiency of the building are contained in Report Reference Number 3458-2393-0293-2121.

AVERAGE

50

51

49

125

F

150

G

175

H

200+

magazine (free digital issues available online). Each case study document included:

- Building Description, including recent improvements
- Sustainable features
- Recommended remodeling
- Energy use data over time
- An Environmental Performance Certificate
- A focused study of a particular system
- Performance modeling for improvements

The students provided needed professional energy efficiency assessments of the university's most prominent buildings. The university can act upon these assessments to implement future efficiency improvements to these buildings. With this knowledge, there is the potential to save the state of Idaho money and to reduce the institution's greenhouse gas footprint.



ART 322: Graphic Design Studio

Instructor: Delphine Keim

Number of Students: 20

Total hours of student work: 3500

Community Partners: Multiple Moscow-Area Community Organizations.

Students in ART 322: Graphic Design Studio undertook graphic design projects for a number of community partners. They developed design concepts for promotion and awareness of respective client activities. The client introduced the project and then students developed proposals to meet the client needs. Community partners gave students direct feedback throughout the course of the project. In this way, students were able to continually reflect on their activities and provide high quality artwork.

In exchange for participation, clients received ideas that can be realized to serve their communication needs. In one case, a partnership model with a local design firm was piloted. Students learned to apply design abilities in situations that directly involve community partners as real-world clients. Cycles of structured critique, self-assessment, and written reflection were required throughout the projects, and after each project was completed.

BIOP 520: Introduction to Bioregional Planning

Instructor: Tammi Laninga

Number of Students: 19

Total hours of student work: 380

Community Partners: Clearwater Basin Collaborative

Through interviews and secondary data collection, Bioregional Planning graduate students collaborate with community partners and small municipalities to develop a thorough understand of a particular bioregion. In this course students developed a bioregional atlas of the Clearwater Basin highlighting the region's biophysical elements: historic and current land uses, land ownership, and federal expenditures; identifying economic development institutions; examining cultural landscapes and values; exploring youth migration and retention; and creating numerous maps of the basin displaying different types of information.

The atlas provides a wide variety of information about the Clearwater Basin in one convenient location to assist with county and regional planning and decision-making. The project gave them the opportunity to sharpen their research, writing, presentation, and graphic skills. Reflection essays and structured class discussions are used to gather information from students about their experiences.



BIOP 560: Bioregional Planning Studio I

Instructor: Steve Hollenhorst

Number of Students: 14

Total hours of student work: 1890

Community Partners: Clearwater Basin Collaborative, Nez Perce Tribal Planning Department, Nez Perce County Planning and Zoning, Clearwater County Planning and Zoning, multiple Clearwater Basin communities

The Bioregional Planning and Community Design Program (BioP) requires first-year graduate students to take Spring Studio I (BIOP 560). The Studio course provides students hands-on experience with real-world with planning practice. By definition studios involve the creation of a design solution for community partners, and thus service-learning is a key component to this course.

In the course four projects were undertaken for Clearwater Basin communities where students worked in teams as part of studio class (Spring 2011), and for their individual projects (Fall 2011/ Spring 2012). The Clearwater Basin region encompasses five counties (Clearwater, Idaho, Lewis, Nez Perce, and Latah) and the Nez Perce Reservation. We selected this location to tie into work underway by the Clearwater Basin Collaborative, the Nez Perce Tribe's comprehensive planning and economic development efforts, and county level comprehensive planning in Nez Perce and Clearwater counties.

To become familiar with the region and their projects, students took an overnight field trip and one day trip to visit Clearwater Basin communities, met with key stakeholders and toured the area to gather information for their studio projects. The studio projects served two purposes: 1) they gave students hands-on experience with the planning process through projects with Clearwater Basin communities, and; 2) the studio projects met a critical need identified by those communities, work that they otherwise would not have the resources to complete.

The service-learning project was an integral part of the course goals and objectives. Students developed planning process, analytical and public presentation skills. Furthermore, they interacted with local stakeholders to understand the planning opportunities and challenges that Idaho rural communities are facing. In addition to learning through lectures, readings, and class discussions, the service-learning experiences gave students the opportunity to apply the knowledge they are gaining to real-world problems and offer Idaho communities creative solutions.

There are several points in the studio where students had the opportunity to reflect on their service-learning experiences. During studio, time was reserved for service-learning project discussions and questions. Students were also required to submit reflective journals focusing on different aspects of the project experiences. They also presented their work to peers, and to the communities.

BIOP 561: Bioregional Planning Studio I, cont.



Bioregional Planning Studio students work with Idaho's communities and municipalities on a scale that crosses political boundaries, to understand current economic and natural resource conditions. The students then work with the communities to help them envision the use of and growth of these resources into the future under a variety of scenarios. This helps communities to think about smart growth and the wise use of resources on a bioregional scale.

BIOP 561: Bioregional Planning Studio II

Instructors: Tim Frazier, Nick Sanyal, Tammi Laninga, Steve Hollenhorst, Steve Drown, Philip Watson, Mike Lowry

Number of Students: 7

Total hours of student work: 945

Community Partners: Clearwater Economic Development Association (CEDA)

The Bioregional Planning and Community Design Program (BioP) requires second year graduate students to take a final Capstone class BIOP 561 Studio II. This final Studio course provides graduate students a more intense hands-on service-learning experience, working with a real-world planning client-community on an actual community economic development issue. Service-learning is a key component to this course and infused into every aspect of the student's academic learning, course objectives and learning outcomes.

This community economic development planning project is complex, time consuming and delicate. The class will work hand-in-hand in Lewiston, Idaho with the Clearwater Economic Development Association (CEDA), which has over 40 years of experience in building community, trust and knowledge sharing among its area stakeholders. The class will use all of their skills learned in previous planning coursework to help the communities in this region, consisting of Latah, Clearwater,

BIOP 561: Bioregional Planning Studio II, cont.

Nez Perce, Idaho, and Lewis Counties, develop a green economy and green technologies regional economic development plan.

This shift toward defining the green technologies sector in local economies is new and challenging. CEDA's economic development professionals are facing this challenging moment – making plans and decisions that enhances the quality of life for the entire region. This class service-learning project will result in the development of curriculum on the topic of green technologies. Included in this customization is an analytical assessment of the broad and narrow definitions of green technologies. The class will also learn how to use existing descriptive data from our in-house economic research and proprietary databases, as well as green technology data provided to us by Economic Modeling Specialists, Inc. This data will be coupled with secondary research to give a “bird’s eye view” of the region’s green technology potential and to help guide the green technologies SWOT analysis and strategic work plan portion of this project.

The class will facilitate the “green technology” learning group, composed of twelve economic development professionals selected by CEDA. Through an active participatory process, the class will lead the learning group through our unique quantitative green technologies SWOT Analysis

(Q-SWOT) and complete an asset map of the region with respect to green technologies. The class will utilize a shared decision-making process to help the learning group develop clear goals and objectives toward green technologies and compile the results into a green technologies work plan that may be incorporated into an overall Comprehensive Economic Development Strategy.

Reflection in meetings and with individual members of the project between meetings is also part of the process. This class will work on developing cross-cultural communications, strategic planning, mediating, and group dynamics and organizational development.

In previous BioP studio classes, students have produced design products for: Coeur d'Alene Reservation communities Bioregional Atlas (Spring 2007), the Long Valley Communities of Cascade and Donnelly (Spring 2008), and the town of Priest River (Spring 2009). All three project sets have been well received by the communities. The Coeur d'Alene Reservation community projects were used by the Coeur d'Alene Tribal Housing Authority to secure grant funding for a new housing project and wastewater treatment infrastructure. The Cascade projects resulted in \$3 million in donations to build a new whitewater park.

BUS 378: Project Management

Instructor: Tracie Lee

Number of Students: 86

Total hours of student work: 3440

Community Partners: Idaho Library Association, UI College of Business and Economics, UI Office of Fraternity and Sorority Life, Humane Society of the Palouse, Radio Free Moscow FM92.5, UI Center for Forest Nursery and Seedling Research, UI Sustainability Center, Alternative Giving Market of the Palouse, UI Argonaut, UI Career Center, College of Business and Economics Alumni Group, College of Business and Economics Ambassadors, College of Business and Economics International Night, Idaho Department of Labor, My Own Home, Humane Society of the Palouse

All projects fulfill several course learning objectives, including specifically a learning objective 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 turn in multiple deliverables throughout the project, including a charter, project plan, risk register, and stakeholder communication plan. Two reflection activities are used to allow students to reflect on their learning: a midterm reflection paper, using the “What? So What? Now What?” format, and a final paper during which students reflect on how the project met the needs of the sponsor, and each student’s individual contribution to the project.

Below are brief summaries of service-learning projects students worked on in Spring 2010 and Fall 2010:

Alternative Giving Market of the Palouse – Web site project: A team of three students developed a Web site which allowed people to make donations online and via a printable e-form for the 25 non-profits which participated in the 2nd annual Alternative Giving Market of the Palouse (which occurs in conjunction with Moscow’s Light Up The Night holiday parade). The Web site was open for two weeks, from November 24th through December 8th, and provided those who could not attend the event in person an opportunity to still support the event.

Alternative Giving Market of the Palouse – Marketing project: A team of four students coordinated marketing efforts for the Alternative Giving Market, including developing flyers, newsletter articles, radio spots, newspaper interviews, and speaking to UI classes. The team also developed a Facebook page and coordinated with the Web site team to promote the Web site. This team also recruited other students to help generate buzz on the day of the event, December 1st, and pass out flyers downtown.

Argonaut Business Section team – Two students worked with senior Daniel Bietz (the sponsor) to develop the concept of a new online section for *The Argonaut*, called the “Business Section.” This new section would include news from the various colleges and administrative units on campus about their student events, new faculty, grants won, etc. so students will be more informed about the business of the university.

BUS 378: Project Management, cont.

Assessment of Campus Recycling project – A team of four students assessed the state of the campus recycling program, benchmarked best practices at peer institutions such as Oregon and Washington State Universities, and developed a feasibility analysis of three possible changes to our recycling program. These recommendations were presented to the UI Sustainability Steering Committee the week of November 29th.

UI Career Center Research project – The UI Career Center sees relatively little traffic from sophomores, and wanted to increase sophomore use of the Career Center to help increase their success in looking for jobs and internships. A team of five students researched peer institution’s best practices, surveyed 200 students across the UI campus to find out what services would be useful, and presented five recommendations to the Career Center on how to increase sophomore traffic to, and use of, Career Center resources.

CBE Alumni Outreach project – A team of four students developed ideas for how to involve CBE alumni, other than monetarily, with the CBE. Specifically, they wanted to increase alumni contact with current students. The team met with several other organizations on campus which have contact with alumni. They developed a brochure with some ideas for how alumni could stay in touch. Then



BUS 378: Project Management, cont.

the team contacted several alumni and asked to meet with them and talk about ways they could stay involved.

CBE Ambassadors project – Dana Stover, the Assistant Dean of Recruitment, Retention, and Assessment, wanted to launch the CBE Ambassadors program and recruit 10-15 CBE juniors for one-year terms to be ambassadors of the UI and the College of Business and Economics to their hometown high schools and community colleges. A team of four students developed a job application, promoted the program to juniors in the CBE, reviewed the resulting applications, and helped interview the candidates.

CBE International Night event – A team of four students planned, promoted, and managed the 2nd annual “CBE International Night.” This event gives freshmen and sophomore CBE majors an opportunity to learn about study abroad events from those CBE students who have already studied abroad, or who are currently on a study-abroad program. At this event, for example, one of our seniors who is studying in Morocco used the computer-based videoconferencing program Skype to talk about her experiences. This event, sponsored by Dana Stover, the Assistant Dean of Recruitment, Retention, and Assessment, helped promote the CBE goal of providing experiential learning opportunities to our students.

CBE Sustainability Funding Team – The J.A. Albertson building has minimal recycling for faculty and none for students. A team of three students wanted to implement a recycling program in the Albertson building. They first applied for a grant through UISC, and when they didn't get the grant, turned their attention to other fundraising ideas. Funding was secured, and two of the team members sponsored a project in the following semester to implement the program.

Grangeville Multi-Tenant Facility project – A team of five students worked with Melisa Bryant from the Idaho Department of Labor to research the feasibility of housing all the social service non-profit agencies in Grangeville in a single multi-tenant facility.

My Own Home membership recruitment project – A team of three students developed a marketing plan to help recruit members for My Own Home, a local non-profit dedicated to helping aging adults stay independent and in their own homes longer. The team researched what other similar organizations have done, and held a focus group with 10 older adults to get their input and feedback on the types of services they would be interested in having included in the membership.

Night Life Bus project – A team of four students worked with CBE senior Chris Ingebritsen to determine the feasibility of a nighttime transportation system between Moscow and Pullman. As Chris said, retail businesses don't shut down at 5 p.m., so why should the public transportation system? The team surveyed students to determine interest in a nighttime transportation program and polled local businesses and transportation companies to see their level of interest in supporting such a program.

BUS 378: Project Management, cont

Sharepoint Site Development – Student teams in BUS378: Project Management use a wiki to post their project documents and deliverables. Wikis are useful, but have some drawbacks. Another file-sharing and collaboration tool is Microsoft’s Sharepoint, which is also a web-based application. Two students developed a Sharepoint site for use in future semesters of BUS378 and documented the site management procedures. They recruited two student teams from the current class to pilot the site and give feedback on ways to improve the site.

Spring 2011 Projects – It takes a lot of work to identify sponsors and work out the details of projects every semester, and student teams have often helped recruit and develop service-learning projects for the following semester. A team of three students took the lead in finding projects for Spring 2011. They networked with their business and campus contacts to identify a diverse set of eight projects, including a marketing plan for a smartphone app developer and a cold hardiness testing project for the Center for Forest Nursery and Seedling Research.

Small Farm Data Analysis project – A cross-disciplinary team of faculty and staff from the CBE, CNR, AgSci, and UISC, recently received a two-year grant from the USDA to research the feasibility of a local livestock food production system. A student team, sponsored by Darin Saul, UI Sustainability

Center Director and the lead PI on the grant, assisted the grant team by collecting survey and other types of data about small and medium farms in Latah and Whitman counties.

Humane Society Marketing Campaign - Matt Kurz, Board Member of Humane Society of the Palouse, sponsored a fundraising project. The Humane Society of the Palouse is funded by donations and adoptions, and is in need of a new fencing setup for the dog kennels in the back of the building. A team of five students developed a marketing campaign for a “Humane Society Week,” working with local vendors to host fundraising events, in order to raise funds for the new fencing.

UI Greek Image project - Misconceptions about life in a fraternity or sorority can negatively impact recruitment of new members. Matt Kurz, Director of UI Fraternity & Sorority Life, sponsored a five-student team in developing a Greek Community Climate Assessment, interviewing Greek Advisors and conducting a Greek Image Awareness Campaign to help promote a positive Greek image.

Feasibility Study for the Center for Forest Nursery & Seedling Research - Anthony Davis, Director of the center, sponsored a project team of three students. Throughout the Northwest, forest tree seedlings are grown for reforestation and restoration. Recently, Oregon State University began phasing out its ‘Nursery Technology Cooperative’ – a program which offered fee-based seedling cold hardiness testing. This team explored the feasibility of offering such a service at the Center for Forest Nursery and Seedling Research at the University of Idaho.

BUS 378: Project Management, cont.

Radio Free Moscow 92.5 Advertising Campaign - Radio Free Moscow, Inc., is a non-commercial, low-power FM radio station which broadcasts volunteer-created local radio programs. Leigh Robartes, Station Manager sponsored a four-student project team to raise awareness of the station in the community by developing promotional spots and staffing a table at local events.

Idaho Library Association Membership Plan - The Idaho Library Association (ILA), which provides many services to its member, has seen declining membership since 2008. Ben Hunter, President of the ILA, asked a student team to assist in surveying librarians to determine what services and benefits are most attractive to current and potential members. Based on survey results, the three-student team developed a set of recommendations for the ILA board.

MurderDev Marketing/Branding Campaign - A team of four students was sponsored by Joey Gentry, the Owner/Designer/Developer of MurderDev, to assist in promoting applications developed by Mr. Gentry. MurderDev is a company which designs mobile applications. Mr. Gentry has also developed the UI Class Scheduler, an online free application which can help freshmen quickly and easily put together a class schedule. The project team implemented a promotional campaign for the UI Class Scheduler (using social networking applications such as Facebook). The team also recommended other ways to promote mobile applications via social media.

Station 505 Feasibility Study - The Jackson Street silo property is in the process of being developed by The Anderson Group. John Anderson, co-founder of the Anderson Group, sponsored a team of 5 students to assist with a project called Station 505, a planned development of three office buildings on the site of the old railroad tracks. The student team analyzed the feasibility of using these buildings for “micro-offices,” including design costs, community interest in renting space, and rental revenues.

Albertson Building Recycling Program - The Albertson building does not have recycling bins available for student use. Students have been asking for recycling for many years. Seniors Emily Knecht and Pat Jewell sponsored a project to determine a sustainable way to have a student-run recycling program in the Albertson building. The three-person student team organized a trash sort and then worked with student clubs to identify volunteers to manage the program once recycling bins are in place.

CASP 511: Individual Appraisal II

Instructor: Linda Taylor

Number of Students: 20

Total hours of student work: 400

Community Partners: Chien-Feng Elementary School, Nantou, Taiwan

The purpose of this international service-learning project was to provide UI students an opportunity to teach rural area students in Taiwan English through technology integration. By using online synchronous and asynchronous communication platforms, UI students developed the concepts of cross-cultural communication and global awareness (Partnership for 21st Century Skills, 2004). As an educational assessment course, the students were required to implement a teaching/learning strategy and assess the effectiveness of the intervention.

This international service-learning project allowed graduate students enrolled in CASP 511 to use a synchronous tool (Elluminate Live!) and asynchronous program (VoiceThread) to teach 5th graders in Chien-Feng Elementary School, Nantou, Taiwan. Chien-Feng Elementary School is located at a small, rural town in central Taiwan. The total student numbers in 5th grade are 12.

To begin this project, Dr. Hui-Wen Huang, the co-PI of this project, and two native English speakers used Elluminate to teach English in the fall 2010 semester. This was successful and with the help of a mini-grant from the Service-Learning Center, we were able to continue collaboration in spring 2011. Hence, below are the project descriptions.

Phase One:

- First, Taiwanese students listened to stories read by native speakers via Elluminate, a synchronous (real-time) communication program. Taiwanese students followed native speakers' reading.
- Second, Taiwanese students practiced reading aloud. If Taiwanese students made any pronunciation mistakes, native speakers corrected them.
- Third, native English speakers asked some questions regarding reading comprehension of the story. Taiwanese students answered the questions.
- Finally, all the learning activities were recorded online and posted the URL to then private project wiki (with password) for Taiwanese students to view the story teaching video in Elluminate after class.

CASP 511: Individual Appraisal II

Phase Two:

- First, Taiwanese students listened to stories read by native speakers via VoiceThread, an asynchronous (delayed-time) communication program. Taiwanese students followed the native speakers' reading.
- Then Taiwanese students recorded audio/video comments to respond to native speakers' questions, and read aloud the sentences listed on the VoiceThread page.



CASP 597: Practicum: School Counseling

Instructor: Sachin Jain, Linda Taylor, Tom Trotter, Susan Stuntzner

Number of Students: 27

Total hours of student work: 2700

Community Partners: CDA School District; Lake City Community Church; Nehalem Elementary; Weeks and Vietri Counseling Agency; Alliance Family Services, Inc.; John Brown Elementary in Rathdrum, Idaho; Lakes Middle School; Whitney Community Center in Boise; Trackers; Alternatives to Violence on the Palouse; Fernan Elementary School; Progressive Behavior Systems; Timberlake High School; Montana Department of Corrections; VBS Purvanchal University & Sardarkrushinagar Dantiwada Agricultural University, India

In line with the requirement of Council for Accreditation of Counseling and Related Educational Programs (CACREP) students enrolled in this course developed and demonstrated an integration of counseling theory and skills, session and case management, and ethical and legal conduct. Students under supervision provided individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. CASP Practicum students conducted the Ethics training for the Idaho Drug Free Youth at Camp Lutherhaven. CASP students also attended the leadership training conducted by Idaho Counseling Association.

CASP 597: Practicum: School Counseling, cont.

They selected appropriate assessment strategies to evaluate a student's academic, career, and personal/social development. In collaboration with the instructor and school counselors students worked completed the SWOT analysis, a composite Time and Task Analysis, Strategic Objectives (one for each "domain"), and Action Plans (one for each objective) to familiarize themselves with current issues and best practices in professional counseling.

Other reflective activities included:

- Individual and triadic supervision were provided throughout the practicum by a program faculty member with feedback provided by fellow counseling students;
- Development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with "clients;"
- Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum;
- Weekly Theory Briefs/Reactions;
- Personal Theory of Change Papers (at the beginning and at the end of semester).

CE 504: ST: Sustainable Transportation and Community Design

Instructor: Mike Lowry

Number of Students: 12

Total hours of student work: 720

Community Partners: UI Transportation and Parking Services; Moscow Safe Routes to School Program; Moscow Paradise Path Task Force

Three groups of four students worked closely with one of three different community partners to provide a combination of traffic engineering and planning solutions. All of the community partners were based in the greater Moscow, ID area.

The first group worked with the UI Transportation and Parking Services to make suggestions for improving pedestrian conditions on campus. The students researched the history of the campus walkway system and how certain roads traversing the central part of campus were designated as walkways with only emergency, delivery, and maintenance vehicle access allowed. The students studied how other campuses created pedestrian-friendly atmospheres in similar circumstances. Then the students presented a range of planning and engineering solutions to increase pedestrian safety and comfort, and to further discourage unauthorized vehicular access to central campus.

CE 504: Sustainable Transportation and Community Design, cont.

The second group worked with Moscow's Safe Routes to School Program to make safety suggestions for McDonald Elementary and Moscow Jr. High. Vehicular use patterns of each school's entrances, parking lots, and drop-off areas were studied, and the students created scale maps of the school's vehicular access areas. Traffic engineering and planning solutions were provided for each specified problem area at each of the schools. These included minor modifications to the layout of the Middle School parking lots, re-routing of traffic through the McDonald Elementary School, creating a new drop-off area at each school, re-routing crosswalks at the middle school, and others. Much of the information will be posted via Google Earth and Google Maps so that parents, students, and bus drivers will be better informed about traffic flow, student drop-off options, and other ways for kids to get to school.

The third group worked with the Moscow's Paradise Path Task Force to make bike planning suggestions. Students first researched and listed data on bicyclist safety and motorist behavior patterns and reviewed the existing research about different types of bike paths and lanes. Students also researched the history and existence of multi-use paths and bike lanes in the Moscow area. The students worked closely with the Paradise Path Task Force to develop connectivity solutions and recommendations for safer bicycle lanes and paths.

The course is designed to teach “Transportation planning concepts and principles that facilitate and encourage pedestrian, bicycle, and transit travel through smart community design.” The service-learning project provided “meaningful, real-world experience with the sustainable transportation needs of a community.” More information about the course can be found on its official Web site: <<http://www.webpages.uidaho.edu/~mlowry/Teaching/ce504.htm>>.

Structured means to achieve service and learning objectives included several levels of continuous reflective activities: a mid-semester memo; in-class discussions on the issues for each project; two meetings/presentations with their partner during the semester and a final presentation at the end of the semester; and a final written report.



CHEM 253: Quantitative Analysis

Instructor: Sofie Pasilis

Number of Students: 45

Total hours of student work: 450

Community Partners: Palouse-Clearwater Environmental Institute (PCEI); Idaho Department of Environmental Quality; Washington Campus Compact's Northwest Sustainability Initiative Regional Faculty Fellows Program; City of Moscow, ID

Providing students with practical real-world problems to solve serves to increase their interest in chemistry and is critical for their development as scientists. In Quantitative Analysis, students undertake independent research projects focusing on water quality issues in Paradise Creek, a local stream running through the City of Moscow and the University of Idaho campus. Paradise Creek originates on Moscow Mountain and flows through Moscow, Idaho, ultimately entering the South Fork of the Palouse River. Paradise Creek drains a basin of 17.7 square miles, receiving runoff from agricultural fields, discharge from the City of Moscow's sewage treatment plant and the University of Idaho's aquaculture facility, and untreated storm water runoff from the University of Idaho campus. Paradise Creek was identified as water quality limited from its headwaters to the Washington State line in 1994 for several pollutants.

Students conducted basic water sampling and chemical analyses to establish current water characteristics such as temperature, pH, dissolved oxygen, conductivity, total dissolved solids, total suspended solids, alkalinity, chloride content, and hardness. Students then wrote a report in which they discussed, interpreted, and commented on their results. These results were compiled and shared with agencies such as Palouse-Clearwater Environmental Institute (PCEI) and the Idaho Department of Environmental Quality that have an interest in monitoring water quality in the region. The service-learning partnership with PCEI was strengthened by a grant from Washington Campus Compact's Northwest Sustainability Initiative Regional Faculty Fellows Program, which allowed the course professor and agency director to attend a regional training program to infuse service-learning in STEM disciplines.



COMM 335: Intercultural Communication

Instructor: Mika Marlow

Number of Students: 223

Total hours of student work: 2230

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

The service projects met community needs associated with children, the elderly, people who are differently-abled, immigrants, religious organizations, arts and cultural events, the environment, and others. Students applied theoretical principles to the interactions they encountered, in order to develop analytical and applied communication knowledge.

Students used their experiences during their service projects to write a paper analyzing the intercultural dynamics they observed during the service. They incorporated scholarly research to inform their observations and integrated real-world situations with the literature on intercultural communication. Finally, students previewed and compared past work in their area and offered new ideas for research on their particular topic.

CORE 110/ 160: Sex and Culture: Women and Men in the 21st Century

Instructors: Jean Henscheid, Elizabeth Sloan, Steve Yoder, Justin Barnes, Leslie Rist

Number of Students: 374

Total hours of student work: 3740

Community Partners: West Park Elementary School

The University students worked 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 was worth 20% of the overall course grade. Twenty three students in the Fall 2010 class – over 60 percent – put in more than the required hours of service to West Park Elementary School; some students almost doubled the amount of time required!

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 was helpful to 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 were participant-observers, noticing gendered behaviors such as what books, toys, and playground equipment boys vs. girls choose. Therefore, UI students learned 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. UI Core 160 students continued their partnership with West Park Elementary School as reading/recess/lunch/ enrichment/etc. help. It is a win-win-win-win-win arrangement.

Each UI student was required to keep a service-learning journal and to write an entry for each time they served at West Park Elementary. They were required to describe gendered behaviors that they noticed and explain how that fits within the theories they were learning in class and through course reading materials. This gave the UI students a space to theorize and to make the connections between

CORE 110/ CORE 160, cont.

what they were observing on the ground and what they were learning in the classroom. At the end of the semester, UI students wrote a 3-page reflective essay. This essay required that the student take a broad view of all of the specific incidents they observed throughout the term. The students made meaning for themselves as they considered the experience as a whole. Instructors read the journals and were consistently impressed with some of the fascinating ways students saw academic concepts in the service work at West Park Elementary.



CORE 116: The Sacred Journey

Instructor: Sharon Kehoe and Rula Awwad-Rafferty

Number of Students: 34

Total hours of student work: 340

Community Partners: Campus Christian Center

For the Fall semester of Sharon Kehoe and Rula Awwad-Rafferty's Sacred Journey CORE course, students worked with the Campus Christian Center to develop a community garden. Community gardening has been growing in popularity recently; especially so in the context of K-12 and University student learning. The CORE students worked closely with the staff and minister of the Campus Christian Center to facilitate brainstorming sessions about what the garden should look like, how to make it universally accessible, and for what purposes it should be used. Students also prepared a preliminary site inventory and analysis of where the garden beds should be placed.

CORE 120/ 170: Art, Artists, and Madness, cont.

Instructors: Elizabeth Sloan with Rose Gramh and Traci Haselhuhn

Number of Students: 148

Total hours of student work: 1480

Community Partners: Milestones, Inc.; Wild at Art; Palouse Prairie School for Expeditionary Learning; Moscow Child Safety Committee; KUOI FM 89.3; KRFP FM 92.5

The service-learning component for two sections of Core 120 Art, Artists, and Madness was a rewarding educational experience for the course instructor, the students, and the peer mentors for each section. Students partnered with Milestones, Inc., Wild at Art, the Palouse Prairie School for Expeditionary Learning, the Moscow Child Safety Committee, and KUOI and KRFP radio stations in Moscow.

This course, taught by Elizabeth Sloan, explored imagination, creative expression, and interpretation as tools to investigate and recognize how we find meaning in the world around us. The class considered how individuals and cultures define their past, present, and future through various creative avenues. The course addressed the question: How does Art inform our understanding of the world we inhabit?

CORE 120/ 170: Art, Artists, and Madness, cont.



Before and after: students painted the facade at Milestones, Inc.



Milestones Inc. is a housing facility for adults with mental and physical challenges. Students who partnered with Milestones worked with clients (adults with disabilities) once a week at Wild at Art to create wonderful and wacky hats for a November “Madd Hatter Can-Can” community event at the 1912 Center in Moscow. The “Madd Hatter” event was a fund raiser for a new sign for Milestones (which some of the students designed and painted), as a collection for the food bank, and as a way to bring our community, students, and Milestones together in a meaningful way. Rose Graham, this section’s peer mentor and Service-Learning Reflection Leader provided invaluable leadership. Her involvement shows how intentional and meaningful the service-learning component can be when there is an assigned organizer to assist.

Wild at Art was a site that showed how various components within a service-learning agenda can cross over for multiple benefits. While some of the students who had signed up for the Milestones project used Wild At Art as a meeting place for creativity and as a way to get Milestones clients out in the community, a number of other students signed up to put their hours in at Wild at Art. They worked on site to assist the owner in tasks of an art pottery business such as glazing, loading the kiln, painting tiles, and organizing.

Students teamed with K-12 school teachers in the Palouse Prairie School for Expeditionary Learning to assist in hands-on classroom projects and community enrichment programs. Traci Haselhuhn, the peer mentor for one section of Art, Artists, and Madness, was the liaison for planning, organizing, and reflection for this component.

CORE 120/ 170: Art, Artists, and Madness, cont.

The Child Safety Committee became a viable option once the semester got underway, though students were not readily needed as soon as hoped. These students were able to help the community organization with input and creation of data bases, to oversee their business Facebook and/or Web sites, to compile gift receipts, and to prepare for their main focus of the summer Child Safety Fair.

Moscow Free Radio (KRFP) and KUOI stations offered service projects to students with experience in sound editing, audio production, organizing CD files, and creating public service announcements. A few individual students made connections with entities that they felt a strong bond to -- Palouse Hockey, Good Samaritan, PAWS, and Moscow High School tutoring -- and that made the service experience more meaningful for them.

One of the Service-Learning events for the CORE 170, Art, Artist and Madness class, spring 2011 season was a continuation of their fall semester's project. These students painted a mural on the front panels of Milestones Inc., a Service Center for persons with disabilities in downtown Moscow. Last fall, students cleaned and primed the panel surface getting it ready for the mural design to be painted on when the weather is more conducive. The mural was designed by Victoria Lock, a Visual Design Art student. She was re-connecting with Moscow after living in the Boise area for much of her life. She worked closely with Rose Graham to bring this work of expressive and representational art to the

community and to the clients of Milestones. The final plan incorporates the hand prints of the clients into the design with the help of a local mobile art service, Wild @ Art.

This project started because students discovered a need they could fill for the community. Before, it was difficult to find Milestones, but now when this mural is completed, it will be VERY noticeable. The clients of Milestones and the students should feel more connected with their community and proud to present such a labor of love for all to see.

A number of other projects were available to service-learning students from Art, Artists and Madness. These included students who worked with Palouse Prairie Charter School to assist children in their Community Enrichment program. Other UI students helped chaperone the Cardboard Box City event with Hope Center, raising awareness of the living conditions for the homeless. A few students assisted at West Park's after school Chess Club, and others continued work with Moscow Free Radio, working toward producing a radio story program. Another large group of students worked with the Safe Routes to School project, designing the graphics and logistics to be painted at a later date in the crosswalks on D street by the Junior High building, along with others in this group who organized a Spring Celebration along the newly implemented Palouse Creek walkway going through campus. And finally, quite a few animal lovers spent many hours walking and giving attention to cats and dogs at the Moscow animal shelter.

CORE 122: What is Normal, Anyway? Disability, Difference and Society

Instructor: Matt Wappett

Number of Students: 39

Total hours of student work: 780

Community Partners: Latah County Historical Society; various disability support organizations.

In the fall semester, students were required to spend at least 20 hours working with an organization in the Moscow/Pullman area that serves individuals with disabilities. The purpose for this activity is to give students a context in which to apply the theories and methods they learn in the course to a practical setting in the community. Most students come to class with little to no direct experience with disabilities. This service-learning activity gives them a concrete foundation from which to engage with the course content. Students write a 5-7 page reflection essay and spend several hours in class discussing their experiences.

The class also worked with the Latah County Historical Society to complete some renovations and updates that made their facility fully accessible for individuals with disabilities. Students helped fund raise at the Farmer's market to help offset the costs of the renovation.

CORE 125/ 175: The Earth and Our Place on It

Instructors: Bob Goodrich, Darin Saul, Adam Sowards, Ed Krumpe

Number of Students: 278

Total hours of student work: 5560

Community Partners: UI Sustainability Center; PCEI; UI Housing; Friends of the Clearwater; Hope Center; UI Environmental Club; Moscow Community Garden; various elementary and secondary schools across Idaho; and several fraternities and sororities on campus

Student projects in Bob Goodrich's sections varied considerably – each student did his/her own project; in addition, there was a class project. Most students focused on practical needs of the community or helping non-profit and volunteer groups (which are always very grateful for the help). Other activities included teaching projects in the elementary and secondary schools, road and city cleanup, transportation projects, keeping the campus green, helping animals, efficiency projects, addressing major worldwide problems such as Global Warming and Peak Oil, working with food banks, and various recycling projects.

The class project involved continuing the “dump and run” free-cycling event 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. Last year's event was a tremendous success, and I expect this year's to be every bit as exciting! Perhaps it can even become a permanent event. The larger

CORE 125/ 175: The Earth and Our Place on It, cont.

Free-cycling project will substantially reduce the waste stream during move-out week. We realized how much “stuff” is discarded by the students as they prepare to leave for the summer and we decided to make a dent in the overall total. During last year’s event, we were able to give away nearly 200 bins, boxes and bags of usable goods!

Adam Sowards’ Spring CORE 175 students teamed up with the UI Sustainability Center’s Get Rooted program to continue a campus-wide native vegetation planting program. Students held discussions in class to understand the importance of establishing and restoring native vegetation and habitat. Students completed a short paper at the end of the course as a final reflection on their activities, including what they thought of the work and how they individually connected their activities with larger-scale sustainability.

Ed Krumpé’s Spring CORE 175 students also teamed up with the UI Sustainability Center, but for a different project. Students began the first documented data collection for a campus-wide Sustainability Assessment. They left no stone unturned as they probed every aspect of energy consumption, recycling, green purchasing, and transportation on the UI Campus. The data collected will form the foundation for recommendations for improved management practices. Their data will be displayed in a web page at the UI Sustainability Center’s Web site, and available to all students, faculty, and researchers. Students were responsible for contacting officials, compiling the data and beginning the process of analysis.

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

Instructor: Dick Wilson

Number of Students: 59

Total hours of student work: 1180

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

“Feel the Groove” explored American history and culture through a music genre, jazz. We did large and small research projects, read about jazz, listened to and discussed the music, its performers and how the music effects and has been molded by the larger US society. As part of the Core Curriculum, “Groove” is meant to introduce its students to the broader aspects of campus life and to train its future leaders. For a class about Jazz, the Lionel Hampton Jazz Festival provided a rare opportunity to accomplish this by studying jazz and understanding one of the more amazing campus events while developing personal leadership skills.

Students from the “Groove” sections filled virtually every type of volunteer position. Our three basketball players, who would be playing away during the festival itself, assisted the Library’s International Jazz Collections in refurbishing its display cases. Some of our students worked on the “Night Crew.” Their workday started once the evening events ended. They had to be sure that the

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

various venues were properly equipped for the following morning. A number of students drove for the festival, picking up and delivering musicians and singers to the Spokane airport, providing transport for the festival in Moscow, and driving for the festival's "Jazz in the Schools" program. The airport and "Jazz in the Schools" drivers had a real chance to get to know the artists. They told some interesting and often funny stories later in class. Some of the students worked at the various jazz festival sites in supervisory roles as site managers. Given that this is largely a freshman class, it took a lot of guts for students to take on the job of site manager for a festival they have never seen. Also, some returning students who had taken on non-supervisory jobs their first year were working as site managers this year.

A number of students signed up for assignments each day. The night crew put in a 40-hour week. Many of the students who signed up for just one task became so involved that they went to the festival's volunteer office to take on more. There, they often met their classmates manning the desks and assisting them in finding yet another task.

The students in the class had been studying and listening to jazz for nearly five months, but most had never seen a real jazz entertainer. I met a number of students on Friday night as event was breaking

up. They were arguing over which group, Manhattan Transfer or the Victor Wooten Band, was better. I voted for Manhattan Transfer. "Route 66," the piece that made them famous, was truly amazing.

In class the following week, we discussed the festival and what we learned. I had allotted fifteen to twenty minutes for the discussion, but the critique went on for the entire class period. By-and-large, the "Groove" students were surprised how accessible the artists were.

The instructor wrote, "I think this may have been the best year for my class volunteering for the festival. Jazz Festival volunteer coordinator Tori Cook made the volunteering almost seamless. When a student might have a special need, Tori went out of her way to meet it. Of the 59 students who volunteered this year, all but one said that they were going to volunteer again next year."



CORE 163: Globalization

Instructor: Bob Goodrich

Number of Students: 35

Total hours of student work: 350

Community Partners: UI Sustainability Center; PCEI; UI Housing; Friends of the Clearwater; Hope Center; UI Environmental Club; Moscow Community Garden; various elementary and secondary schools across Idaho; and several fraternities and sororities on campus

Student projects in Bob Goodrich's Globalization course worked along side his CORE 175 students — each student did his/her own project; in addition, there was a class project. Most students focused on practical needs of the community: cleanup, building and repair, helping non-profit and volunteer groups (which are always very grateful for the help), assisting in classrooms, etc. Many of these positions would have remained unfilled if not for my students. Other activities included: teaching projects in the elementary and secondary schools, road and city cleanup, transportation projects, keeping the campus green, helping animals, efficiency projects, addressing major worldwide problems such as Global Warming and Peak Oil, working with food banks, and various recycling projects.

The class project involved continuing the “dump and run” free-cycling event 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. Last year’s event was a tremendous success, and I expect this year’s to be every bit as exciting! Perhaps it can even become a permanent event. The larger Free-cycling project will substantially reduce the waste stream at the U of I during move-out week. We realized how much “stuff” is simply discarded by the students as they prepare to leave for the summer and we decided to try to make a dent in the overall total. During last year’s event, we were able to give away nearly 200 bins, boxes and bags of usable goods!

Additionally, for a class project specific to Globalization, we are helping the International Friendship Association with their ongoing “bicycle swap” program, which has been in place here at UI for many years.



CORE 176: Shaping the World: Science, Technology and Society

Instructor: Justin Hougham

Number of Students: 27

Total hours of student work: 270

Community Partners: UI Landscape and Exterior Services; UI College of Education

This semester students who took the class, Core Discovery: Shaping the World: Science, Technology and Society, taught by R. Justin Hougham, participated in a service-learning project to begin preparing a garden space near the Education Building. A conceptual plan of the garden was designed to utilize the landscaping space along the staircase on the south side of the building. The first phase of the project began with on-site construction of the raised beds in October.

The raised bed garden system of growing plants was used to understand where food is grown and harvested. Following the first phase of construction, Hougham's class continued course development and collaboration throughout the semester with the elementary education students in the class, Social Studies Methods. The construction of the Learning Garden was planned in collaboration with Charles Zillinger, director of Landscape and Exterior Services.

The space also will serve groups connected to the College of Education who integrate the principles of agriculture and/or food systems into their educational activities. Not only that, the garden will provide fresh seasonal produce and herbs for students – both university and kindergarten – and faculty to enjoy. The garden was intended to serve as a model for food sustainability in which food is grown, harvested, prepared and eaten, and plant materials composted.

The University of Idaho's Core Curriculum is at the heart of students' broad university experience. Academic advisers help students select from several courses outside the academic major. Together, these are the classes known as the Core Curriculum.



CSS 310: Social Research Methods in Conservation

Instructor: Nick Sanyal

Number of Students: 17

Total hours of student work: 595

Community Partners: City of Moscow, ID, Mayor's Office

The basic premise of this class was for students to gain an understanding of how information and knowledge are generated. Students must understand how information is utilized in order to contribute to that knowledge base through research. Students were taught that these are vital skills for all professionals and leaders in any discipline or industry, and not just for those entering a research institution or faculty role in higher education. This project allowed students to have a driver's seat perspective on how survey research is initiated, designed, conducted, administered, analyzed, and reported on.

Students were tasked to conduct a survey of community attitudes about brownfield restoration and green-space conservation in Moscow. The process included learning every facet of systematically developing household surveys. Students designed and administered the actual survey, then wrestled with statistical analysis and the reporting of the survey results.

The students provided Moscow City administrators with a better understanding of the community's knowledge about and willingness to see brownfield areas to be restored. This information will be vital when the city begins its EPA-funded project in 2011.

In this course, structured reflection was integrated continuously. Weekly lab questions probed for new understanding; a final evaluation asked for insights about the community that they may have gained from working on the project; and a final exam question asked students to describe any "a-ha" moments.



CSS 385: Conservation Management and Planning I

Instructors: Nick Sanyal and Liza Pulsipher

Number of Students: 21

Total hours of student work: 840

Community Partners: City of Moscow, ID, Mayor's Office

Through the service-learning component of this course, students gained a greater understanding of the nature, distribution, and use of potential brownfield areas in Moscow. Students studied the Moscow brownfields grant project through the lens of green infrastructure planning. Students also studied different development options and likely outcomes by running development simulations for Moscow that projected growth into the future. The course took the students through the following steps:

- **Delineated Neighborhoods:** Students used field trip notes, existing knowledge of Moscow, air photos, and maps of Moscow's traffic flow, zoning, and the City's published Comprehensive Plan to create a system for classifying the different types of neighborhoods in Moscow.
- **Inventoried Community Resources:** Students mapped then walked transects across the city to inventory Moscow's neighborhoods and collected data on examples of social, natural, and built capital.
- **Identified Community Hubs and Links:** Through this hands-on community-based research,

students discovered how brownfield, open space, and easement sites may be associated with certain types of neighborhoods, and what might that mean for future development and remediation.

- Envisioned a future: Students then looked for unique overlaps of neighborhoods, hubs, links, and brownfield/open space/easements that could be demarcate into “projects.” The goal here was to begin to focus on specific portions of Moscow, rather than having to contend with the entire city.



The community-based research work linked directly to the following course learning objectives:

- Understand the differences, similarities, and relationships between development, growth, and conservation and how they contribute to development of green infrastructure.
- Understand the benefits of management and the role of the social and policy sciences in delivering and sustaining those benefits.
- Identify the relationship between public and private entities and recognize their responsibility in providing conservation

CSS 385: Conservation Management and Planning I, cont.

opportunities for all populations.

- Establish goals, objectives and budgets for effectively managing a conservation agency or organization based on concepts and principles learned in class and through participation in practical applications.
- Recognize the implications of specific actors (e.g., NGOs and community residents) and 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 programs and services.
- Be able to apply the principles learned in class to real-world working communities and landscape.

Students continuously reflected on the following contributions of their work:

- Impacts on Community Environmental Health
- Impacts on Public Health and Safety
- Impacts on Social Welfare
- Impacts on Green Space / Parks
- Impacts on Property Values and Tax Revenue

They also had to reflect, as part of the take-home final exam, on their new understanding of “How a Green Infrastructure approach to conservation planning has/has not been successful in improving social, environmental, ethical and economic conditions in modern society.”

CSS 386: Conservation Management and Planning II

CSS 502: DS: Advanced Conservation Planning

Instructor: Nick Sanyal and Liza Pulsipher

Number of Students: 18

Total hours of student work: 720

Community Partners: City of Moscow, ID, Mayor's Office

The broad objective of this 2½ month project was to empower students to develop a personal, first-hand understanding of how five selected elements of the Moscow community – environment, energy, ethics, education and economy – are defined by the residents and leaders in the community, how they interrelate with each other (affects and are affected by each other – both positively and negatively), and what the most promising and pressing future needs are for Moscow when considering a 5-10 year planning horizon. This project embraces an evolving approach that involves individual/team initiative and responsibility. Rather than prescribe fixed methods to all teams, we are comfortable having each team develop (with our approval) their own approach. The project is intended to help students make progress toward the following areas of specialized knowledge:

- Defines and properly uses the principal terms in the field, both historical and contemporary;
- Evaluates, clarifies and frames a complex question or challenge using perspectives and scholarship from the student's major field and at least one other;
- Constructs a project related to a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques;

CSS 386: Conservation Management and Planning II

CSS 502: DS: Advanced Conservation Planning, cont.

- Constructs a summative project, paper or practice-based performance that draws on current research, scholarship and/or techniques in the field;
- Brainstorming plausible sustainability drivers for Moscow;
- Listing and organizing the macro-level forces that move and shape Moscow;
- Conduct 12-15 professional face-to-face interviews and review City of Moscow and other documentation to describe the current nature, components, functioning and direction of the community;
- Author a definitive and summative White Paper describing the current nature, components, functioning and direction of your assigned factor; how it affects and is affected by the other factors; and the identity and role of key institutional stakeholders;
- 10 page proposal identifying and describing the processes to implement, processes to watch and processes to avoid and that explains interrelationships to each other and the community;
- Action plan that is a detailed description and justification of the process you recommend for implementation;
- 30 minute final presentation to key members of the community that highlights their Action plan

Public discourse about community development is changing. Advocates of social, business, and

environmental justice are beginning to understand the meaning of this new politicization. Concepts like sustainable development, smart growth, and green infrastructure are important because they provide a holistic political foundation for a new generation of public policy. The generally accepted definition of sustainable development (meeting current needs without compromising the ability of future generations to meet theirs) gracefully sidesteps the questions of what needs and whose needs. While agreeing that communities should embrace sustainable thinking in order to improve the quality of life, most advocates do not fully comprehend the complexity of interrelationships in modern society. This is not a failure of such programs, rather a necessary omission — for understanding these interrelationships can only be fully understood in a local context.

Small and rural communities are easier to understand and quicker to change than large metropolitan areas. Changes made in small towns also have a more direct and immediate bearing on the health of our working landscapes. And finally, small towns have not typically been the subjects of any prolonged and systematic planning exercises.

Smart growth can either improve the future for previously marginalized people or it can represent a further threat to them. For instance, smart growth can lead to gentrification (the displacement of low-and moderate-income families in existing older neighborhoods), or public subsidies for certain transportation investments can further isolate low-income families from regional opportunities. Environmental equity cannot be done in isolation from social and racial justice.

CSS 386: Conservation Management and Planning II

CSS 502: DS: Advanced Conservation Planning, cont.

Sustainable development, smart growth and green infrastructure promote livable communities. But how livable is a green community with poor schools; or an energy efficient one with no local commerce? Or great schools with no way to get there safely? Or a great natural environment but with high public suspicion?

CSS 386 has 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.

Each student kept and turned in an individual learning journal in which they chronicled individual and group learning and problem solving. The journal included the “minutes” of each group meeting (in and out of class) and also recorded individual effort; Minutes included location, time, participants,

objectives, accomplishments, and problems/questions for each work session. They also recorded “Aha” moments, individual and group frustrations, resources and sources used, and decisions made.

The final entry (Due May 6) was a typed response to the following questions (2-3 pages of typed reflection) that paralleled the five key tenets of service-learning:

- How alternative ways of understanding affected how and what you learned in this class;
- How the human experience was/ was not a source of learning for you;
- How reflective thinking was able/ unable to transform those experiences into learning for you;
- How citizenship to community, profession, and a larger public interest made/ did not make this project and class meaningful for you; and
- How the participation of students, faculty and community as learners helped add value to the semester.



CSS 486: Public Involvement in Natural Resource Management

Instructor: Ed Krumpe

Number of Students: 34

Total hours of student work: 680

Community Partners: UI Sustainability Center

Students in Public Involvement in Natural Resources Management are organizing and leading campus-wide focus groups to assess action items for the University President's Climate Action Plan. Their results from the focus groups will be used in updating the first University of Idaho Climate Action Plan (CAP). The CAP was developed to outline the steps the University of Idaho needs to take to become climate neutral by 2030. The steps towards climate neutrality are also steps towards greater fiscal responsibility. Energy conservation, higher performance buildings, reducing fossil fuel use, and other strategies outlined in this plan are cost-effective, not only reducing our greenhouse gas emissions, but also reducing operational costs and the impacts of future increases in energy and fuel prices.

Part of the motivation for reducing the University's greenhouse gas emissions is to use our campus as a living laboratory. The challenges we face as a campus and university system striving to become carbon neutral provide excellent teaching and research opportunities. At the same time, teaching, research, and outreach provide valuable resources for efforts to address local, regional, and global-scale problems associated with climate change. By collecting information from campus living groups, staff, faculty and administrators, this service-learning project will enable the Sustainability Center to target those action items which have the most support and to amend or improve action items where the public had concerns or suggestions for improvement.



CSS 498: Wilderness Service-Learning Internship



A wilderness field lecture on the porch of Moose Creek Ranger Station after a long day of removing trash from the abandoned ranch. Wilderness Service-Learning Interns worked closely with wilderness managers, wildland fire crews and others to remove 37,000 lbs of trash from the wilderness, and to learn about the multiple facets of protected area management.

CSS 498: Wilderness Service-Learning Internship

Instructor: Ed Krumpke and Jim Ekins

Number of Students: 1

Total hours of student work: 135

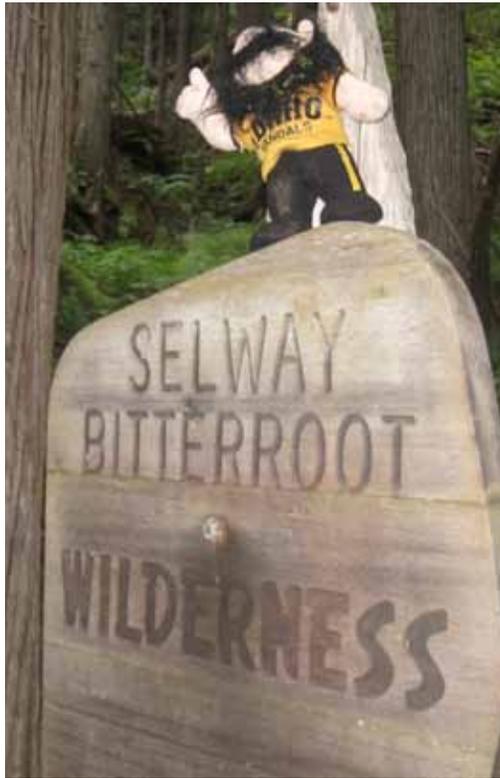
Community Partners: Selway-Bitterroot Frank Church Foundation; US Forest Service, Nez Perce National Forest, Moose Creek Ranger District

In the heart of Idaho's Selway-Bitterroot Wilderness lies an abandoned ranch that was filled with a breathtaking quantity (98 tons!) of discarded machinery, dilapidated buildings, old paint, rusty metal, and an airstrip of spreading invasive weeds. This was at odds with, and is damaging to, wilderness values. The Forest Service manages this 2,100 square mile wilderness with a minimal budget and workforce already allocated toward other pressing needs. The nearest university, University of Idaho, fills its classrooms with the next generation of wilderness managers who learn mostly through Spring- and Fall-semester courses. The school, through this course, incorporated additional structured hands-on learning on the land, under the supervision of today's wilderness managers. It was especially valuable for students in the summer, when there are very few courses offered. This project and the students removed over 37,000 lbs (16 tons) of trash from the abandoned ranch.

The initial problem and the community need was three-fold:

CSS 498: Wilderness Service-Learning Internship, cont.





- Abandoned ranch needs clean-up and ecological restoration.
- Successful restoration of the abandoned ranch will require a group energetic people, willing to spend a significant block of time concentrating on just this one site, and willing to learn how to do it right.
- The need to teach students about environmental preservation, invasive weed management, and the history of wilderness and of human settlement in the Selway-Bitterroot-Clearwater areas.

We pursued this service-learning course as a solution at the intersection of these three needs. Our partnership developed a Wilderness Service-Learning course to restore the remote ranch, to provide an energetic group of service-learners to assist the Forest Service enhance wilderness values, and to train students for future leadership roles in environmental preservation and wilderness management.

Our students are the future leaders in environmental preservation. Students spent three weeks in the shoes

CSS 498: Wilderness Service-Learning Internship, cont.

of wilderness managers, and they personally felt the magnitude of the issues they must face. It is difficult to replicate this in a classroom setting.

The real innovation was in finding a common solution to the three otherwise disparate needs. This type of intensive service-learning project had not been tried before in a wilderness setting. This area under restoration is so large that the Forest Service and the Selway-Bitterroot Foundation concluded that only a group of volunteers working intelligently for multiple weeks could make meaningful progress.





Our service-learning students built a deep understanding of the complexities of environmental preservation with our combination of on-campus intensive orientation, field lectures, hands-on service, and structured reflection activities. Our students learned as much through this project as through a regular 16-week semester. And, multiple audiences were served. Wilderness visitors (backpackers, rafters, stock packers, etc.) are already finding it more pristine. The area better conforms to wilderness values, and habitat for native flora and fauna has been improved. Forest Service personnel have greater latitude to prioritize resources to tackle other, more specialized problems within the wilderness. Wilderness managers, University Conservation Social Science faculty members, service-learning students, and nonprofit environmental preservation organizations enjoyed the fruits of this new partnership, and a new model for weaving together learning and stewardship.

CSS 498: Wilderness Service-Learning Internship, cont.





CSS 502: DS: Community Engagement and Conservation

Instructor: Liza Pulsipher and Nick Sanyal

Number of Students: 1

Total hours of student work: 135

Community Partners: Community of Dayton, WA; Community of Priest River, Idaho; UI Conservation Social Sciences Program; UI Bioregional Planning Program.

The student in this course of study sought to evaluate the effectiveness and role of service-learning, with a goal of improving the understanding we have of small rural communities in transition. There are many reasons that people engage in community development: to promote economic development, to advocate for a specific cause or organization, to implement change, or to maintain the current conditions of the community. They may do this by seeking political power, starting a task force, forming an organization or advocacy group, or just attending public meetings, workshops, or festivals. A community that sustains a high level of community engagement generally shares a heightened sense of place, has many active social networks, and perceives a high level of collaboration within the community.

The student interviewed residents about the role of service-learning and local acceptance of civic engagement and community involvement in Priest River, ID and Dayton, WA. The student, Liza

Pulsipher, trained and led interview teams from an undergraduate CSS course. Teams conducted 17, hour-long interviews with community leaders to understand answers to questions such as, what contributes to successful community engagement, why do some communities succeed while others fail, and what are the consequences of successful community engagement? We also sought to understand the role of community service-learning in community engagement.

Interview teams took detailed notes and created transcripts of each interview. Interviewers discussed and reflected on each interview immediately following it and again when listening to the recording and after the transcription was made. A detailed report with implications, recommendations, and our reflections will be sent to each participant.



CSS 560: Community Ecology for Environmental Educators
CSS 561: Ecological Inquiry for Environmental Educators
CSS 562: Field Science Teaching
CSS 563: Place Based Environmental Education
CSS 567: Environmental Education Teaching Practicum I
CSS 568: Environmental Education Teaching Practicum II
CSS 575: Leadership for the Environmental Educator

Instructor: Lauren Marie Perreault, Karla Eitel, Steve Hollenhorst, Gary Thompson

Number of Students: 14 in each course

Total hours of student work: 13,230

Community Partners: University of Idaho College of Natural Resources; Idaho Community Foundation; Lewis Clark Service Corps; Palouse-Clearwater Environmental Institute; University of Idaho College of Natural Resources; University of Idaho College of Education; Ponderosa State Park; City of McCall, ID; National Science Foundation Office of Experimental Program to Stimulate Competitive Research (EPSCoR); DeVlig Family Foundation;

For detailed course description, please refer to the highlighted section preceeding this "Service-Learning Courses, A - Z" section.

Engineering (Electrical/ Computer/ Mechanical) Capstone

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

ME 424: Mechanical Systems Design I

ME 426: Mechanical Systems Design II

Steve Beyerlein and Jay McCormack

ME 424: Mechanical Systems Design I

ME 426: Mechanical Systems Design II

Christopher Wagner and Greg Donohoe

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

Greg Donohoe

CS 481 Senior Capstone Design

Thomas Hess

BAE 478: Engineering Design I

Total Students, 2010 - 2011 Academic Year 169

Total student-hours, 2010 - 2011 Academic Year 21,125

For detailed course description, please refer to the highlighted section preceding this "Service-Learning Courses, A - Z" section.

DAN 320/ 510: Labanotation

Instructor: Gregory Halloran

Number of Students: 23

Total hours of student work: 127

Community Partners: Moscow Junior High School

This project was part of a National Endowment for the Arts (NEA) grant. Helen Brown and Greg Halloran, from the UI HPERD program, had been awarded a \$15,000 American Masterpiece: Dance NEA grant to restage three Jean Erdman solos for fall of 2010. Nancy Allison, expert and trustee for the Erdman estate, acted as artistic advisor. This collaborative project with the Dance Notation Bureau in NYC reconstructed three solos from Jean Erdman (choreographed in the 1940's) and notates one solo via Labanotation, a written documentation for dance movements. Motif is a simplified version of Labanotation suitable for children to understand.





Ms. Allison and the instructor used a model from the Lincoln Center in NYC for the project. In two classes, the Labanotation class worked with the instructors, examining one of the solos "Creature on a Journey" and created a Motif score for the solo. Students and instructors then went to Moscow Junior High twice, first to teach students the basics of Motif and then to have students create their own solos based on the Motif score. The students then came to a matinee for K-12 students at UI and saw the actual solo to compare their own creations to the original.

Students from Labanotation witnessed and participated in a real life integration of the course materials into teaching and learning. Many of the students will teach dance or physical education in the public schools and this was a practical, real life experience of how to incorporate the course materials into their professions. Other community needs met by this project include incorporating dance and the arts into public education, increasing problem-solving skills for all students, and cooperative learning and creativity in K-12 education.

EDCI 201: Contexts of Education, cont.

Instructor: Deanna Gilmore, Mindy Curtis, Margaret Vaughn, Maaike Theil Davidson, Adrian Wurr, Ernest Biller

Number of Students: 311

Total hours of student work: 6220

Community Partners: Coeur d'Alene Tribal School; Success by Six; Good Samaritan Village; Adventure Club; Moscow Public School District; Royal Garrison School; 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; Hawthorne Village; West Park Elementary School-Moscow, ID.

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 Paradise Creek Regional 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 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.

EDCI 201: Contexts of Education, cont.

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. The people who were in charge were very nice to all of our volunteers from the University of Idaho. In addition, 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. This is an excellent example of fostering a sense that teaching is a “caring profession” as stated in the course learning goals.

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.



Integrated EDCI Curriculum, Coeur d'Alene Campus

Dan 360: Children's Dance

EDCI 302: Teaching Culturally Diverse Learners

EDCI 320: Foundations of Literacy Development

EDCI 321: Literature for Children

EDCI 322: Integrated Language and Literacy

EDCI 325: Elementary Art Education

EDCI 328: Elementary Social Studies Education

EDCI 408: Integrated Methods Practicum I

EDCI 409: Integrated Methods Practicum II

MUST 381: Elementary School Music Methods for Nonmajors

PEP 350: Elementary Health and Physical Education

Instructors: Sally Eilering-Sorenson, Kathleen Marie Salvadore, Cherie Major, Emily Duvall, Mary Orr, Heather Ketchum, Anne Kern

Number of Students: 218; Total hours of student work: 5066

Community Partners: Seltice Elementary School; Ponderosa Elementary School; Post Falls Middle School; Bryan Elementary School

For detailed course description, please refer to the highlighted section preceding this "Service-Learning Courses, A - Z" section.

ENGL 402: Internship in Tutoring Writing

Instructor: Mary Ann Judge

Number of Students: 14

Total hours of student work: 630

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 440: Reading/ Writing/ Rhetoric

Instructor: Jodie Nicotra

Number of Students: 21

Total hours of student work: 840

Community Partners: Sojourners' Alliance; PCEI; Good Samaritan – Moscow Village; UI Extension, Community Financial Literacy; Alternatives to Violence on the Palouse; Hawthorne Village; Adventure Learning Camps.

This course served as a capstone for the English – Professional Emphasis and the Writing Minor. It was designed to put into real-world practice the various writing skills students learned over the course of their college education. Because it has a foundation in rhetoric, English 440 was also concerned with helping students continue to develop a sense of self as citizens or inhabitants of the public realm.

To accomplish both of these things, this semester we used a “community-based learning” curriculum. Students served as “writing consultants in training” for various nonprofit organizations around the Palouse, including Hawthorne Village, Good Samaritan – Moscow Village, the Palouse-Clearwater Environmental Institute (PCEI), Sojourner’s Alliance, Alternatives to Violence of the Palouse, University of Idaho Extension’s Community Financial Literacy Coalition, and Adventure Learning

Camps. The instructor was also open to students working with other organizations – however, these had to be not-for-profit groups.

The work that was done this semester had four main elements:

- Qualitative research: Through what is typically called “participant-observation research” and interviews, students assessed the communication needs and possibilities of the organization.
- Collaboration: Students worked with a team to analyze the assigned organization and to develop materials. Class discussions included means and techniques for avoiding typical pitfalls of collaborative work.
- Client-based writing: Based on student analysis of the organization’s mission and its current materials, as well as discussions with the organization’s representative, students and teams came up with a plan, wrote a grant proposal, and completed one other writing project for the organization.
- Reflection: It has been well established that meta-cognition, or knowing what you know, is one of the hallmarks of real learning. To this end, students wrote weekly logs that described work and challenges for the week; students also assembled a capstone portfolio that contained a reflective narrative of their college writing work.

By the end of the semester, students learned in much more detail about how wide-reaching social/public issues are addressed at the local level, and how organizations attempt to fulfill their goals in light of challenges at the level of operations and the level of public perception and interest.

ENVS 102: Field Activities in Environmental Sciences

Instructors: Heidi Schmalz, Mitchell Valerio, John Paradis, David Griffith, Chelsea Silva, Melanie Johnson, Melissa Baynes

Number of Students: 415

Total hours of student work: 2075

Community Partners: Palouse-Clearwater Environmental Institute; Soil Stewards; Groundworks; University of Idaho Environmental Science program; UI Sustainability Center; WSU Organic Farm.

All Environmental Science students take the following courses: Environmental Science 101 and the Environmental Science 102 field lab. These courses give students a basic understanding of environmental science and allow them to visit field sites that are of interest to environmental scientists. Students in ENVS 102 are required to do hands-on field lab and service-learning projects to help foster a more sustainable community. The service-learning activities engage the students directly with projects related to sustaining the environment. It supplements regular class activities (mostly tours) with something that is constructive. It also gives the students a chance to learn about the activities of organizations outside of their normal exposure.

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 better the environment, the students get 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?

Multiple project options are available for students with wide-ranging community partners. For instance, students volunteered for PCEI and assisted with stream bank maintenance, planting, habitat restoration, nursery work, and stream clean-up. Many 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 volunteers who got real dirty doing spring maintenance. Other students benefitted the Sustainability Center's cafeteria compost program and the Get Rooted native vegetation planting program. Students assisted the UI Soil Stewards Organic Farm by planting fruit trees and strawberry bushes as well. Below are more detailed descriptions of a few of the service projects.

WSU Organic Farm: Students learned about organic farming and community supported agriculture and helped weed at the WSU Organic Farm.

ENVS 102: Field Activities in Environmental Sciences, cont.

UI Sustainability Center Tailgate Recycling: Students supported recycling efforts at the UI tailgating area for home football games and provided an experiential learning environment about recycling. The goal was to encourage a change in the behavior in those involved in tailgating. IDAHO FOOTBALL TAILGATING FANS may be the most rambunctious group of individuals in the state of Idaho, but UI Sustainability Center is also committed to being TAILGATE RECYCLING FANATICS!

Palouse-Clearwater Environmental Institute (PCEI) Planting Event: Students planted native shrubs along the Palouse River to teach and help resolve the issue of streamside stabilization as well as the reduction in native wetlands and subsequent statewide support for riparian restoration.

PCEI Aspen Restoration: Students planted aspen trees to teach and help resolve the issue of loss of native trees and habitat, aspen regeneration, and habitat preservation.

Backyard Harvest Potato Dig: Students helped dig organically grown potatoes for distribution to local food banks. Here students learned about the issues surrounding sustainable agriculture and food distribution.

Food & Farm Composting: Students worked with UI Sustainability Center to educate and assist people at the UI Commons Food Court in sorting what once was just called, “trash” into separate bins labeled “Compost,” “Recyclable Plastics,” and “Landfill.”

Stateline Wetland Revitalization Project: As part of "National Public Lands Day," students helped revitalize the Stateline Wetland. This project's goals included improving bird habitat, installing a living roof on the wildlife observation deck, minor trail work, and more.

Soil Stewards Harvest: Soil Stewards is the University of Idaho organic farming club. They harvested vegetables weekly for distribution to members of their Community Supported Agriculture program and to local food banks.

PCEI Moscow Watershed Festival & Nature Center: PCEI hosted annual Watershed Festivals in October for area schools in northern Idaho. These festivals were educational, impactful, and fun! Students also worked on creating a pathway at the PCEI Nature Center.

UISC Get Rooted: Students participated in a tree planting project that aimed to increase native plant species on UI campus and in the Moscow community. Learn more about Get Rooted at: <http://www.uidaho.edu/sustainability/news/New%20Index%20Page/archive/getrooted>.

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.

For the past four years, the University of Idaho Women in Science club, environmental science students, and UI 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, WA. 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 addition, the students are creating environmental education sites for locals and UI classes to visit.

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 through service-learning. The process of doing the necessary work and discussing the project in class and public presentations promotes leadership. 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.” In addition to focusing on professional development and management skills, students have also raised funds and written successful grants as part of the internship.

FCS 210: Introduction to Early Childhood Education

Instructor: Della Bayley

Number of Students: 39

Total hours of student work: 780

Community Partners: LC Valley Circles, Community Action Partnership; Head Start; Success by Six of the Palouse; Palouse Prairie School for Expeditionary Learning; West Park Elementary School.

Students are required to accomplish a service-learning project while taking FCS 210: Introduction to Early Childhood Education. It is a part of the requirement for students who want to apply to College of Education as a pre-service teaching candidate. The goal was to enhance student learning experiences through service-learning by applying what they learn about issues on early childhood education to the real-world and by collaborating with a community agency to formalize connections with the university. The service-learning projects met the course objectives on understanding child development, working with young children and their families, and implementing principles of developmentally appropriate practice as it relates to curriculum development for a child ages birth through 8 years.

Through the student projects, students should be able to:

- Understand the potential impacts of poverty on early childhood education

FCS 210: Introduction to Early Childhood Education, cont.

- Create developmentally appropriate activities for children
- Reflect and reshape on their teaching philosophy of working with families and children from low social economic status

FCS students starting out in the Early Childhood Learning program served with a variety of community organizations in teaching pre-school children. The purpose of the service-learning assignment was to help the FCS students learn more about the various educational programs for young children, help them determine if they were a good fit for education and working with young children, and to give them experience in the field. It is important for future early childhood educators to understand the impact of poverty on young children and their families whom they are serving by providing sufficient support for the children. Therefore, these projects provided a chance for students to work with a local agency to apply what they learn in class, the best practices in early childhood education curriculum, to a real situation.

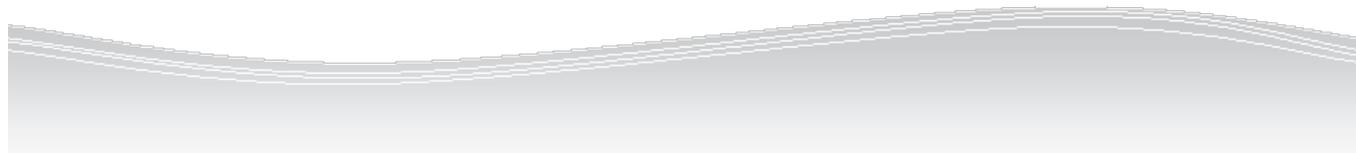
In order to accomplish a project, students needed to work with a local early childhood agency to provide childcare services for families from disadvantaged background (e.g., low social economic status) under the supervision of a staff member. Students needed to work closely with the organizations to (1) learn about the impact of poverty on child development and related issues and (2)

create developmentally appropriate activities for children while their parents attend weekly classes.

Each student who worked with LC Valley Circles attended a panel discussion on poverty and poverty simulation experiences in September 2010 as a preparation. Then, students worked with Karen Kessler, Circles community engagement coordinator, to coordinate their hours on providing developmentally appropriate activities for children of families who attend weekly Circles trainings. Students teamed up and created lesson plans, implemented those activities, evaluated their own teaching skills, and wrote in their journals to reflect on the whole experience, on their teaching philosophy, and on working with children and their families. During the project, students submitted three journals in the beginning, middle, and end of the semester. Also, several structured discussion sessions embedded in the course across the semester supported students learning from each other, clarifying purpose and perspective, and practicing citizenship.

Other students worked with Head Start providing a childcare program while parents attended an eight-week parent-education program. Parents learned about Nurturing Parenting while FCS students provided a program for their children that matched what the parents were learning. Head Start was able to provide this program at no cost to the parents because students provided the children's program as part of their service-learning.

Students facilitated an art program for about 15 young children enrolled in the Moscow Success by Six early childhood learning program, at no cost to the families. Parents attended with their children to



FCS 210: Introduction to Early Childhood Education, cont.

learn about art and creativity education, and how to facilitate this learning at home. This was offered once a week over the course of this semester and was held at Success by Six.

FCS students went to Palouse Prairie School for Expeditionary Learning each Wednesday and worked with other members of the community to allow the teachers time to prepare their lessons for their classrooms. Without this the teachers did not have planning time during the week. FCS students worked with community members with a variety of knowledge and skills, providing the first- through sixth-grade students with learning activities that enhanced the curriculum and introduced the elementary students to volunteering and learning in partnership with the community.

West Park Elementary School partnered with several FCS students to help with homework, chess club, reading programs, and a variety of other activities within the school. All of these activities helped the school to provide extra support for their students.

At the end of the semester, students wrote a final report on their experiences, explaining where they were placed, the ages of the children they worked with, other adults they worked with during their learning, their role and responsibilities, thoughts about the process, and what they learned from the

experience. This report was shared with their peers and the instructor during in-class presentations. Community Partner evaluation: the instructor informally interviewed the early intervention agency to get feedback on students' learning experiences at the end of the semester. The expected outcomes of this project included the following:

- Students will gain first-hand experiences and increase their active citizenship skills
- The families will get childcare support
- The community agency has a better understanding of the family needs and/or operates their services to adequately meet the families' needs through collaborating with students at U of Idaho



FISH 415: Limnology

Instructor: Frank Wilhelm

Number of Students: 25

Total hours of student work: 750

Community Partners: Idaho Fish and Wildlife Department; Blue Lake, ID.

This year's focus for the service-learning project was Blue Lake north of Sandpoint in northern Idaho. The privately-owned lake has an RV park and campground along the south shores, the owners of which contacted the instructor to see if the limnology class was interested to study the lake so they could learn more about it, as they had just recently purchased the resort. Their interest in the lake stemmed from an existing water right for drinking water, a lack of general information, and a wish to manage it and fish populations for the enjoyment of the park users.

They knew the lake was overpopulated with bullhead, and previously stocked trout had overwintered and grown well. In winter, the lake is typically covered with solid ice; but rotten, thin ice occurs in several spots along the western shore, suggesting groundwater input. The lake does not have a permanent inflow, but a permanent outflow also suggesting a groundwater input. The shore drops off very rapidly, is covered with macrophytes and sediment that is very soft - to the point that it has been termed a 'bottomless' lake. The basin shape is nearly circular - it along with the rapid drop



FISH 415: Limnology , cont.

off suggests a kettle lake of glacial origin. Water clarity during a July visit was high suggesting low productivity.

The limnology class acted in the capacity of consultants to provide an overall assessment of the lake to the landowners. This was similar to tasks they might complete as part of a job with a private firm or agency such as Idaho Fish & Game, US Fish and Wildlife Service, or the EPA after graduation. Because of the size of the study, the class was split into teams, each of which focused on a specific task.

Goals of project were to i) develop skills in the scientific process; ii) assess the status of the landowner's lake to provide data and recommendations; iii) provide experience in project design, development, and execution; and iv) provide experience presenting results orally and in written format.

The data gathered by each team formed the basis for the individual manuscript-style reports, which also served as a reflective exercise. The highlight was the last lab period during which each group gave a conference-style presentation to the rest of the class and the landowners who had traveled to the university to attend the presentations. These were followed by lively discussion with the landowners and classmates about the recommendations made by each group.



FOR 404: ST: Prescribed Fire For Ecological Mgt

Instructor: Penny Morgan, with Cody Fox, Student Field service project leader

Number of Students: 9

Total hours of student work: 810

Community Partners: Great Plains Fire Learning Network; The Nature Conservancy; University of Idaho Student Association of Fire Ecology.

A group of 12 students and one faculty member travelled to Nebraska to participate in prescribed burning in support of ecologically-based management. They were hosted by the The Nature Conservancy, the Kansas Audubon Society, and the Great Plains Fire Learning Network in the “Nebraska Prescribed-Burn Training Exchange March, 2011” on the Niobrara Valley Preserve of the Hutton Wildlife Sanctuary. They joined fire practitioners from city, county, state, federal, and conservation organizations in implementing 6,227 acres of controlled burning. They worked and trained near the community of Valentine, along the Niobrara River in northern Nebraska. Controlled burns are conducted every year in Nebraska to help limit the spread of eastern redcedar, and to maintain grassland for prairie plants, birds, butterflies, bison, cows, and ranchers.

This is a tremendous opportunity for several reasons:

- The Nature Conservancy implements ecologically-based fire management, so our students

learned about this through planning, conducting and monitoring the effects of the prescribed burns, and in visiting adjacent areas to learn the local ecology and management.

- The Fire Learning Networks are collaborations between private individuals, state and federal agencies, and nongovernmental organizations including The Nature Conservancy, all coming together to accomplish actions called for in fire management plans to address landscape-scale issues. Our students learned about effectively collaborating across boundaries.
- All of our students gained fire experience which will benefit them in the future whether they work for contractors, federal land management agencies, or state agencies, because all was accomplished following National Wildfire Coordinating Group standards and procedures.

They used travel funds accumulated through fundraising efforts by the Student Association for Fire Ecology and also funds contributed by the University of Idaho College of Natural Resources. Once there, housing and food was provided by The Nature Conservancy and the Kansas Audubon Society. The students traveled March 11-21, 2011, during our spring break. Safety was paramount, and all of the students and other fire personnel adhered to national standards for training and experience. Each student developed new skills and shared their knowledge with others.

Community needs met by the activity include fuels reduction, habitat enhancement, preservation of habitat for native plants, animals and birds, and fostering cooperation between private and public

FOR 404: ST: Prescribed Fire For Ecological Mgt, cont.

landholders.

The learning outcomes for this course included:

- Students learned how The Nature Conservancy uses fire as part of their ecologically-based management. Specifically, they were engaged in planning, conducting and monitoring the effects of the planned burns, and in visiting adjacent areas to learn the local ecology and management of mixed and tall grass prairie ecosystems.
- Students understood and experienced the effective collaborations between private individuals, state and federal agencies, and nongovernmental organizations including The Nature Conservancy. The Great Basin Fire Learning Network brings people together to accomplish actions called for in fire management plans to address landscape scale issues.
- All of our students gained fire experience which will benefit them in the future whether they work for contractors, federal land management agencies, or state agencies, because all was accomplished following National Wildfire Coordinating Group standards and procedures.

Students kept journals and participated in after action reviews of each prescribed burn and other

experiences. They were required to reflect on what they learned individually and as a group. After spring break, students participated in structured discussions about the realities of on-the-ground fire management, fuels, fire behavior, and land and fire management issues, and effective collaboration across different organizations. We took pictures, videos, and conducted interviews to capture the learning experiences of our students. In April, the students presented their experience to students, faculty and alumni.



ID 352: Interior Design IV

(See also, ARCH 454/ 554: Architectural Design VI)

Instructor: Shauna Corry

Number of Students: 16

Total hours of student work: 3200

Community Partners: City of Kamiah, ID; Kamiah Community Partners Coalition.

Interdisciplinary teams of graduate and undergraduate architecture and interior design students and faculty spent 7.5 weeks developing design alternatives for phased development of a new community wellness and teen center as well as an all-season enclosure for an existing community pool. Students and faculty members worked closely with the Kamiah Community Partners Coalition (KCPC), a nonprofit organization based in Kamiah, ID, that focuses on fostering community partnerships to promote evidence-based risky-behavior-elimination for local teens and K-12 students. Before the project started, students and faculty members spent an entire day in the town of Kamiah, meeting with community members, civic leaders, and Nez Perce Tribal representatives. Students and faculty members also toured the town to begin understanding the culture, present architecture, and geography of the community.

KCPC targets the needs of community youth through proactive programming. At present the community of Kamiah lacks a facility to engage teens in after-school activities and stage programs for

community wellness. The aging community outdoor pool and locker rooms also require rehabilitation and an all weather enclosure to maximize its usefulness as a year-round facility. KCPC also lacks the funds to hire professional consultants to develop preliminary design proposals. Interdisciplinary teams shared creative ideas to help the community forward its vision. The six alternative proposals developed by students can be used to both stimulate community dialogue about possibilities and to leverage grant funding in support of the project.

The KCPC Youth and Wellness Center will first concentrate on youth between the ages of 12-18. The goal is to locate the center at Dupont Park in Kamiah, Idaho. There are youth getting in trouble roaming the streets because they simply have nothing better to do. The center would provide activities and courses that youth are interested in doing according to their age, something that will motivate them to keep busy and do good.

Although the center will focus on youth, the second goal is to have family and community involvement. It would involve the parents in a family night every week where they can have brief counseling sessions or an activity night where youth and their parents can bond and interact together. Parents and the community would be welcomed to participate in fundraiser events as well as helping to organize events for underserved populations. This would teach youth and family the importance of humility and giving back without expecting something in return. This would be a great learning experience for both the parents and youth. The Architecture students and faculty members' partnership with Kamiah afforded important opportunities for students to share their emerging

ID 352: Interior Design IV, cont.

professional skills both with the community and their respective disciplines of interior design and architecture. The project aligned well with course learning objectives which include:

- Practice Citizenship through partnerships with community leaders and design professionals;
- Clarify Purpose and Perspective – Address significant challenges presented by the mounting global environmental crisis through community-based design inquiry;
- Think and Create – Apply critical thinking skills to consider diverse points of view, question, analyze, interpret, evaluate, and make informed design decisions about community contexts and design projects;
- Think and Create: Apply design skills to inform community design processes concerning sustainable development; and
- Improve overall communication skills and cultivate verbal, graphic, and written communication skills that are directed to audiences who are not architects.

Students learned about social stewardship within the context of community design. By sharing creative expertise with those who could not otherwise afford design services, they also learned how design can be an inclusive process. Two community partners served as co-instructors in the course by leading multiple reflective group discussions with the classes throughout the course of the Kamiah project. At its conclusion, the co-instructors also asked the students to complete a questionnaire about their experience and to evaluate the contributions of their team members as well as their own.

ID 443: Universal Design

Instructor: Rula Awwad-Rafferty

Number of Students: 34

Total hours of student work: 680

Community Partners: Gritman Community Wellness Center; City of Moscow, ID

Rula Awwad-Rafferty's Fall 2010 Universal Design undergraduate students and graduate teaching assistants worked with Gritman Community Wellness Center to determine accessibility of the downtown Moscow, ID area. Students researched and developed a plan to assess the ability of people of all abilities to get around downtown. This "Walk and Roll" assessment provided detailed information for Gritman Community Wellness Programs and also for the City of Moscow regarding potential obstacles to universal access to critical downtown amenities and shops.

ID 451: Interior Design V

Instructor: Shauna Corry

Number of Students: 16

Total hours of student work: 1350

Community Partners: Cottonwood Integrative Healthcare Center; St. Mary's Hospital.

Students in ID 451 completed a service-learning design project called the Cottonwood Integrative Healthcare Center with community partner, St. Mary's Hospital. The project was an exercise in visioning for a rural healthcare grant. The students completed an adaptive reuse of an existing building located adjacent to St. Mary's. They were asked by the client to develop a supportive healing environment that incorporated elements of physical and emotional wellness. During the course of the project, the students visited the site and documented existing conditions, researched precedent setting integrative healthcare facilities and developed six design proposals. The projects were presented to members of the St. Mary's Hospital Board and the rural healthcare grant principal investigators. In the future selected designs from the projects will be incorporated into an integrative healthcare center for the residents of Cottonwood and the surrounding area.

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.



INTR 298/ 398/ 498/ 598: Service-Learning (Plummer Tutoring) Internship

Project Coordinator: Chrissy Johnston, 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; Schitsu'umsch (Coeur d'Alene) Tribal Early Childhood Learning Center; Lewis-Clark Service Corps.

For detailed course description, please refer to the highlighted section preceding this "Service-Learning Courses, A - Z" section.



JAMM 252: Principles of Public Relations

Instructor: Sue Hinz, Becky Tallent

Number of Students: 67

Total hours of student work: 4,560

Community Partners: Various organizations across the Palouse.

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 375: Broadcast Television and Studio Program Production

Instructor: Denise Bennett

Number of Students: 24

Total hours of student work: 840

Community Partners: The Palouse Humane Society; Moscow Recycling; The Kenworthy Performing Arts Center.

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. These hands-on learning activities provide students experience collaborating with clients as well as practice budgeting, scheduling, and meeting deadlines. More specifically these production 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.

JAMM 452: Public Relations Campaign Design

Instructor: Becky Tallent

Number of Students: 27; **Total hours of student work:** 540

Community Partners: The Hope Center; Athena; Vandal Brand Meats; Native American Student Science Education; Idaho Department of Human Welfare/Moscow PD Pharmacy Disposal Program.

In this capstone course, the students – all seniors – used all the knowledge they gained through their college career and created a comprehensive public relations campaign for their client. The campaigns ranged from internal to external activities and incorporated marketing, public relations, and advertising techniques. The students incorporated information learned in the course about time management, presentation skills, research, working with a variety of personality types, and teamwork.

The service-learning provided the students with an opportunity to actually do a comprehensive campaign with real financial restrictions for a client who could chose to use their final project, or even hire from the team, if they decided to implement the campaign. It works well with the course objectives of helping the students to learn the final strategies, and then putting those theories and techniques into play before they enter the workforce. It also provides students an additional job reference and a portfolio they can take with them on employment searches. 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 458: PR Cases and Issues Management

Instructor: Sue Hinz

Number of Students: 32

Total hours of student work: 320

Community Partners: Various organizations across the Palouse.

Each student had a client for the semester. The activity included 10 hours of work with a nonprofit of the student's choice and a short paper on the experience. 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.

LARC 288 and 289: Plant Materials and Design I and II

Instructor: Don Brigham

Number of Students: 2

Total hours of student work: 270

Community Partners: Moscow Charter School; UI Sustainability Center.

This course is essentially a planting design studio and is linked to a departmental scholarship program. The basic idea was to assist community members and organizations with basic design work. Clients pay a small fee, either \$100 or \$200 which goes to support students in the LARC program through a small scholarship fund. Usually students here work with private individual landowners; however, occasionally students work with community organizations or agencies to meet a community need. This is usually the students' first taste of service work and with working directly with a client. This year, a student is working with the Moscow Charter School on a complete landscape plan. The school has an undeveloped site, with a few random existing trees. The student's charge is to unify the landscape and make it presentable as a school that is an exciting place to learn. The student worked with school staff, faculty and K-6th grade students to identify important aspects or ideas for the plan. The design incorporates nature paths, an outdoor classroom, a green house, and other means to solve water issues. The design calls for hardy, drought-tolerant plants in drier areas, and plants that use lots of water in low, poorly-drained areas. Another student worked with the UI Sustainability Center on sundry sustainable landscape designs.

LARC 353 and 355: Landscape Architecture Design Studio 1 and 2

Instructor: Elizabeth Graff and William MacElroy

Number of Students: 20

Total hours of student work: 2700

Community Partners: Priest River, ID; University of Idaho Landscape and Exterior Services.

Students in LARC 353 worked on carry-through projects that originated in the BSCI program and the Learning Practice Collaborative. Students here worked on a Priest River Brownfield Development project. In addition, students worked with ARCH students to hold a design charette to develop concepts for a revamping of the Hello Walk on the University of Idaho campus.

Students in LARC 355 participated in a Washington, D.C. National Park Service Design Competition.



LARC 363: Landscape Architecture Studio 3

Instructor: Elizabeth Graff and Toru Ottawa

Number of Students: 16

Total hours of student work: 2160

Community Partners: Clearwater County, ID; Clearwater Basin Collaborative; Idaho Transportation Department.

This service-learning project was a study focused on the planning for a linear feature in the landscape, namely a trail system that cuts across the North Central Idaho landscape. Its aim is to provide Idaho Transportation Department, Clearwater County, and other parties interested/ involved in an effort to convert a railroad right-of-way to a recreational trail system with a variety of design alternatives.

The learning objectives of this project were:

- To identify opportunities associated with the newly proposed trail, as well as limitations;
- To help address the needs of all parties engaged in a conversion effort, as well as, the potential users of the trail;
- To develop a set of design “recommendations” for the future use of the land area within and adjacent to the trail right-of-way where the trail system is being proposed;
- To provide students with an opportunity to study a linear feature in the North-Central Idaho landscape and to nurture their appreciations towards its natural resource base;

LARC 363: Landscape Architecture Studio 3, cont.

- To improve upon written communication skills; and
- To manage studio time more effectively and use it more efficiently.

Analyses were conducted for the inventoried data with final reporting and public presentations in mind. The final report included matrices of various inventory elements, documentation of the inventory and analysis, and maps appropriate for oral presentations.

Students made recommendations for all areas within our study boundaries in regard to its optimum usage. Students focused their reflection activities and final project presentations on developing recommendations reflecting all opportunities and constraints on and adjacent to the site. Students proposed a master plan with design details that covered the entire stretch of the proposed trail. Students' final report clearly stated the entire study process (i.e., how they identified opportunities and constraints), including the definitions of terms, justification of the criteria applied, list of abbreviations, and references.

LARC 368 and 369: Landscape Architecture Construction 3 and 4

Instructor: Bill MacElroy

Number of Students: 19

Total hours of student work: 2565

Community Partners: Friends of the University of Idaho Arboretum.

Students in this course develop designs and completed construction documents for clients. This year, students worked for the Friends of the University of Idaho Arboretum on an entry garden at the north end of the arboretum. In the long run, the program would like to use this as a springboard for developing a design and build program.



LARC 365: Landscape Architecture Studio 4

Instructor: Elizabeth Graff and Toru Ottawa

Number of Students: 16

Total hours of student work: 2160

Community Partners: City of Riggins, ID; National Park Service Rivers and Trails Program.

Landscape architecture students produced 10 different possible design solutions for the Riggins River Park, a National Park Service Rivers and Trails Program site. All of the solutions integrated the needs of the community, as well as the engineering and technical requirements for the programming elements such as ADA-compliant paths, a parking lot, a visitor facility, and fishing platforms. The learning outcomes that students were evaluated on include how well (or to what degree) the combination of design solutions and environmental thoughtfulness was integrated into their final solutions and how well the students communicated their design solutions to the public. Most importantly, the students' work was judged by city officials, Park Service representatives, and members of the public. Students provided final presentations of each of the design solutions to the City in early May.

Students worked with the National Park Service Rivers and Trails Program to produce a design and planning solution to a site located in Riggins, ID. The site was located approximately one mile south

of the city center of Riggins, ID. The neighboring areas encompassed unique landforms (e.g., narrow valley floor); land uses and land ownership ranged from residential, light industrial, recreational, and commercial. The site is situated within a riparian zone and part of the site is considered as a riparian wetland. The final design solution attempts to satisfy the client's needs, maximize various types of benefits that riparian environments offer, and minimize any constraints on the site. The students learned about making solutions cost effective and with a low impact on the environment.

A Public Service Announcement written by city officials noted, "The City hopes to take the best elements from each of the presentations to include in a future City park that would be fully self-supporting and constructed with grant monies on property donated by Brown Industries, Inc., an old sawmill site.... Dan Miller with Rivers, Trails, and Conservation Assistance Program, an arm of the National Park Service, arranged for the collaboration of the U of I Landscaping Department and the City through an assistance grant awarded to the City of Riggins for the last two years."

Student learning outcomes included 1) becoming familiar with a riparian zone as an ecological system and the implications this has for landscape planning and landscape architectural design; 2) Using analytical methodologies that relate to the planning and design of a riparian site with particular reference to the preservation and enhancements of a stream corridor; and 3) Integrating a variety of computer technologies as tools for land planning and design.

LARC 453: Landscape Architecture Studio 5 and LARC 455: Landscape Architecture Studio 6

Instructor: Bill MacElroy and Gary Austin

Number of Students: 44 total

Total hours of student work: 5805

Community Partners: City of Cascade, ID.

This fall senior students in Landscape Architecture 463 & 464 undertook a service-learning studio to help the community of Cascade, Idaho take their planning efforts forward with the next significant phase of the Payette River Front Park development. The students considered landscape ecology and key principles from the Sustainable Sites Initiative to develop site master plans and design-development drawings for the twenty-acre site under study. Regeneration of soils, wetland habit, and expression of Cascade's varied cultural history and eco-cultural connectivity were among the considerations in their integrative design efforts. Further, they sized and designed a living machine facility, a type of wastewater treatment plant that looks and operates like a small wetland, to inspire Cascade's thinking about the living machine as a multi-purpose facility that could offer the community far more than its purely functional value of improving the communities' wastewater management. Community members and representatives visited the department in fall semester and students presented their work to them. The Cascade visitors subsequently praised faculty for the high

quality and creativity of the student designs and presentations; they were excited to make the students 'art' a reality in their community. Several students are taking pieces of this fall project and carrying it on as their thesis project.

Students in these two courses took an in depth look at a 20-acre piece of the Cascade Idaho site the Landscape Architecture department has been involved with for some time. Professor MacElroy's students' charge was in the Design Development phase which looks at detailed design resolutions that are the immediate precursors of construction document work. Professor Garry Austin followed in the second quarter with LARC 455. Students in that course took important pieces of the work completed in LARC 453 to create complete construction documents for the community of Cascade.



LARC 463: Landscape Architecture Studio 7 and LARC 465: Landscape Architecture Studio 8

Instructors: Stephen Drown, Gary Austin, Toru Otawa, Elizabeth Graff, William MacElroy, Rula Awwad-Rafferty

Number of Students: 54 total

Total hours of student work: 7290

Community Partners: City of Colfax, WA; City of Cascade, ID.

Students worked on projects for the cities of Colfax, WA, Cascade, ID, and other municipalities within the region and afar. There are four faculty advisors for this advanced capstone studio course, and students all did projects for clients. The vast majority of clients were community organizations or municipalities. Many clients have been working with the LARC program for multiple semesters. In addition, many students used this course to help springboard their thesis projects. Students often produced designs that go well beyond the clients' expectations, and therefore clients sometimes are able to pick and choose components of the designs that suit their needs the most. Class projects included:

- Environmental Art as a Means to Facilitate Storm-Water Management
- A Stanley Rejuvenation Project: Integrating Ecological Values into Community Planning

- Wetland Design/ Water Recovery
- Green Main Street
- Growth Management
- Emerging Applications of GIS in Landscape Architecture
- Playground Development
- Sustainable Stormwater Alternatives
- Learning and Social Spaces, Timberlake High School
- Urban Habitat Linkage
- Urban Food, Cascade, ID (note that this student will be developing a series of alternate master plans for the Moscow Community Garden. The Community Garden is located on land owned by the Lutheran Church. The student is collaborating closely with the church to envision the desire to turn the garden landscape into something more akin to an eco-village.
- Italian Piazza, City Center, Edmonton, CA
- Urban Agriculture Riverwalk, ID
- Stormwater Management for Rural Community
- Medical Garden
- Urban Revitalization for Inner City Neighborhood
- Green Corridors of Cascade
- Colfax Riverwalk

LARC 463: Landscape Architecture Studio 7 and LARC 465: Landscape Architecture Studio 8, cont.

- The Urban Waterfront: Uniting the City Core
- Sustainable Golf Course Design
- Public Land and Outdoor Recreation
- Gritman Medical Healing Garden
- Urban Streetscape
- Franklin Park Redesign: Environmental Infrastructure Integrated into Social Spaces
- Community Land Use Planning



LARC 495: GIS Applications in Land Planning 2

Instructor: Toru Otawa

Rula Awwad-Rafferty

Number of Students: 10

Total hours of student work: 1350

Community Partners: Clearwater Basin Collaborative.

Students in this course worked extensively with the Clearwater Basin Collaborative on an large-scale rural economic development project. Students used GIS and other analysis techniques to identify sites that are suitable for viticulture. Students managed to find thousands of acres of suitable sites.



LAW 974: Legal Aid Clinics

Instructors: Maureen Laflin, Barbara Lock, Monica Schurtman, Patrick Costello, Carol Wells

Number of Students: 28

Total hours of student work: 5040

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 legal aid 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 professional 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 cases before the Ninth Circuit Court of Appeals and the Idaho appellate courts. Students in our General Clinic represent clients in a wide 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.



College of Law Student Pro-Bono Program

Pro Bono Program Director & Summer Externship Program Director: Trapper Stewart

Number of Students: 300

Total hours of student work: 6553

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, private defenders offices state wide.

At the core of the University of Idaho College of Law's commitment to public service is our pro bono program. In addition to their general public service work, each student is required to complete at least 40 hours of pro bono legal representation or law-related public service in order to graduate. All projects must have an appropriate level of attorney supervision and must be approved and monitored by the Director of the pro bono program. Our program is in the highest American Bar Association (ABA) category for law school pro bono programs and is among a very small number of accredited schools nationwide with such a mandatory program. This pro-bono work is one example of academic service-learning that is not course-based. The program has distinct learning objectives and the

students are closely supervised. However, the very nature of the program does not allow for students to earn academic credit.

The historic class of 2011 includes 29 students who have pioneered the third-year program in Boise, as well as 75 students who are completing all three years of their law study in Moscow (including a student in the College's semester-in-practice program). During 2 ½ years of study and in addition to their ordinary course work, the class of 2011 completed approximately 11,172 donated service hours, including such endeavors as court-appointed special advocates for children, wills and living wills clinics, tenant rights and responsibilities education, assistance to qualified applicants for naturalization and U.S. citizenship, aid to small business entrepreneurs, supervised work in offices of public defenders and Idaho Legal Aid, and participation in the Volunteer Income Tax Assistance program.

The purpose of the pro bono requirement is to instill in students a commitment to their responsibility as lawyers to give back to the community and promote justice by assisting the underserved and underrepresented, consistent with Rule 6.1 of the Idaho Rules and ABA Model Rules of Professional Conduct. As a result of the program, students gain practical legal experience, clients are served, and attorneys and other legal service providers gain valuable assistance.

PHIL 367: Global Justice-Ecuador

Instructors: Douglas Lind and John Mihelich

Number of Students: 6

Total hours of student work: 270

Community Partners: Various community organizations in Ecuador.

PHIL 367: Global Justice-Ecuador, is a three-credit semester long course offered by the University of Idaho and taught by the Resident Director in Ecuador. This course is comprised of three main components: Cross Cultural Learning, Service-Learning and an Academic Seminar under the general idea of Social and Global Responsibility. The Directed Learning Course uses innovative means to encourage student immersion into the study abroad experience through:

- Cross-cultural living experiences for improved language and cultural learning;
- Individual volunteer work and a community service projects;
- Lectures, readings and independent investigations related to social ethics and global responsibility discussion topics such as the Amazon region, health issues, and migration;
- Student reflections and facilitated discussions; and
- Experiential learning assignments.



University of Idaho

Service-Learning Center

SOC 315: Community Service-Learning

Instructors: Jim Ekins

Number of Students: 8

Total hours of student work: 480

Community Partners: Palouse-Clearwater Environmental Institute (PCEI); Backyard Harvest; Soil Stewards; Palouse Habitat for Humanity; UI Extension; Adventure Club After School Program.

SOC 315 is a “pure” service-learning course. That is, the topic and learning objectives are all about service-learning, and the service requirement was used to strengthen the understanding of the pedagogy. In any service-learning course, the service is applied to the course learning objectives to help get the ideas across better. In this course, the pedagogy of service-learning is examined at length through the following concepts:

- Service-learning is... a way of teaching. It combines rigorous academic pursuit and reciprocal partnerships in education with community-minded organizations to help ameliorate needs and leverage resources. It also requires focused, intentional reflection about why the needs exist and how the partnerships and projects meet course learning objectives.
- Service-learning is... a difficult and, some say, a dangerous pedagogy. While it can be a rich learning experience, service-learning can actually do harm to the community, and can restrict a student’s learning and growth.

- Service-learning is... a new and exciting field in higher-ed. It has great possibilities, but is a very complex pedagogy. On the surface, it is difficult to argue against students getting out of the classrooms to do hands-on work and learning with the community. Under the surface, there are tensions, debates, and uncertainties that threaten to tear service-learning programs apart. We explored the debates, explored the pedagogy, and explored our own fundamental ideas of how the world works.



The instructor dissected the history of service-learning and relied upon sociological theory of education to help explain why the pedagogy is effective. Much of the content on the pedagogy was developed directly from the University of Idaho Service-Learning Faculty Fellows training program. The course also relied on public material produced by the national Campus Compact,



SOC 315: Community Service-Learning, cont.

Corporation for National and Community Service, and from other leading organizations in the service-learning field. The instructor explored organizational theory of voluntary organizations to develop an understanding of the nature of nonprofits, who volunteers, why, and when do substantive volunteers quit active participation with these organizations. Behind the theory, the instructor brought forth a strong undercurrent of the concept of poverty in America, and in particular, the manifestation of poverty and homelessness in rural N. Idaho.

The service partnerships reflected the breadth of human-needs and environmental organizations on the Palouse, and were intentionally developed to explore the point at which ecological impoverishment and human impoverishment intersect. Each student was expected to become a substantive volunteer, exploring their assigned organization for their mission, their goals and vision, and their limitations. No single solution to human or environmental crisis is complete, but many organizations work together in innovative ways to weave a fabric of support for those without a voice or social status. Students helped build low-income housing, tutored to low-income K-12 students in an after-school program, developed environmental educational programming, provided adult environmental education, provided community financial literacy courses in the Idaho correctional system, assisted with local fresh food delivery to food banks, and supported music education in N. Idaho schools.

Every week the class gathered in a comfortable place to hold a structured discussion of the weekly service experiences. Students consistently grappled with the limitations of their service experiences, and struggled with whether they were actually providing meaningful service. Were we really making a difference in the world, or were we just applying a band-aid, or worse, were we perpetuating societal ills so that we may feel better about our service. Reflective discussion posts were used to tie the required readings with the service experiences, and each student was required to keep a personal, introspective journal to track her or his progress throughout the semester. Students were encouraged to keep their journals for future reference. A final reflective essay and public presentation were required to sum-up the semester and to provide an overview of each student's journey.



2010-2011 Annual Report



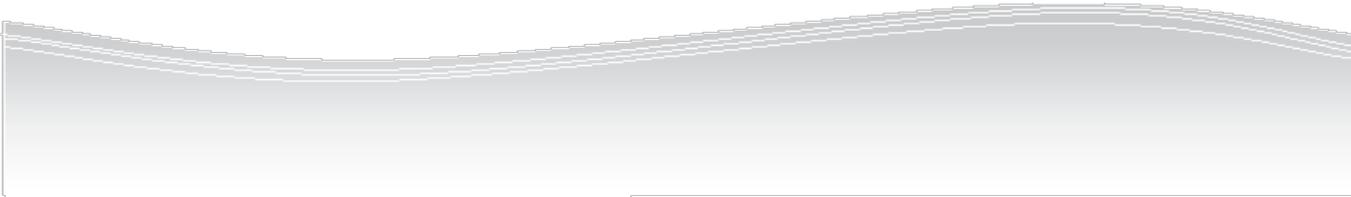
Production and post-production assistance from Christine Johnston and Kelley Standal, AmeriCorps and VISTA Service-Learning Associates.

A big thank you is owed to the staff, student work-study, and student interns at the Career Center (formerly known as CAPP). Your patience and helpfulness is amazing and encouraging.

2010-2011 Quick Facts

- Almost 3800 students participated in service-learning courses during the academic year.
- Students in about 95 academic courses and programs worked with about 215 community partners and provided over 150,000 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.

2007-2011 Growth





2010-2011 Service-Learning Annual Report

The University of Idaho Service-Learning Center

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