

2011-2012 Service-Learning Annual Report



Service-Learning at the University of Idaho



2006 - 2012



2011-2012 Service-Learning Annual Report



University of Idaho
Service-Learning Center
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www.uidaho.edu/servicelearning

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University of Idaho
Career Center

Table of Contents

Introduction	6
A Message from the President and Provost	10
The University of Idaho Service-Learning Center	12
Service-Learning Faculty Fellows	14
Community Partners 2011-2012	16
The University of Idaho Engaged Department Award	29
Engaged Department Award Winners	31
Department of Business	31
College of Law	34
Service-Learning Courses A-Z	37
AGEC 477/ 577: Law, Ethics, and the Environment	38
ARCH 453: Architectural Design V	41
ARCH 454: Architectural Design VI	45
ARCH 520: Architectural Research Methods	53
ART 322: Graphic Design Studio	57
ART 490: BFA Art/Design Studio	58
BIOP 520: Introduction to Bioregional Planning	59
BIOP 521: Introduction to Bioregional Planning	61

Table of Contents

BIOP 560: Bioregional Planning Studio I	65
BIOP 561: Bioregional Planning Studio II	67
BUS 378: Project Management	69
BUS 421: Marketing Research and Analysis	82
BUS 428: Marketing Management	82
BUS 439: Systems and Simulation	83
BUS 456: Quality Management	83
STAT 456: Quality Management	83
BUS 429: Vandal Solutions	87
CASP 597: Practicum: School Counseling	89
COMM 335: Intercultural Communication	91
CSS 310: Social Research Methods in Conservation	93
CSS 385: Conservation Management and Planning I	97
CSS 386: Conservation Management and Planning II	101
CSS 498: Wilderness Service-Learning	105
Service-Learning at McCall Outdoor Science School	109
EDCI 201: Contexts of Education	116
EDCI 320: Foundations of Literacy Development	119
EDCI 322: Integrated Language and Literacy	120
EDCI 409: Integrated Methods Practicum II	122
Engineering Capstone Curriculum	124

ENGL 402: Internship in Tutoring Writing	139
ENGL 440: Reading/ Writing/ Rhetoric	143
ENVS 102: Field Activities in Environmental Sciences	145
ENVS 498: Wetland Revitalization	151
FCS 210: Introduction to Early Childhood Education	157
FCS 346: Personal and Family Finance and Management	161
FISH 415: Limnology	163
FOR 404: ST: Prescribed Fire For Ecological Management	167
GEOG 200: Honors: World Regional Geography	173
GEOL 404/504: ST: Geoscience Education Outreach Methods	177
HPRD 429: Leadership, Pedagogy and Programming in Physical Activity	182
HPRD 486: Programming and Marketing for Healthy, Active Lifestyles	182
ID 443: Universal Design	184
INTR 298, 398, 498, 598: Service-Learning Tutoring/Mentoring	186
IS 410: NGOs in the International System	189
IS 410: NGOs in the International System	189
IS 410: NGOs in the International System	189
ISEM 101-07: Jazz: From Blues to Hip Hop	190
ISEM 101-16: Globalization	192
ISEM 101-21: Sex and Culture	193
JAMM 252: Principles of Public Relations	196

JAMM 404: ST: Digital Media Field Production	197
JAMM 458: PR Cases and Issues Management	198
LARC 353: Landscape Architecture Studio 1	200
LARC 355: Landscape Architecture Studio 2	201
LARC 453: Landscape Architecture Studio 5	203
LARC 463: Landscape Architecture Studio 7	205
LARC 554: Landscape Architecture Graduate Studio 1	208
LARC 556: Landscape Architecture Graduate Studio 2	210
College of Law Pro-Bono, Externships, and Legal Aid Clinics	213
NR 204/404: ST: Hawaiian Culture and Ecology	218
PHIL 367: Global Justice Ecuador	222
REM 501: Seminar Global Rangelands	223
SOC 209: Alternatives to Violence on the Palouse (ATVP) Training	225
SOIL 206: The Soil Ecosystem Lab	226
Appendix A: Other Service-Learning Courses	227
Appendix B: 2007 - 2012 Service-Learning Growth	229



University of Idaho

Service-Learning Center

Introduction

I am pleased to present the sixth 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. The courses described in this report are excellent examples of engaged teaching and learning. Each report describes the synergy that results when faculty, students, and community partners apply their knowledge and experience to public problem-solving, inspiring the civic imagination of all.

New to the Annual Report this year is a special section highlighting the winners of our inaugural Engaged Department Award (pp 29-36). The Service-Learning Center always celebrates the efforts and achievements of engaged and inspiring scholars who make a difference on campus and in the community. Yet teamwork and collaboration are at the heart of successful civic engagement initiatives, and the Engaged Department Award recognizes the collective action of university programs and departments that have made significant, comprehensive commitments to engaged scholarship. Many faculty members within these programs are Service-Learning Faculty Fellows, having completed intensive training in the best practices in service-learning and community engagement. Senior faculty

within the department have also agreed to take leadership roles in mentoring colleagues within the discipline who are interested in service-learning theory and practice but may not know how or where to begin integrating it into their own teaching and research. Last but certainly not least, the programs selected for this year's Engaged Department Award have carefully considered their course offerings to ensure students in the major have multiple opportunities to take service-learning courses of increasing complexity. In these ways and others, the College of Law and the Department of Business within the College of Business and Economics have demonstrated a long-term commitment to engaged scholarship.

Across the University, faculty and administrators are recognizing the positive impact service-learning has on student learning as well as our local communities. The economic impact that service-learning students have on Idaho's communities is impressive. In 2011-2012, over 3,400 students enrolled in 102 service-learning courses in partnership with 236 community agencies across Idaho and the Northwest. UI students donated over 162,000 hours of their time, labor, and expertise, providing over \$3.5 million in services that many Idaho communities could not otherwise afford.



In recognition of the significant contribution our faculty, staff, and students make in communities across the state, nation, and world, The White House noted the University of Idaho with distinction on its 2011 President's Higher Education Community Service Honor Roll. The Honor Roll is the highest federal recognition of a university's engagement efforts. The University of Idaho has been selected every year since the Honor Roll began in 2006. In 2012, however, the university was among the top 20% of the institutions on the Honor Roll and thereby received "with distinction" status. Only one other Pacific Northwest School received this honor -- Western Washington University, and only one other Idaho institution made the list at all -- Lewis-Clark State College in Lewiston.

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

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

Suzanne Bilgic

April 25, 2012

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 experiences 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 3,424 students in 102 service-learning courses who volunteered over 162,000 hours of volunteer work with over 236 community partners across Idaho, the nation, and the world – 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 part of education and to public scholarship within the larger community. We provide services, resources, and support to students, faculty, and staff interested in service-learning and public problem-solving.

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 advisers and students in identifying service-learning courses.
- Assisting faculty with 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 activities.
- Connecting students to faculty and courses utilizing service-learning.
- Educating students about the benefits of service-learning.

**Contact: Jim Ekins, Service-Learning and Internship Coordinator: 208-885-7183,
or jekins@uidaho.edu**

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. Our service-learning trainings for faculty will soon 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 have also been developed and are available on our Web site. 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.

Rula Awwad-Rafferty
Denise Bennett
Steve Beyerlein
Steve Drown
Emily Duvall
Jim Ekins
Bob Goodrich
Deanna Gilmore
Jan Johnson

Mary Ann Judge
Delphine Keim-Campbelle
Anne Kern
Ed Krump
Tammi Laninga
Tracie Lee
Cherie Major
Wendy McClure
Mike McCullough

Scott Metlin
John Mihelich
Penny Morgan
Sandra Pinel
Jan Rauk
Nick Sanyal
Adam Sowards
Elizabeth Sloan
Susan Steele

Trapper Stewart
Linda Taylor
Frank Wilhelm
J.D. Wulfhorst
Adrian Wurr



Service-Learning at the University of Idaho



2006 - 2012

Community Partners 2011-2012

Alliance Family Services, Inc.
Alphonsus Regional Medical Center, Boise, ID
Alternatives to Violence of the Palouse
American Institute of Architects, Idaho Central Section
Andersen Silos
Aspen Park Healthcare Center
ASUI Vandal Community Tables
Avista Utilities
BEAR (Brotherhood Empowerment Against Rape)
Big Brothers/Big Sisters of Idaho
Biketronics
Boeing Waste Reduction
Boise City Planning and Zoning Department
Boise State University Facilities and operations
Bullet Tools
Buy Local Moscow
CH2M-Hill
Charter Academy, Coeur d'Alene School District



Chipman Trail Association
City Council, Moscow, Idaho
City of Boise Department of Economic Development;
City of Boise Department of Housing
City of Boise Department of Parks
City of Boise Department of Planning
City of Boise Department of Public Works
City of Clarkston, Washington
City of McCall, Idaho
City of Moscow Community Development Department
City of Moscow Parks & Recreation Department
City of Moscow Planning and Zoning Department
City of Moscow Public Works
City of Spokane, Washington
Clarkston Golf & Country Club
Clearwater Basin Collaborative
Clearwater County Economic Development Corporation
Clearwater Economic Development Association
Clearwater Soil and Water Conservation District
Colliers International Idaho



Community Partners 2011-2012, cont.

Community Action Partnership, Pullman, Washington
Community Action Partnerships of Idaho
Confederated Tribes of the Umatilla Indian Reservation (CTUIR)
Department of Hawaiian Homelands (DHHL)
DeVlig Family Foundation
Disability Action Center Northwest
Disability Rights Idaho
DuPont
Eggen Community and Youth Center
Elderly Companion Program
Fernan Elementary School, Coeur d'Alene, Idaho
Friends of the Clearwater
Frontier Communications, Inc.
Good Samaritan Village Nursing Home
Goodwill Industries
Great Plains Fire Learning Network
Great Shape, Inc. (www.gsjamaica.org)
Gritman Medical Center, Moscow, ID



Habitat for Humanity of the Palouse
Hakalau National Wildlife Refuge (HNWR)
Happy Days, Inc.
Hayden Meadows Elementary School, Coeur d'Alene School District
Homeland Realty
Hope Center Thrift Store
Humane Society of the Palouse
Idaho Attorney General division offices
Idaho Community Foundation
Idaho Court Assistance Office
Idaho Department of Fish and Game
Idaho Department of Health and Welfare
Idaho Invents State Science Fair
Idaho Legal Aid Services
Idaho National Laboratories
Idaho Supreme Court
Idaho Volunteer Lawyers Program
John Brown Elementary, Rathdrum, Idaho
Judges' chambers nationwide
Juliaetta Elementary School, Kendrick Joint School District, Idaho



Community Partners 2011-2012, cont.

JUMP (Jacks Urban Meeting Place)
Kamiah Community Partnership Coalition
Kansas Audubon Society
KRFP – Radio Free Moscow 92.5 FM
KZFN -- Z-Fun Radio 106.1 FM
Lake City Community Church
Lakes Middle School, Coeur d’Alene, Idaho
Lakeside Elementary School, Plummer, Idaho
Lakeside High School, Plummer, Idaho
Lakeside Middle School, Plummer, Idaho
Latah County Commissioners
Latah County Food Policy Council
Latah County Historical Society, McConnell Mansion
Latah County Prosecuting Attorney’s Office
Latah County Youth Services
Latah Wildlife Association
Legal Aid organizations nationwide
Lena Whitmore Elementary School



Lewis-Clark Service Corps
Lewiston City Planning Department
Mahi ai ihi Nursery (MN)
Makali'i Canoe Project
Mauna Kea Watershed Alliance (MKWA)
McDonald Elementary School Totem Art project
Mercy Ministries
Meridian Middle School
Moscow Affordable Housing Trust
Moscow Charter School
Moscow City Council
Moscow Fire Department Pancake Feed
Moscow Food Bank
Moscow Food Co-Op
Moscow High School
Moscow Junior High School Community Reads program
Moscow School District - Adventure Club
Moscow School District Lunch Program
Moscow Transportation Commission
Moscow United



Community Partners 2011-2012, cont.

NASA, Idaho Space Grant Consortium

NASA, Jet Propulsion Laboratory (JPL)

National Aeronautics and Space Administration (NASA)

National Institute for Advanced Transportation Technology (NIATT)

National Public Lands Day

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

Nehalem Elementary School, Neah-Kah-Nie School District, Oregon

Nez Perce County Planning Department

Nez Perce Tribal Plant Nursery

Nez Perce Tribe Economic Planning Department

Nez Perce Tribe Executive Council (NPTEC)

Ninth Circuit Court of Appeals Pro Se Program

North Idaho Children's Mental Health

Northwest Advanced Renewables Alliance

On Semiconductor

Oregon Dept. of Forestry, NE Oregon Region, LaGrande Unit

OX Ranch



Palouse Audubon Society
Palouse Food Action Coalition
Palouse Ice Rink (PIR) Board and community stakeholders
Palouse Patchers
Palouse Prairie School for Expeditionary Learning, Moscow School District
Palouse Properties
Palouse-Clearwater Environmental Institute (PCEI)
Paradise Path Task Force
Pinewood Nursing Home
Planned Parenthood
Ponderosa State Park, Idaho
Port of Clarkston, Washington
Port of Wilma - Whitman County, Washington
Progressive Behavior Systems
Prosecutors' offices nationwide
Public Defenders' offices nationwide
Quillio Quarter Horses
Rimrock Consulting
Royal Garrison School
Safe Routes to School



Community Partners 2011-2012, cont.

Salvation Army
Sandia National Laboratory
Schitsu'umsch (Coeur d'Alene) Tribal Department of Education
Schitsu'umsch (Coeur d'Alene) Tribal Early Childhood Learning Center
Schweitzer Engineering Laboratory
Seltice Elementary School, Post Falls School District
Selway-Bitterroot Frank Church Foundation
Serve Idaho
Shades of Black Theater
Sojourners' Alliance
Southeast Washington Economic Development Agency
Spokane West Central Neighborhood Association
St. Augustine's Catholic Church, St. Mary's Elementary School
St. Mary's School
Stanley Pioneer Park, Stanley, Idaho
Stateline Wetlands Revitalization Project
Success by Six
Tax Payer Advocate Service of the IRS



The Nature Conservancy, Nebraska
Timberlake High School, Spirit Lake, Idaho
Trackers
Troy, Idaho Food Bank
U.S. Court of Appeals for the Ninth Circuit
U.S. Dept. of Justice Violence Against Women on Campus Program
U.S. District Court's Pro Se Program
U.S. Forest Service, Bitterroot National Forest, Paradise Ranger District
U.S. Patent and Trademark Office
U.S. Securities and Exchange Commission
U.S. Senate offices
Ukrainian English Language Learner Student Skype Exchange Program
University of Idaho "Free-Cycling" Trash to Treasures program
University of Idaho American Indian Studies Program
University of Idaho Architectural and Engineering Services
University of Idaho Argonaut
University of Idaho CAMP (College Assistance Migrant Program)
University of Idaho Center for Disabilities and Human Development
University of Idaho College of Agriculture Corn Maze
University of Idaho College of Business & Economics



Community Partners 2011-2012, cont.

University of Idaho College of Education
University of Idaho College of Natural Resources
University of Idaho Dance Club
University of Idaho Department of Biological and Agricultural Engineering
University of Idaho Early Childhood Learning Center
University of Idaho Extension, Clearwater County
University of Idaho Extension, Community Financial Literacy
University of Idaho Extension, Latah County
University of Idaho Facilities Department
University of Idaho Golf Course
University of Idaho International Program and Study Abroad Office
University of Idaho Lionel Hampton International Jazz Festival
University of Idaho Lionel Hampton School of Music
University of Idaho Native American Student Center
University of Idaho Office of Sponsored Programs
University of Idaho Office of Technology Transfer
University of Idaho Parking and Transportation Services
University of Idaho Polo Club



University of Idaho Professional Golf Management Program
University of Idaho Purchasing Office
University of Idaho Raven Scholars Program
University of Idaho Soil Stewards Organic Farm
University of Idaho STEM Mars Rover project
University of Idaho Students, financial literacy education offered free
University of Idaho Study Abroad Program
University of Idaho Sustainability Center
University of Idaho Vandal Brand Meats
University of Idaho Women's Center
University of Idaho Women's Works Holiday Fair
University of Idaho Writing Center
University of Idaho, ASUI
UpRiver School District, Fernwood, Idaho
UpRiver School Parent-Teacher Organization, Fernwood, Idaho
Urban Land Institute Idaho Chapter
Valley Vision
Vandal Catholics
VandalStore
Various community organizations in Ecuador



Community Partners 2011-2012, cont.

VLSI Research Sensors Group
Washington State University Organic Farm
Weeks and Vietri Counseling Agency
West Park Elementary School, Moscow, Idaho
White Springs Ranch
World Range Learning Exchange Global Rangeland project
YWCA of Lewiston, Idaho
YWCA of Walla Walla, Washington



The University of Idaho Engaged Department Award

The Engaged Department Award is given annually to up to two UI departments or programs, funding permitting, that make significant strides in service-learning. Awards of \$4,000 per academic year are 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 complete the online Service-Learning modules for faculty, 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 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 offers students more complex service-learning experiences.

Engaged Department Award, cont.

Preference is given to departments or programs with new or emerging engagement profiles. Engaged departments and programs also receive special recognition in the Service-Learning Annual Report and on the University of Idaho Service-Learning Web site. The awards for the coming academic year will be announced at the Annual Community Partner Celebration Breakfast in May.

To apply, submit a letter up to 750 words in length describing how the department or program intends to meet the above requirements. The letter should be signed by the Head of the department or program and the three faculty members who will serve as Service-Learning faculty fellows. Letters should be submitted by the end of March of the preceding academic year to Jim Ekins (jekins@uidaho.edu) in the University of Idaho Service-Learning Center (Commons Bldg., Rm. 330).



Engaged Department Award Winners

Department of Business

The College of Business and Economics is committed to providing experiential learning opportunities for our students, with an increasing focus on service-learning and community-based research. Senior faculty members Scott Metlen and Michael McCollough and instructor Jan Rauk, became Service-Learning Faculty Fellows in March 2012. Tracie Lee became a Fellow in the Fall of 2011.

Our department currently has one course on the service-learning list, BUS 378: Project Management, which is open to any student with junior standing or higher. It attracts students from several UI colleges. Since 2009, student projects have been featured in the Annual Report on Service-Learning. Teams have completed projects for non-profits such as White Spring Ranch, the Alternative Giving Market of the Palouse, and Idaho Library Association. Student teams have also completed projects for regional economist Steve Peterson, the UI Sustainability Center, and the UI Career Center. This semester, a student team received a mini-grant of \$750 for a project with White Spring Ranch. The course is also active in reflection activities and LiQin Fan, a CBE senior, is serving a second semester as a Service-Learning Reflection Leader.

Department of Business

In addition to BUS 378, we will be adding the following to our Service-Learning course list:

- BUS 421: Market Research
- BUS 428: Marketing Management
- BUS 429: Vandal Solutions – open to any year of student with permission of the instructor
- BUS 456: Quality Management
- BUS 439: Systems and Simulation
- A to-be-determined Spring 2013 course about Management and Human Resources

These courses meet three important criteria to be considered service-learning courses: students work on projects which benefit community partners, the instructor, and students; projects are tied to course learning objectives; and students reflect on what they have learned in the course. For a detailed description of these courses please refer to the Service-Learning Courses A – Z on pages 69-87.

In addition to these courses, our program is planning several outreach workshops to promote further awareness of the pedagogy of service-learning and to generate additional interest within the department for teaching service-learning courses. Jan Rauk, who teaches Management and Human Resources courses previously taught BUS 418 as a service-learning course, and originally became a Service-Learning Faculty Fellow in 2009. She has offered to lead a discussion in the CBE on how to develop meaningful reflection activities, and will incorporate service-learning into one of her courses next year.

Our Service-Learning Faculty Fellows would like to offer a series of brown bag lunches in the CBE, in collaboration with the Service-Learning Center. These Faculty Fellows will make course syllabi available, offer to mentor other faculty, and lead brainstorming sessions on incorporating service-learning and/or community-based research into teaching and publications.

Engaged Department Award Winners, cont.

College of Law

The University of Idaho College of Law has a long and proud history as a leader in the service-learning. Each academic year, the College strives to include a larger number of service-learning courses and an extremely high number of student service-learning hours. It enjoys the distinction of being one of the only approximately 25 law schools (out of 200 ABA-Accredited U.S. law schools) to have a mandatory, faculty-guided, professionally supervised, pro bono legal service requirement.

The College continues to develop, enhance and diversify its service-learning initiatives with emerging programs and levels of engagement. The College's emerging programs and expanded offerings are particularly impacted and inspired by the College's expansion to a full third-year program in Boise. Now students have year-round, essentially statewide access to service-learning opportunities. The College will use the Service-Learning Engaged Department Award funds to further enhance and develop our existing and emerging pro bono and externship service-learning programs.

Faculty fellows that have been leaders in service-learning efforts include Pat Costello, Katie Ball, and Trapper Stewart. These faculty Fellows will serve as mentors to others in the department or program

interested in incorporating service-learning and/or community based research into their teaching and/or research. All of the faculty members have extensive experience in service-learning and are already viewed by the faculty as some of the “go-to” mentors and consultants for service-learning/experiential educational experience and guidance.

In addition to our existing programs, these faculty members investigate, brainstorm, and seek to develop additional service-learning opportunities that complement our existing offerings. For example, this coming year these fellows, in coordination with other faculty members, will help to bring to fruition our first-ever externship program (complete with specialized educational components taught by substantive faculty experts) in Native-American-Law-specific placements. Similarly, we will continue to enhance and expand our already successful Natural-Resource-Law-specific externship placements. Additionally, we will continue to work with doctrinal faculty who seek to provide opportunities for students in their courses to engage in focused, synergistic pro bono legal projects, thus bringing our existing pro bono legal graduation requirements into the doctrinal classrooms. The College plans to offer, at a minimum, the following service-learning courses:

- The Mandatory Pro Bono requirement which, while not related to a course number, is a formal graduation requirement appearing on the degree audit and directed/taught by Fellow Trapper Stewart- additionally, this requirement has been introduced into/coordinated with doctrinal courses/faculty members on an experimental basis, and expansion of this approach is anticipated.

Engaged Department Award Winners, cont.

College of Law, cont.

- Trapper Stewart will teach two summer externship courses in both 2012 and 2013- Law 975 and Law 973, both of which are primarily service-learning courses.
- Both Katie Ball and Trapper Stewart will teach Externship school-year courses, including but not limited to Law 972 and Law 976, in the 2012-2013 school year.
- Professors Laflin and Costello will teach service-learning Clinical courses, including summers, consisting of at least the following: Law 995, Law 997 & Law 993.

For a detailed description of these courses please refer to the Service-Learning Courses A - Z on pages 213-217. The above courses are in addition to the ever-increasing service-learning work being developed by other faculty members and performed by our students. These emerging and expanded programs include the College's expansion to Boise and its development of year-round service-learning opportunities there. These developments are most apparent in the emerging and expanding requirements fulfilled by our joint-degree and emphasis students. As curricular requirements of their transcript-recognized emphases but not connected with a particular course number, these students much complete subject-matter-specific legal public service-learning during their law school studies.

Service-Learning Courses A-Z

The following courses capture the breadth and depth of service-learning at the University of Idaho and meet 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 we may include it in online and future editions of this report.

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

Instructor: J.D. Wulforth

Number of Students: 33

Total hours of student work: 1320

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 Confederated Tribes of the Umatilla Indian Reservation (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 Total Maximum Daily [Pollution] Load (TMDL) 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 three-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.



Wendy McClure's Architecture students work with the Nez Perce Tribe Economic Planning Department and Executive Council

ARCH 453: Architectural Design V

Instructor: Wendy McClure and Xiao Hu

Number of Students: 33

Total hours of student work: 2720

Community Partners: Nez Perce Tribe; City of Spokane; West Central Spokane Neighborhood Association.

Ann McCormack, economic development planner for the Nez Perce tribe requested assistance from Wendy McClure and her 4th-year-architecture-studio students to develop concepts for an entrepreneurial and retail center featuring cultural arts to be located in Lapwai, Idaho, “the land of the butterfly.” After touring potential sites and discussing project objectives during the summer of 2011, Wendy and Ann mapped out a two-part, semester-long partnership.

During Part I Wendy and her students helped the Nez Perce Tribe Economic Planning Department and Executive Council (NPTEC) to evaluate the relative economic and community benefits and impact of four alternative site locations in Lapwai. They included two potential community gateway points along highway 95, the historic downtown core, and the tribally owned, historic military parade grounds, officer’s quarters, and tuberculosis treatment center buildings.

At the sizzling start of the semester, we gathered under the shade of trees in Spalding to listen to



ARCH 453, cont.

aspirations articulated by tribal leaders and tour archives at the nearby Nez Perce National Historical Park museum. Don Brigham's landscape architecture studio helped to launch the project by participating in one week of site documentation and analysis activities.

During the first half of the semester eight teams of architecture students developed two alternative master plans for each of the four locations. Tribal representatives visited campus to meet with students, share Nez Perce traditions and discuss emerging concepts. On October 25 tribal economic development staff hosted an open-house exhibit featuring in-progress student work at the tribal recreation center in Lapwai. Nez Perce tribal leaders, agencies, stakeholders, and members were invited to view student work and discuss concepts one-on-one with each team. Tribal staff invited participants to offer opinions by responding to anonymous questionnaires about the design alternatives. Each team considered comments carefully and used feedback to make adjustments and to help guide final project development.

During the semester's remaining weeks, student teams refined master plans for their assigned district, developed urban design concepts for streetscape and public areas, and created plans and three dimensional visualizations of entrepreneurial center facilities. Final designs were exhibited in Lapwai at a second public open house on December 5 followed by formal presentations to tribal leaders

and key project stakeholders. Alternative visions presented for the future of Lapwai demonstrated incremental steps that can be taken to help the community to achieve economic aspirations while sustaining rich cultural traditions and natural systems.

The project experience had a mutual impact. It is our hope that the student work will help to inform planning processes and decisions by enabling community stakeholders to better visualize opportunities for sustainable mixed use development and revitalization of historic resources. Given the rich traditions and heritage of the Nez Perce, the learning experience for us was profound. Reflective discussions were used throughout the semester to help reinforce learning objectives and interpret cultural differences and experiences.

Our project culminated in a two-hour discussion with faculty and alumni who dropped in to view an exhibit of student work on campus. Tribal members articulated their gratitude to the students for sharing the gift of ideas, their commitment to the project, and their respect for Nez Perce culture.

Xao Hu's section of Arch453 Architectural Design V allowed students to work with the city government of Spokane and Spokane's West Central Neighborhood to study existing planning and urban design policies, examine successful strategies from other urban centers, and provide design visions for future changes.



ARCH 453, cont.



ARCH 453 students present their design work to the Nez Perce Tribal officials and stakeholders.



ARCH 454 Students assist with a design charrette with Palouse Ice Rink stakeholders.

ARCH 454: Architectural Design VI

ARCH 554: Architectural Design VIII

Instructor: Wendy McClure

Number of Students: 14

Total hours of student work: 2800

Community Partners: Palouse Ice Rink (PIR) Board and community stakeholders; City of Moscow Community Development Department.

Palouse Ice Rink, a local nonprofit organization, has entered an agreement with the Latah County Fairgrounds for a 50-year lease arrangement to construct a new ice rink within five years. At the invitation of the PIR Board, eight architecture students and their professor, Wendy McClure, helped to choreograph two community design workshops designed to help forward the organizations' programmatic goals and design aspirations. Held on consecutive nights at Gritman Medical Center, the workshops included approximately 60 community participants.

Students helped to set up tables, work with participants seated at each of eight tables to facilitate discussion, provide supporting graphics, and record concepts, priorities and goals. Students assisted with implementation of participatory strategies that were designed by a local architect who was in charge of the workshops and helped each table to remain focused on assigned tasks. At the conclusion of each evening's activities, students presented the results recorded for their table to all participants,

ARCH 454/554, cont.

which also included the mayor, local community policy makers, and commission members. Students provided professional design and graphic skills to help each participating community group articulate and prioritize project goals and design objectives. Their participation contributed to the workshop's success and ultimate purpose by helping to forward the PIR Board's process to prioritize programmatic content and design considerations for a new replacement ice rink facility. Students learned about the importance of engaging community stakeholders in design processes, challenges surrounding the art of listening to and reconciling multiple points of view and priorities, and some strategies to engage citizens in design processes.

Through a series of roundtable discussions students shared the benefits as well as their frustrations with the experience, participatory processes that were used and how to improve upon them, and the challenge of reconciling a range of viewpoints with differing project priorities. Five student participants have elected to continue developing concepts based on workshop findings so the discussion is on-going.

In a second project, seven interdisciplinary teams of students developed master plans and focus facility projects for a portion of Mocow's urban renewal area that included three blocks between 3rd and 6th Street along the Jackson Street couplet. The project was designed to stimulate dialogue and

ARCH 454 students meet with Palouse Ice Rink stakeholders, Board Members, and other interested parties to discuss design elements for a possible new ice rink





A student design for Moscow's Urban Renewal Agency. This is a concept for the 6th and Jackson Street area, which is currently not well-developed or connected to the University or downtown.

inform policy and to provide a portfolio of ideas that city staff can share with property owners and prospective developers. Their design and planning proposals were informed by area market research for apartment and commercial space. Students presented concepts in a public forum at city council chambers that also included the city community and economic development staff, the Mayor, city council members, and planning and zoning commission members. Summary graphics are posted on the City of Moscow's urban renewal agency Web site. In addition to public presentations of their work, each team prepared tutorial style digital project books featuring project designs and graphics and associated project research.

As best articulated by Mayor Chaney in follow-up correspondence, "Thank you for bringing your students' presentations to City Hall on March 5th. It is always so inspiring to be reminded through their un-shuttered vision of what is possible. I came away from that meeting on conceptual master plans for the three-block area along Jackson Street feeling invigorated!" The City staff intends to post the work on the city's Web site and to use student work to help potential developers, property owners, and MURA members to better visualize and evaluate development opportunities along this unsightly and neglected corridor of the city.

Through this project, students engaged in interdisciplinary, team-oriented design processes as applied to a real-life community context and purpose. They applied collaborative and creative problem-solving skills to address challenges presented to them by the city of Moscow's community development planner. Students furthered their development of important professional skills including

ARCH 454/554, cont.

graphic, written and oral communication, and presentation to live and Web-based public audiences.

Through a series of roundtable discussions and anonymous evaluations of each team member contributions as well as their own self-evaluation, students shared the benefits as well as challenges of interdisciplinary collaboration and team approaches to design. Following public presentations at City Hall, the entire studio discussed the value of their collective contribution to forwarding community aspirations and specifically the Mayor's letter about their public presentations. In a post-project presentation, students also shared their team's work with a property owner who hopes to harvest ideas. Through this process they were able to make direct connections between the value of civic engagement and the potential impact of their work on the future direction of development within the community.



ARCH 454 student design for the 6th and Jackson Street intersection, birds-eye view.



ARCH 520: Architectural Research Methods

Instructor: Xiao Hu

Number of Students: 14

Total hours of student work: 1890

Community Partners: Gritman Medical Center, Moscow, ID; Alphonsus Regional Medical Center, Boise, ID.

How to make spaces work better: Post Occupancy Evaluation of Medical Spaces.

Post Occupancy Evaluation (POE) involves systematic evaluation of opinions about the performance of spaces from the perspective of the people who are using them. It assesses how well buildings, structures, parks, plazas, or any other kind of the built environment match users' needs, and provides recommendations or suggestions to improve building design, performance and fitness for purpose.

There are many approaches to POE, and thus many variations on the possible types of evaluation that may be carried out under the banner of POE. The types are generally discussed in terms of the focus of the evaluation: whether it is concerned broadly based issues (e.g. overall design quality or efficiency of the procurement process) or at the other end of the spectrum is targeted more specifically on a key or narrow interest (e.g. a single element such as floor finishes).



ARCH 520, cont.

Through the service-learning project, students learn about POEs to answer four primary questions:

- How is the space working?
- Is it working as intended?
- How can the space be improved?
- How can future spaces be improved?

Answers to those vital questions require research to generate evidence that demonstrates the performance of a space designed for particular purpose and the relationship between the built environment and the associated human activities.

Evidence-based design has been popularly used for healthcare facility design in the US for over a decade because of the unusually high stakes and the financial and clinical outcomes that can be impacted by the built environment. The built environment in a healthcare facility is proved to significantly influence the stress of the patients and their families, the operation of medical treatment, the performance of staff and administrators, and the perception of visitors. Post Occupancy Evaluation has been carried out in healthcare design as an effective means to provide useful design research information. It serves a critical role in designing, constructing and delivering the right mix of functionality and personality. Patients and their families appreciate when the hospital environment

includes amenities from home. Nurses and the medical team prefer work spaces that are comfortable and allow maximum efficiency. The environmental services team values materials that will endure high demand, around-the-clock use.

Course learning objectives include:

- Comprehend various topics and issues encompassed within the post occupancy evaluation.
- Develop the research skills on combining research information with design decisions.
- Introduce POE as a useful design tool for evidence-based design.

The project focuses on two hospitals: Alphonse Regional Medical Center in Boise and Moscow's Gritman Medical Center. This allows for a local hospital site for students on the Moscow and Boise campuses. Working in small teams, students conducted a POE on two selected spaces within the hospital. Each student team determined which spaces are selected for study. These spaces could be main entrance, lobby, waiting area, dining area, hallway/corridor, operation rooms, patient rooms, nurse station, doctor offices, surgery rooms, restrooms, etc. Students chose open spaces like plazas, courtyards, and outdoor parking lots, for this study.

For each selected space, each team established at least three targeted foci like lighting, way-finding, user's overall satisfaction, color use, people's behavior pattern, barriers & constraints of spatial use, accessibility, visual comfort, thermal comfort, traffic efficiency, building durability, health & safety, ease of maintenance, spatial flexibility, user's control, connectivity, etc.

ARCH 520, cont.

Students used three data collection methods to generate/collect quantitative and qualitative data:

- Field observations -- Students observed the ways in which the settings are used and maintained. Based on the observation, students analyzed the physical characteristics of each spatial setting and compared them with the observed human behaviors.
- Survey -- Each team developed a set of survey questions and used those questions to determine important use and attitude information from respondents.
- Interview -- Each team conducted in-person interviews with some users of the studied space.

Students reflected on their findings (and the difficulties in doing POE research) through in-class discussions and with the instructor while working in their small groups. Students presented the research findings to the hospital and informed them about potential improvements to the built environment to facilitate its operation, promote safety, comfort, and health for visitors, patients, and medical staff, and provide positive distractions that will reduce the pressures and pains for patients and staff members. Our project outcome will also become a design suggestions and guideline for future hospital development. With a better understanding of the existing problem, the hospital can propose a better solution to overcome those problems.

ART 322: Graphic Design Studio

Instructor: Delphine Keim

Number of Students: 19

Total hours of student work: 3325

Community Partners: Various community partners across the Palouse

Students undertake graphic design projects for each community client. The client introduces the project and gives students feedback. The students develop proposals to meet the client needs while providing high quality design work and adding to their professional portfolio. The students undergo self-, instructor-, and peer-critique, and then a series of critiques and discussions with the community client as a part of the learning process.

ART 490: BFA Art/Design Studio

Instructors: Delphine Keim and Joe Casey Doyle

Number of Students: 2

Total hours of student work: 300

Community Partners: Moscow Charter School; Great Shape

Two students worked on projects for community partners during the fall 2011 semester. Paige Baxter performed 20 hours of design work for the Moscow Charter School to develop a new logo. Austin Knight performed over 270 hours for Great Shape, an organization that facilitates a unique combination of humanitarian dental projects, a literacy empowerment program, and an eye-care vision project. Austin did a comprehensive rebranding project for this organization. These projects meet all of the course and applicable University-wide learning outcomes by integrating previous design experience with an applied activity. Reflection occurs during individual and group critiques.

BIOP 520: Introduction to Bioregional Planning

Instructor: Tammi Laninga and Sandra Pinel

Number of Students: 18

Total hours of student work: 360

Community Partners: Clearwater County Economic Development Corporation; 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 the Clearwater Basin Biomass Atlas, 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. Specifically, the atlas examines the existing natural (timber), infrastructure (roads, railroads, etc.), human (education, work force), and economic capital, and supporting policies and incentives for biomass utilization in the region. Students collected data through interviews and secondary collection methods. The

BIOP 520, cont.

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.

This project provided our community partners with information useful for making informed decisions about future economic opportunities related to biomass harvesting and processing. In addition, the Clearwater Basin Biomass Atlas provided background information for Bioregional Planning Studio 1 (Spring 2012) projects, where students worked with community partners to address specific planning needs related to biomass projects in the region.

There were several points in the class where students had the opportunity to reflect on their service-learning experiences. During class, 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.

BIOP 521: Comprehensive Local and Regional Planning

Instructor: Sandra Pinel and Tammi Laninga

Number of Students: 12

Total hours of student work: 1620

Community Partners: Clearwater Basin Collaborative; Nez Perce Tribe; Clearwater County Economic Development office; Clearwater Soil and Water Conservation District

This course provided an overview to the purposes, process, and methods involved in creating comprehensive plans in coordination with state and regional agencies for growth management and sustainable rural/urban development. Throughout the West, rural communities, municipalities, and counties face decline of old industries and the simultaneous explosion of land development attracted by outstanding scenic and recreational resources. The purpose of community planning is to help communities to achieve multiple goals and manage change while protecting places and bioregions.

The Bioregional Planning and Community Design Program requires first-year graduate students to take Bioregional Planning Studio 1 (BIOP 560). The studio course, which is entirely structured around service-learning, gave graduate students the opportunity to work in communities on planning and design projects with community partners.

BIOP 521, cont.

Students learned the principles, process, content, and standards of municipal and county land use and Smart Growth (sustainable development planning) that integrates land use with economic development, housing, and historic preservation, agricultural viability, and other goals.

In spring 2012, students worked in teams on projects with communities in the Clearwater Basin, a region that encompasses five counties (Clearwater, Idaho, Lewis, Nez Perce, and Latah) and the Nez Perce Reservation. This county includes two major rivers, the Nez Perce tribal headquarters and homelands, the City of Lewiston, a growing recreational and manufacturing sector, the only port in Idaho, and a major East-West highway route. Specifically, we learned about local and regional planning by focusing on Nez Perce County, which plans to update some of its plan data toward a subsequent comprehensive plan update. This location was selected to tie into current projects underway by the Clearwater Basin Collaborative, the Nez Perce Tribe, the Clearwater County Economic Development office, and the Clearwater Soil and Water Conservation District. Students who were interested in also attending meetings in a second region, the I-90 corridor (where the instructor is working on a regional planning project), could earn extra credit or apply for a subsequent internship.

Specific projects students worked on include reuse options for an abandoned mill site near Pierce, a Rails-to-Trails project from Orofino to Jaype, and a basin-wide trail plan. To complete these projects,

students worked directly with community members on a regular basis. Students and instructors visited the region three times, once overnight. Students developed work plans outlining their projects and deliverables; they presented draft concepts and final products; and provided final reports. Throughout the class, students applied planning concepts they learned in other classes to these real-world projects.

Class participation includes in-class activities, individual and team exercises, journal postings on meetings and activities, and developing discussion questions for readings. 20% of the class was devoted to service-learning team work. Some classes were dedicated to additional S-L time entirely. There were several points in the class where students have the opportunity to reflect on their service-learning experiences. During class, time was reserved for service-learning project discussions and questions. Students are also required to submit reflective journals focusing on different aspects of the project experiences.

In previous BIOP studio classes, students have produced design products for the Coeur d'Alene Tribal Housing Authority (Spring 2008), the Long Valley Communities of Cascade and Donnelly (Spring 2009), and the town of Priest River (Spring 2010). Student projects have been well received and the materials have assisted these communities in updating comprehensive plans and seeking additional resources and funding to implement projects.

BIOP 521, cont.

For example, the Coeur d'Alene Tribal Housing Authority used student concepts 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. The Priest River project resulted in the formation of a new community organization that is tackling tough economic conditions by installing a community garden, hiring an economic development coach, and building citizen capacity to identify economic opportunities and overcome high unemployment rates.



Bioregional Planning students meet with Dr. Rich Margerum, Chair of the University of Oregon Planning, Public Policy, and Management (PPPM) Department. Dr. Margerum visited the U. Idaho campus to discuss collaborative planning and to create a cross-institutional dialogue. UO and UI have a lot in common regarding service-learning and community engagement.

BIOP 560: Bioregional Planning Studio I

Instructor: Tammi Laninga and Steve Hollenhorst

Number of Students: 7

Total hours of student work: 945

Community Partners: Northwest Advanced Renewables Alliance; Clearwater County Economic Development Corporation; Clearwater Economic Development Association; University of Idaho Extension, Clearwater County; Port of Wilma - Whitman County, Washington; Lewiston City Planning Department; Nez Perce County Planning Departments

In BIOP 560, students worked in the Clearwater Basin, looking at the reuse of an old mill site for biomass processing, part of the NARA project (nararenewables.org).

Students identified natural resource, transportation, and mill site assets in the Clearwater Basin to see how they can be utilized in the supply chain for production of biofuels from woody biomass. Students worked with various community partners to examine re-use options for existing sites in the basin for woody biomass pre-processing, pre-treatment, and storage and shipping of chips, pellets, and liquid materials to the West Coast.



Bioregional Planning students discussing the production of the Clearwater Basin Biomass Atlas to help community partners address specific planning needs related to biomass projects in the region.

BIOP 561: Bioregional Planning Studio II

Instructor: Tammi Laninga, Mike Lowry, Steve Drown

Number of Students: 4

Total hours of student work: 1700

Community Partners: Palouse Food Action Coalition; Clearwater Soil and Water Conservation District; University of Idaho Architectural and Engineering Services; City of Moscow Public Works; City of Moscow Community Development Department; Moscow City Council; Moscow Transportation Commission

BIOP 561 is a professional project studio. Students work individually with their major professor on a project that furthers the students' research interest. This is often (but not always) done with a community client. All the students/faculty advisors meet bi-monthly to discuss their projects/progress and to get feedback and input. Only those projects that are community-based and in which the student directly collaborates with a community partner are described here.

Bioregional Planning student Kate Mankoff worked closely with the Palouse Food Action Coalition to develop the 2012 Palouse Food Background Report. In addition to developing this resource guide and broader understanding of food issues within the Palouse Bioregion, her work also brought community members together to form a Latah County Food Policy Council.

BIOP 561, cont.

Bioregional Planning student Elvis Herrera worked with the Clearwater Soil and Water Conservation District to develop a concept plan for a Rails with Trails project from Orofino, ID to Pierce, ID. This Bioregional Planning partnership takes advantage of the numerous abandoned railways that historically served the greater Palouse and Clearwater regions through transportation of goods in and lumber and minerals out. One major aspect of the student's work was in highlighting historical events and other interesting regional information.

Mike Lowry, faculty member in Civil Engineering, continues to foster a three-year service-learning partnership with the University Parking and Transportation Services Department. His students worked with a Transportation Advisory Group to review parking and transportation conditions at the University of Idaho - specifically researching areas of concern for pedestrian/vehicle conflict and areas for improving safety among modes. Through this research, the students were able to propose specific projects that have been identified to improve safety of travelers, raise awareness and importance of pedestrians as a mode of travel, improve bicycle parking infrastructure, enhance the pedestrian walkway on campus by eliminating vehicle traffic, and improve certain parking lots.

BUS 378: Project Management

Instructor: Tracie Lee

Number of Students: 115

Total hours of student work: 4600

Community Partners: Frontier Communications, Inc.; University of Idaho American Indian Studies Program; Kamiah Community Partnership Coalition; Moscow Affordable Housing Trust; Moscow United; Palouse Patchers; Quillio Quarter Horses; White Spring Ranch; University of Idaho International Program and Study Abroad Office; University of Idaho Lionel Hampton International Jazz Festival; University of Idaho College of Business & Economics

BUS378 is a service-learning course open to any student with junior standing or above. The course teaches tools and techniques to manage projects in any type of organization. Students work in teams to complete projects for community partners, gaining hands-on use of the tools and techniques they learn in class. 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, and risk register.

BUS 378, cont.

Three reflection activities are used to allow students to reflect on their learning: (1) at the start of the semester, students complete an assessment, identifying two skills they would like to work on; (2) in a midterm reflection activity, students respond to questions about the progress of their project and their team; and (3) a final reflection activity, in which students consider how and whether they improved on the two skills initially identified, and the value of the project and the team to their sponsor.

Summer 2011

In summer 2011, many students used projects from their summer jobs or internships to fit the class project requirement. Some of these are considered service-learning projects:

Quillio Quarter Horses Web redesign: a team of 2 students worked with Quillio Quarter Horse ranch in southern Idaho to redesign the Web site, including taking photos of the foals and adult horses and organizing the sire and dam information for each horse. The project was sponsored by the owner of the ranch.

Reduce Churn project: A team of two students worked with Frontier Communications in Moscow to understand the reasons that customers may switch away from Frontier to another service provider. Once they understood root causes, the team developed promotional materials to provide current and new customers to answer their most frequently asked questions. This project was sponsored by Tom Murn, General Manager, Frontier Communications.

Palouse Modern project: A team of three students worked with the UI's Dr. Jan Johnson to determine the feasibility of converting an existing for-sale office space into a modern/retro lounge and boutique hotel.

Needs Assessment & Building Costs, Community Center: Three students worked with the Kamiah Community Partnership Coalition to develop a needs statement for a community center in Kamiah. These students used the site design developed by a previous student team from UI's College of Art & Architecture as a reference document, and then contacted construction companies to determine the cost to build the community center. This project was sponsored by Sharlene Johnson, Executive Director, KCPC.

BUS 378, cont.

The BUS 378 Climate Change Team. This is the largest team, undergoing the most complex service-learning project since beginning to use service-learning in this course.



The BUS 378 Climate Change Team. This is the largest team, undergoing the most complex service-learning project since beginning to use service-learning in this course.

Fall 2011

Five projects were completed during the fall 2011 semester:

Students and Faculty Attitudes toward Climate Change: A team of 18 students worked in sub-teams to develop, organize, and administer a survey to 1700 UI students, to benchmark UI student attitudes toward climate change. One sub-team also developed and submitted a proposal to the Institutional Review Board (IRB) to gain approval for a survey of faculty in spring 2012. This project was sponsored by research economist Steve Peterson, in the College of Business and Economics.

Study Abroad Marketing and Increased Presence: A team of five students worked with the UI's Study Abroad Office (SAO) to review how the SAO markets study abroad to UI students. SAO asked the team to develop a calendar-based marketing plan, and to suggest updates to some of their marketing material. The student team surveyed several hundred UI students to understand the level of interest and awareness about study abroad, and found that there is a high level of interest about study abroad. Based on research and surveys, the team developed a presentation and 26-page report for the SAO office. This project was sponsored by Colton Oliphant and Jill Kellogg from the UI Study Abroad Office.

BUS 378, cont.



Students explore options for the expansion of Vandal Brand Meats. Here, students travel to Garfield, WA to study how Garfield Meats does business.

Vandal Meat Expansion Study: A group of researchers at the UI received a grant from the USDA to research feasibility of a local livestock food system. The research team sponsored a project to analyze the feasibility of expanding Vandal Meats (VM), a USDA-inspected processing plant on the University of Idaho campus. Additional USDA-inspected processing capacity in this area would allow more locally-raised beef to stay local. Grant research assistant Sandy Kralik provided guidance to the team of six students. This project analyzed bottlenecks in the processing plant, and determined several ways to expand capacity. Students worked with Moscow’s Wastewater Treatment Plant, UI Facilities, Vandal Meat, and McKinstry Construction to complete the assessment. This project was sponsored by Ron Richard, Vandal Meat manager, and Tracie Lee, a researcher studying distribution systems for the grant.

Palouse Patchers Web Presence Improvement: A team of five students worked with Palouse Patchers, a non-profit fabric arts organization, to revitalize the organization’s Web site and add a social media presence. Palouse Patchers wanted a more interactive site and wanted to understand how people were using their site. They also wanted a more easily updated Web site. The student team transferred the Web site to a Web-based platform, and added the site to Google Analytics, providing training to the non-profit’s Web administrator on how to use the new platform and the new features. The student team also submitted press releases and attended a “sew day” for Quilts of Valor, in which fabric art groups across the country make quilts for returning veterans. This project was sponsored by Palouse Patchers leaders Mary Silvernale Shook, MiMi Sproul, and Diane Potter.



The White Springs Ranch Privy Construction team.

White Spring Ranch Outhouse Construction: A team of nine students, with expert assistance from Service-Learning Reflection Leader Li-Qin Fan, designed and built a historic-looking pit-privy outhouse, which included applying for a building permit, applying for a project grant, and receiving final inspection approval, at White Spring Ranch in Genesee. WSR is the only Idaho ranch on the National Historic Registry. The ranch museum is open to the public, but did not have a public restroom. The new outhouse blends in with the ranch buildings, as the student team used “found” material on the outside, including the door and cedar shake shingles. Diane Conroy, Ranch Archivist for the non-profit board which manages White Spring Ranch, sponsored this project.

Spring 2012

Nine projects were completed during the spring 2012 semester:

Custom Conversion Study: A group of researchers at the UI received a grant from the USDA to research feasibility of a local livestock food system. The research team sponsored a project to analyze the costs and regulations to convert a custom meat processor to a USDA-inspected facility, using Garfield Meats as a case study. Grant research assistant Brita Carr provided guidance to the team of four students. This project analyzed what changes would need to be made structurally and cosmetically, how employees might be affected, and what rules and regulations would change how business is done in a custom processing plant, in order to comply with federal regulations for commercially processed meat. This project was sponsored by Tracie Lee, a researcher studying distribution systems for the grant.

BUS 378, cont.



BUS 378, cont.

IBC Information Session Team working on their customer service skills while serving as recruiters for the Integrated Business Curriculum which contains service-learning courses.

New Plant study: A group of researchers at the UI received a grant from the USDA to research feasibility of a local livestock food system. The research team sponsored a project to analyze the costs and regulations to build a new, small, USDA-inspected meat processing plant in the Lewiston/Clarkston area. Grant research assistant Sandy Kralik provided guidance to the team of six students. The team worked with the Port of Lewiston, Lewiston's wastewater treatment facility, interviewed a USDA inspector, and toured Woods Meat in Sandpoint to see a working plant. This project was sponsored by Tracie Lee, a researcher studying distribution systems for the grant.

Sign Project: A team of five students designed, sourced, and constructed a large, two-sided sign for White Spring Ranch, a non-profit historical site and museum located in Genesee. The museum did not have a sign near the road, visible to passing motorists on the highway, and the new, large sign would help people find the ranch, and increase traffic to the ranch. This project was made possible by a mini-grant of \$750 from the Service-Learning Center. Diane Conroy, Museum Archivist, sponsored this project.

IBC Info Session: A team of three students designed, organized, and recruited students and faculty to participate in an information session for sophomore business majors to learn about the Integrated Business Curriculum, the junior year program which all business majors must take. Students often are apprehensive about IBC based on what they hear from juniors and seniors, and this panel event, attended by over 50 students, dispelled some of the myths. The project was sponsored by Assistant Dean Dana Stover, College of Business and Economics.

BUS 378, cont.

CBE Globe Trekkers: A team of five students designed, organized, and recruited speakers to participate in an information session on studying abroad and at other schools in the United States. The team worked with the International Program Office, CBE faculty, students currently studying at Idaho as exchange students, and students who had previously studied abroad from the CBE. The event was attended by about 50 students. It was sponsored by Assistant Dean Dana Stover, College of Business and Economics.

Moscow Affordable Housing Trust (MAHT) Survey project: A team of five students developed a survey and sent it to Moscow area businesses to collect responses from employees about the need for more affordable housing in the area. Many university towns and tourist areas have a portion of the population which works there but cannot afford to live there, and the MAHT non-profit was formed by a group of people who believe that may be the case in Moscow. The team analyzed survey results to determine whether more affordable homeownership options are needed in Moscow. This project was sponsored by Karl Johnson, President, MAHT.

Jazz Festival Smart-Phone App Design project: The UI Jazz Festival doesn't currently have a smart-phone app, and based on requests from concert and workshop attendees, and volunteers, such an

app could help with information flow about the various events related to the festival. A team of four students worked with stakeholders including the Jazz Fest Board of Directors and Executive Director to design an app which could then be outsourced for coding in the summer or fall. The plan is for the UI to have an app for Jazz Fest 2013. This project was sponsored by Jesse Delavan, Volunteer Coordinator for the Jazz Festival.

Palouse Cup project: A team of four students worked with Moscow United to review the existing organizational and leadership structure of the Palouse Cup soccer tournament, which takes place in the summer in Moscow. The team consolidated information from the organizers to create job descriptions for committee members and piloted how the organization could be restructured. This project was sponsored by Jared Vreeland, Director of Moscow United, and Suzanne Anderson, Board member.

Students and Faculty Attitudes toward Climate Change: A team of eight students continued with the faculty-survey portion of the project that originally began in fall 2011. IRB approval was received for the process of surveying faculty, and 300 randomly selected faculty were emailed a link to an online survey. The student team followed up with phone calls to the faculty, giving an option to take a paper survey. The survey was to establish a benchmark for student and faculty opinions on climate change, and to explore potential pedagogical implications of a gap in attitudes between students and faculty. The team also compared the aggregated data for faculty and students. This project was sponsored by research economist Steve Peterson, in the College of Business and Economics.

BUS 421: Marketing Research and Analysis

BUS 428: Marketing Management

Instructor: Steve Shook and Michael McCollough

Number of Students: 143

Total hours of student work: 2860

Community Partners: Moscow School District Lunch Program; Andersen Silos; University of Idaho Parking and Transportation Services; Idaho National Laboratories; KZFN, Z-Fun Radio 106.1 FM; JUMP (Jacks Urban Meeting Place); University of Idaho Office of Technology Transfer; Rimrock Consulting

BUS 421 and 428 are based on a year-long group project. Students conduct in-depth marketing research, and then use this information to create marketing plans for clients. Last year, student teams worked with local organizations including the Moscow School District Lunch Program, Andersen Silos, University Parking, Idaho National Labs, and Z-Fun Radio. This year, teams are working with JUMP, a non-profit community center in Boise funded by the Simplot Foundation, with the UI Office of Technology Transfer, and with local engineering firm Rimrock Consulting.

BUS 439: Systems and Simulation
BUS 456: Quality Management
STAT 456: Quality Management

Instructor: Scott Metlen

Number of Students: 82

Total hours of student work: 8200

Community Partners: Happy Days, Inc.; Moscow Food Co-Op; Palouse Properties; Buy Local Moscow; Vandal Catholics; VandalStore, University of Idaho Golf Course; University of Idaho Professional Golf Management Program

BUS 456 and 439, along with STAT 456, use process improvement projects to teach students about course concepts, organization culture, and the nature of decision making in an uncertain environment. Students use course tools and techniques to help organizations develop more effective processes. These range from production processes to community support processes such as waste treatment. These projects directly affect the bottom line and give students an opportunity to gain hands-on experience. Reflection is built into the course as part of the project deliverables. Sponsors have included UI Parking & Transportation, Gritman Medical Center, Latah County, and the UI Office of Sponsored Programs.

BUS 439/456, STAT 456, cont.

These projects serve as a gateway into the university community for many different organizations. It is also a gateway for students to see into the inner workings and culture of many different organizations. Through these projects, students must utilize specialized skill sets to help solve real problems and to promote opportunities. The students must exercise decision making and process management skills on real issues. A list of fall 2011 and spring 2012 projects are below:

2011 Fall Quality Management Projects

- Optimizing communication flows across project selection and categorization for Boeing Composite
- Improving the supplier selection process for the Community Manufacturing Partnership that Boeing manages
- Improving the anodize and paint process for Boeing Skin and Spar
- Improve the spar sampling plan for Boeing Skin and Spar
- Improve the Purchasing Process for the U of I
- Analyze the nursery process for the Nez Perce Tribe
- Create a process from customer order to installation for Frontier Communications B to B business
- A better and more comprehensive campus-wide recycling process for the U of I

2012 Spring Simulation Projects

- Project portfolio management for the new 787 derivative for Boeing
- Tool needs and timing for 787 floor beams for Boeing
- Tool needs and timing for 787 ribs for Boeing
- Elimination of waste for skin anodize and penetrant treatment at Boeing Skin and Spar
- Elimination of waste for the hand work on skins at Boeing Skin and Spar
- Time and motion study for a proposed nuclear waste treatment process for CH2M-WG IDAHO, LLC, a contractor for INL
- Modeling the pros and cons of local slaughter houses vs. centralized
- Eliminating waste from the U of I travel process
- Maximizing customer satisfaction while minimizing costs at Gritman Hospital's emergency room
- Eliminating waste from Latah County's waste collection system
- Improving the marketing process for SEL



Vandal Solutions students working in teams for various community partners.

BUS 429: Vandal Solutions

Instructor: James Forbes and Kenneth Nuhn

Number of Students: 52

Total hours of student work: 4680

Community Partners: University of Idaho Parking and Transportation Services; Gritman Medical Center; Latah County Commissioners; University of Idaho Office of Sponsored Programs; Boeing Waste Reduction; University of Idaho Purchasing Office; Nez Perce Tribal Plant Nursery; Frontier Communications; University of Idaho Recycling Program; CH2M-Hill; Schweitzer Engineering Laboratory

Vandal Solutions is a student-operated business built on a Win-Win-Win model. Students win by experiential learning: They learn business by running a non-profit business. The community wins as local small business and non-profits gain consulting and marketing research expertise at a below-market rate or pro-bono. The student body wins with all funds earned by Vandal Solutions being returned to the student body to fund scholarships, field trips, student events and activities, and career services. Donations by Vandal Solutions generally exceed \$10,000 per year. Students provide all the work and management of a marketing and business consulting business. Each year, they construct all the necessary elements of an Annual Report to the College of Business and Economics and the University. Acceptance to this service organization is by application and interview; Vandal Solutions seeks students from every College on the Moscow campus.



Spring 2012 Vandal
Solutions students

CASP 597: Practicum: School Counseling

Instructor: Linda Taylor

Number of Students: 8

Total hours of student work: 800

Community Partners: : Coeur d'Alene School District; Lake City Community Church; Nehalem Elementary School, Neah-Kah-Nie School District, Oregon; Weeks and Vietri Counseling Agency; Alliance Family Services, Inc.; John Brown Elementary, Rathdrum, Idaho; Lakes Middle School, Coeur d'Alene, Idaho; Trackers; Alternatives to Violence on the Palouse; Fernan Elementary School; Progressive Behavior Systems; Timberlake High School, Spirit Lake, Idaho; Moscow School District

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.

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

CASP 597, cont.

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 Reflections and Reactions were presented and discussed in class.

Special note: The students who did the service learning last year in Taiwan presented about it at the World Educational Research Association in Taiwan this December and were able to meet the children they worked with!

COMM 335: Intercultural Communication

Instructor: Mika Marlow

Number of Students: 235

Total hours of student work: 2820

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; Eggen 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.

COMM 335, cont.

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.

CSS 310: Social Research Methods in Conservation

Instructor: Nick Sanyal

Number of Students: 14

Total hours of student work: 490

Community Partners: University of Idaho Sustainability Center; University of Idaho Parking and Transportation Services

The service-learning project for the fall 2011 course was to design, implement, analyze, and report on a survey of commuter behavior and needs on the UI Moscow campus. 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.

The data are needed to update the campus environmental footprint and to accommodate better the needs and behaviors of the campus community. This study partially replicates studies done in 2006 and 2009.

CSS 310, cont.

This Service-Learning activity addresses six of the seven course goals:

- Understand and be able to demonstrate how key research concepts can be applied to conservation, and recognize and correctly use basic terminology of research;
- Understand and be able to explain the interaction and connections among research design, measurement, data collection methods, and sampling;
- Be able to understand the nature and limitations of data and their use in making and supporting professional judgments;
- Be able to enter, manage, manipulate, and analyze data, and be able to interpret the output from statistical tests and data management;
- Be able to produce simple, but technically robust, research reports;
- Develop expertise in basic scientific and academic skills such as technical writing, using citations to support an argument, and conducting literature searches in the library and on-line.

Students were asked to reflect in writing on three questions:

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

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



CSS 385 students develop and then play the latest version of the PlanningGame. Designed to teach the basics of community planning theory and practices, the class made it easy to learn and play while keeping many real-life complexities in the game. The process also taught the complexities of making collaborative decisions on complex matters.

CSS 385: Conservation Management and Planning I

Instructor: Nick Sanyal

Number of Students: 19

Total hours of student work: 665

Community Partners: City of Moscow Planning and Zoning Department; City Council Moscow, Idaho; Latah County Commissioners

The fall 2011 service-learning project was to research, compile, and organize data from the greater Palouse into a conservation management primer called Paradise Now! The essence of the book was to create a green infrastructure primer for the greater Moscow/Palouse bioregion. Students examined behavioral, demographic, historical, economic, and other human/social data to identify development patterns and trends, and determine how these factors are shaping the region. Our end goal is to develop a fuller understanding of the relationships between community, sustainability, conservation, and heritage.

When the book was completed, it was made available to Latah and Whitman County Commissioners, Planning Commissions, as well as Moscow and Pullman's elected officials. Its purpose is to give conservation planners, commissioners, and city officials a tool to help them envision a more sustainable Palouse. It is not a "how to" book, but one that asks, "What if?"

CSS 385, cont.

Step 1: Data Generation: The majority of this “data generation” process involved a search for the Palouse’s assets, the threats to those assets, and sustainable solutions to alleviate those threats. This process will be the most time consuming aspect of this project.

Step 2: Data Synthesis: The goal of this process was to identify the most important concepts that need to be communicated to your audience (see above) and how best to communicate those ideas. Simple, concise, articulate communication is critical to the success of this project.

The end product (the book) had seven deliverables:

- Identify the Palouse’s natural, social, and economic assets and the policies that protect those features;
- Identify how the Palouse’s neighborhoods are connected, what creates/destroys those connections, and how those types of connections can be facilitated and maintained;
- Document the relationship between the natural and working landscapes of the Palouse;
- Designing infrastructure to appropriately accommodate this growth to preserve the area’s livability and rural character and provide suggestions as to how we can design these communities to accommodate this growth without our footprint getting bigger;
- Identify the region’s primary imports (e.g., energy, waste, crops) and make suggestions as to how

- the region could become less reliant on these imports;
- Identify the region's recreational/historical/cultural hubs and links and make suggestions as how they could be better connected or enhanced;
 - Identify what the current relationships are among the region's managing institutions.

Through these steps, the students applied their developing knowledge of green infrastructure, social and ecological principles, and assessing the needs for conservation in Moscow. Green infrastructure is a concept that highlights the importance of the natural environment in decisions about land use planning. An assessment of the current condition of these resources will reveal which aspects of the community are at risk and how damage to them might adversely impact the sustainability of the region.

This Service-Learning activity addresses six of the nine course goals:

- Understand the differences, similarities, and relationships between development, growth, and conservation and how they contribute to development of green infrastructure;
- Understand the benefits of holistic land-use management, and the role of the social and policy sciences in delivering and sustaining those benefits;
- Describe the concepts of management (i.e., goals and objectives, budgeting, and human resources) and policy basic to the successful functioning of conservation programs, including recreation, tourism, and related businesses;
- Identify the relationship between public and private entities and recognize their responsibility in

CSS 385, cont.

providing recreation and conservation opportunities for all populations;

- 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 recreation and tourism facilities and services;
- Be able to apply the principles learned in class to real-world working communities and landscapes.

Students were asked to reflect in writing on three questions:

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

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

CSS 386: Conservation Management and Planning II

CSS 502: DS: Community Engagement and Conservation

Instructor: Nick Sanyal

Number of Students: 19

Total hours of student work: 745

Community Partners: Greater Palouse Planning agencies and city governments

Building on the motivating nature of games, we worked together to make the learning – and teaching – of planning more fun, if not easier. Different educators view the use of games in the classroom in different ways, reflecting different needs and different philosophies of education. The most relevant of these differences is the split between predominantly instructionist philosophies and predominantly constructionist ones.

We designed and built a conservation/land use planning game that can be used to teach other students the principles of land use and conservation planning. The game can also be used with high school, community, and professional groups to instigate dialogue and enhance appreciation for the complexity of planning. The game is different from the often-used “Futures” game that citizens use to create images of future states of their communities.

Public planning is a much-misunderstood practice. Few people know about its basics, and even fewer

CSS 386/502, cont.

know how to plan. Planning is a context-dependent amalgam of law, behavioral sciences, politics, ecology, and economics. This game will help us assist communities in fulfilling their visions for sustainable growth. The game can bring together faculty, students, and communities in an interactive knowledge and problem-solving engagement as co-learners engaged in interdisciplinary discovery.

This Service-Learning activity addresses all eight of the course goals:

- 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 & economic processes & institutions;
- Be conversant in and be able to apply planning theories and concepts and appropriately use planning terms commonly used in conservation;
- Be able to discern between kinds, styles and purposes of conservation planning in the public, private, and nongovernmental sectors;
- Understand and be able to explain the alternative roles for clients, citizens, technocrats, governments, and enterprises in conservation planning;
- Be able to produce simple, but technically robust, planning documents;
- Be able to apply conservation planning frameworks and understand their strengths and weaknesses;

- Be able to understand the nature and limitations of planning for the future, and understand the role of professional judgment; and
- Be able to work effectively in groups of divergent professional and personal interests.

Students were asked to reflect in writing on three questions:

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

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



Wilderness Service-Learning students spend two to three weeks in the Selway-Bitterroot or Frank Church River of No Return Wilderness Areas, learning about protected area management during this intensive field course.

CSS 498: Wilderness Service-Learning

Instructor: Ed Krumpe and Jim Ekins

Number of Students: 3

Total hours of student work: 405

Community Partners: Selway-Bitterroot Frank Church Foundation; US Forest Service, Bitterroot National Forest, Paradise Ranger District

The Forest Service manages the 2,100 square mile Selway-Bitterroot Wilderness area with a minimal budget and workforce already allocated toward numerous 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 the Wilderness Service-Learning Internship 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. Students in this class removed over 37,000 lbs (16 tons) of trash from an abandoned ranch during the summer 2010 semester. Students did hundreds of feet of trail restoration, historic structure maintenance, and several miles of trail brushing and clearing of logs during the summer 2011 semester.



Wilderness Service-Learning students learn how to properly use a crosscut saw and safely and accurately fell a snag. This snag was otherwise in danger of falling on the privy in the background.

We pursued this service-learning course as a solution at the intersection of a number of needs associated with wilderness management. Our students are the future leaders in environmental preservation. Students spend three weeks in the shoes 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 that this type of intensive service-learning project had not been tried before in a wilderness setting. Western U.S. wilderness areas are 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. We served multiple audiences, including backpackers, rafters, stock packers, hunters, etc. who are already finding the wilderness more pristine and accessible. With the service provided by the students and instructors, 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.



Wilderness Service-Learning
Students did maintenance on the historic Cooper's Flat cabin as well as trailwork and clearing logs from the trails.

McCall Outdoor Science School AmeriCorps CSS Graduate Students use hands-on learning techniques to teach elementary school students about water quality and the basics of lake management.



Service-Learning at McCall Outdoor Science School

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

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

Number of Students: 17 in each course

Total hours of student work: 16,065

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, cont.



U - Idaho graduate students in Conservation Social Sciences' McCall Outdoor Science School program spend an academic year teaching science lessons to K-12 students at the McCall Field Campus. These graduate students can continue for one additional semester on the Moscow Campus to complete a Master's degree.

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.

CSS 561 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 completed a project on perceptions of climate change and its regional impacts and facilitated a learning experience with a local environmental science class in order to help those students explore this same issue. Through this service, our students were able to synthesize key research findings and

McCall Outdoor Science School, cont.



MOSS graduate students teaching K-12 students about the science behind water quality and riparian ecology.

learn about how to tackle challenging issues with high school students.

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 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

McCall Outdoor Science School, cont.



MOSS operates year-round, providing an opportunity to teach students about winter ecology and recreation opportunities.

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.

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 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.

EDCI 201: Contexts of Education

Instructor: **Ingrid Spence**, Deanna Gilmore, John Davis, Maaike Davidson, Margaret Vaughn, James Joseph Connors

Number of Students: 268

Total hours of student work: 5360

Community Partners: West Park Elementary School, Moscow, Idaho; University of Idaho Early Childhood Learning Center; Juliaetta Elementary School, Kendrick Joint School District, Idaho; University of Idaho STEM Mars Rover project; Latah County Youth Services; St. Mary's School; Royal Garrison School; Success By Six; Hope Center Thrift Store; University of Idaho Raven Scholars Program; Ukrainian English Language Learner Student Skype Exchange Program; Sojourners Alliance/MJHS mural art project; Disability Action Center Northwest; Palouse Prairie School for Expeditionary Learning; McDonald Elementary School Totem Art project; Moscow Junior High School Community Reads program; Eggan Community and Youth Center; Lena Whitmore Elementary School

Our students performed a huge variety of service-learning projects, some in pre-K through 12 classrooms, assisting teachers addressing the individual needs of their students; some on the playground and in the lunch room for supervision/safety; some involved in the various tasks under the direction of administrators. Other students worked on specific projects within the schools: UI and MJHS art students are designing and painting a mural for Sojourner’s Alliance; others worked on art projects at McDonald School; Palouse Prairie School needed help assisting community resource teachers; MJHS needed assistance in designing and implementing a community reads program with the book Marley and Me.

Some students were tutoring and/or supervising teenagers at the Eggan Youth Center after school and the Latah County Youth Services study table, while others were tutoring after school at Lena Whitmore Elementary. Another group worked with the Disability Action Center, interviewing senior citizens to create biographical booklets. A few students hooked up online to help English Language Learners in Ukraine. Some lent assistance to the Hope Thrift store, sorting and displaying merchandise.

All of these activities helped to connect our student population with the community. Students were able to see how their “hands on” assistance can impact students, schools, and community agencies. Supervision and tutoring of our youth is the greatest common theme, but the needs of others are also attended to—low income and homeless, disabled seniors, and charity organizations help to bring the community together.

EDCI 201: Contexts of Education, cont.

The service-learning pedagogy met the following three learning objectives; these are derived directly from the 201 syllabus: Describe the role and purpose of schools in the United States and the world; the teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally; and the teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student's learning and well-being.

Students were expected to write reflectively on their ongoing experiences and then at the end of the semester create and share with their classmates a PowerPoint presentation about their service.

EDCI 320: Foundations of Literacy Development

Instructor: Emily Duvall

Number of Students: 29

Total hours of student work: 870

Community Partners: Seltice Elementary School, Post Falls School District; Hayden Meadows Elementary School, Coeur d'Alene School District

Fall EDCI 320 students worked with Seltice Elementary School first grade teachers (Post Falls School District) on phonemic awareness to develop the childrens' literacy and reading skills. They spent a half hour per week for about 15 weeks. They worked with second grade teachers at Seltice Elementary School, with the Reading Aloud program for a half hour per week for about 15 weeks. Finally, these students worked with Hayden Meadows Elementary School (Coeur d'Alene School District) fourth grade teachers to develop a Pen Pals program over about 7 weeks.

EDCI 322: Integrated Language and Literacy

Instructor: Margaret Vaughn, Emily Duvall

Number of Students: 79

Total hours of student work: 2,990

Community Partners: Seltice Elementary School, Post Falls School District; Palouse Prairie School for Expeditionary Learning, Moscow School District

Spring EDCI 322 students on the University of Idaho Coeur d'Alene Campus worked with Seltice Elementary School classrooms on the Read Aloud and the Text-to-Self Writing Programs for about twelve weeks. In addition, they worked with the Charter Academy (Coeur d'Alene School District) sixth grade class on Choral Reader's Theatre.

Moscow-based students focused on a different project. Given the high stakes accountability climate which many teachers face, they are often unable to teach science and social studies. The purpose behind this literacy project is to help support local schools in their efforts to build literacy skills with their students by providing individualized reading books centered on science topics. Students in the Literacy Methods & Arts Block & Service-learning (EDCI 322, 409 & 201) participated in a literacy initiative using these trade books to build literacy skills with the elementary students of Palouse

Prairie School.

Given that the University of Idaho students (EDCI 322, EDCI 409, EDCI 201) are required to learn and demonstrate a variety of teaching methods, this literacy initiative provided opportunities for prospective University of Idaho teachers to engage directly with schools in the community. U of I students in these courses taught literacy methods using these targeted science trade books with elementary students. Additionally, EDCI 201 students helped to create a “Book Room” at the school which included helping to organize these new books and the existing ones. Students cataloged and organized these science trade books so that classroom teachers are able to use them in their classrooms. Additionally, U of I students helped to organize literacy materials in order to help facilitate the learning. To continue to provide service to the school, EDCI 201 students organized a “Lunch Bunch” (a weekly lunch at the school with students where they will read these books together). EDCI 322 students used these books to generate guided reading lessons with elementary students.

EDCI 409: Integrated Methods Practicum II

Instructor: Kristine Allen

Number of Students: 24

Total hours of student work: 1080

Community Partners: Seltice and Bryan Elementary Schools, Post Falls School District

Students in EDCI 409 were engaged in a service-learning model of a practicum. Methods course instructors met with the fourth grade teaching team at Seltice Elementary School in the Post Falls School District to determine teacher and student needs in literacy*. We worked together to develop the goals, objectives, and the overall vision of the course activities. Students engaged in the integrated practicum worked with a small group of fourth grade students once per week within self-selected novels pertaining to pioneers. The students came prepared having read that week's assignment, had prepared a literacy lesson to accompany the reading based on state standards and student interest, and had prepared the following week's lesson draft. The classroom teachers and University instructors worked together to identify appropriate material, select and read for content, biases, etc. The pioneer theme helped to build background knowledge prior to the fourth grade unit on exploration and the Lewis and Clark Expedition. The literacy unit and social studies unit utilized a previous service-learning project where an outdoor museum was created for local school children.

The service-learning project occurred during the designated practicum hours, was linked to the three methods courses taught spring semester, and was designed in collaboration with local teachers and faculty with the purpose of addressing learner needs that the teachers feel they currently do not have the capacity to address.

By structuring our practicum in this manner, we were:

- helping to meet student needs and hopefully boost student achievement, if not a love of reading;
- providing support for local teachers to implement new learning strategies and build capacity in effective teaching strategies; and
- supporting pre-service teachers in lesson plan design, managing small groups, and learning how to implement literacy circles.

*The students also worked in two classrooms at Bryan elementary to provide individual vocabulary instruction and support in mathematics.

Engineering Capstone Curriculum

BAE 478: Engineering Design

CS 481: Senior Capstone Design

ECE 480: Electrical Engineering Senior Design

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

Instructors: Thomas Hess, Gregory Donohoe, Christopher Wagner, Herbert L. Hess, Steve Beyerlein, Jay McCormack

Number of Students: 89

Total hours of student work: 11,748

Community Partners: Idaho National Laboratory; University of Idaho Lionel Hampton School of Music; National Institute for Advanced Transportation Technology (NIATT); DuPont; Sandia National Laboratory; Biketronics; Schweitzer Engineering Laboratory; University of Idaho College of Agriculture; University of Idaho College of Agriculture; University of Idaho Department of Biological and Agricultural Engineering; Bullet Tools; On Semiconductor; VLSI Research Sensors Group; US Navy Acoustic Research Detachment; National Aeronautics and Space Administration (NASA); NASA Spacegrant Consortium

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

Engineering Capstone Curriculum, cont.



The Marching Band Drum Carriage project is meant to make playing the large drums easier, while still being completely mobile as a marching band member.

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 (asterisk indicates project ended in fall 2011 all others continue through Spring 2012):

- Power System for Mars Exploration Vehicle, Idaho National Laboratory (5 students)*
- Marching Band Drum Carriage, University of Idaho Lionel Hampton School of Music (4 students)*
- Snowmobile Drive System, National Institute for Advanced Transportation Technology (3 students): Our team designs a snowmobile that meets and exceeds current Environmental Protection Agency and National Park Standards for emissions and efficiency and competes nationally against other collegiate teams.

Engineering Capstone Curriculum, cont.



Students working on the Solar Refrigeration Compressor.

- Seed Spreader, DuPont (4 students): We are adapting DuPont's patented variable-speed transmission for use in the precision agriculture industry, by providing a prototype of an automated variable-rate seeding mechanism. This will enable an optimization of the input to output crop yield and a reduction in the environmental impact of farming.
- Shock Tester, Sandia National Laboratory (5 students): Sandia National Labs requires their equipment to be tested under shock conditions of 1 to 200 g's, and within a time limit of 1 to 10 milliseconds. Our device simulates these conditions and records the data for subsequent analysis.
- Solar Refrigeration Compressor, Mark Hall (5 students): We are providing a proof of concept for a new approach to vapor compression refrigeration. This new method utilizes solar energy to provide a cooling effect. This technology has a wide range of applications including residential and commercial refrigeration and air conditioning.
- Motorcycle Electronic Speed Display, Biketronics (4 students)*: Our team has designed an alternative speedometer gauge that displays information with optics and solid-state electronics instead of the traditional mechanical analog moving pointer.
- Phase Shifting Transformer, Schweitzer Engineering Laboratory (5 students): Transformers and tap changers are utilized in the power industry to regulate the amount of electricity traveling



Engineering Capstone students must make several public presentations during two Snapshot Days, as well as meet the needs of their clients. Here a student explains how the pneumatic Pumpkin Launcher works.

through power lines. The goal of this project is to design a functioning mechanical tap changer that effectively alters the windings in a transformer and thus the load in the power lines.

- Pumpkin Cannon, University of Idaho College of Agriculture (4 students): Our project is to design, build, and test a pumpkin cannon for public use at the Clearwater Corn Maze sponsored by the University of Idaho College of Agricultural and Life Sciences, Kaufman Farms and the Lewiston Roundup Association. Our finished product must meet rigorous distance, accuracy, and safety requirements.
- Intelligent Chess Board, Greg Vanderford (4 students): The goal of this project is to design and fabricate an intelligent chess board with marketing potential that will assist in teaching beginning chess players the game of chess while playing. This chess board is unique and brings new and exciting features and opportunities to the game of chess.
- Cost Management Tool, University of Idaho College of Agriculture (3 students)*: This project is a cost-management software application. Users will be able to enter work time and attribute it to a specific task or project. A manager will be able to view and approve user's timesheets.
- Biosensor for Biodiesel Fuels, University of Idaho Department of Biological and Agricultural Engineering (3 students): The purpose of this project is to design, fabricate, and test a handheld



Students solving real-world problems as a part of the class makes them more aware of career opportunities and civic values. Here, students demonstrate a plug-in electric car with a backup gasoline engine.

biosensor that uses a modified pH meter combined with an immobilized enzyme electrode to detect the amount of free and total glycerol in a sample of biodiesel.

- Instrumented Cutting Tool, Bullet Tools (5 students): The design team was charged with constructing a test apparatus for the Bullet Tools EZ Shear product in order to determine stresses during cutting. The team is also redesigning the shear blade to improve the cut surface on composite decking materials.
- Plug-In Hybrid Car, Dean Edwards (4 students): The UI Plug-in Hybrid Electric Vehicle (PHEV) is an ongoing project to develop and test the use of lead-acid batteries in electric vehicles. To ensure optimal performance and longevity, a thermal management system utilizing drawn-air convection was developed to maintain the batteries and cabin at their proper operating temperature. This project will advance the development of an in-house hybrid electric vehicle for use in testing Dr. Dean Edwards' experimental lead acid batteries.
- Analog Circuit IP, On Semiconductor (4 students)
- Panel Antenna, Schweitzer Engineering Laboratory (4 students): The purpose of this project is to design, construct, and test a 900MHz panel antenna using printed circuit board technology for Schweitzer Engineering Laboratories.



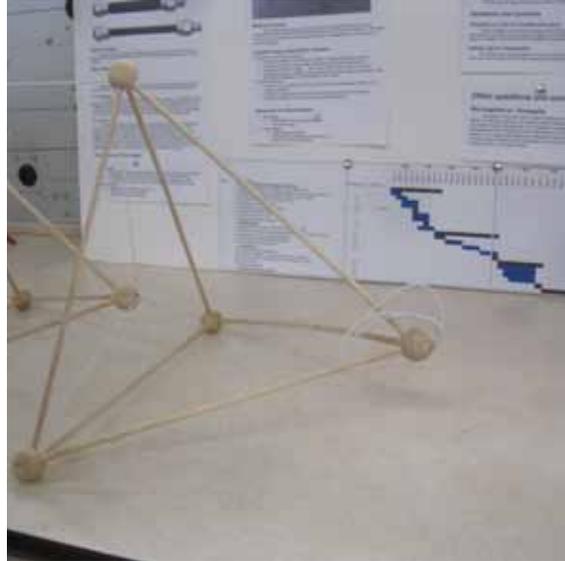
Capstone design teams typically consist of students from multiple branches of engineering. Here, students demonstrate how the Lunar Flywheel energy storage system works.

- Audio Integration System for Harley Davidson Motorcycles, Biketronics (3 students): We are designing a product that takes in multiple inputs such as radio, iPod, and GPS and outputs, whichever device the user wants by setting the priority of each. In addition our device enables the user to filter the sound using a three-band equalizer.
- Power Management Chip, VLSI Research Sensors Group (3 students): The uMax chip is a low-power integrated circuit for harvesting energy from low-power, low-voltage sources using a maximum power point tracker (MPPT) and power management system. The goal of this project is to design, build, and test an I2C interfaced controller for configuring and reading data from an Ambient Light Sensor (ALS).
- Battery Rejuvenator, US Navy Acoustic Research Detachment (4 students): This project designed a procedure to characterize battery rejuvenators for lead acid batteries for the US Navy Acoustic Research Detachment in Bayview, Idaho. The procedure uses battery testing at full rejuvenator power, computerized data acquisition, advanced mathematics, and operator feedback to make its recommendations.
- Lunar Flywheel, National Aeronautics and Space Administration (NASA, 6 students): Funded by the NASA Steckler Space Grant, our team is developing a flywheel energy storage system. Flywheels provide an efficient, reliable, and low maintenance method for storing renewable energy sources such as solar and wind. NASA hopes to use a flywheel system to power a lunar colony.



Student explaining the Tensegrity Robot project.

- Tensegrity Robot, NASA Spacegrant Consortium (7 students): We are creating a self-propelled tensegrity structure made of components that are only in tension and compression. The mechanical structure of this robot is inspired by a model of a spinal column. This NASA funded project will be transported to the Ames lab by University of Idaho graduate students for further research.



Tensegrity Robot Presentation



Writing tutors, both undergraduate and graduate students, are available to any University of Idaho student. Tutors work one-on-one, either with computer files, or the old fashioned way, with pencil and paper.

ENGL 402: Internship in Tutoring Writing

Instructor: Mary Ann Judge

Number of Students: 12

Total hours of student work: 540

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



Consulting the
MLA Handbook

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.



Emily Brookhart is this year's recipient of the Lindley Award, "presented each year to the graduating senior in the College of Letters, Arts & Social Sciences who is deemed the Outstanding Senior in scholarship and character" (CLASS Website). Emily has worked in the Writing Center since her sophomore year.



Reading for clarity
in the Writing
Center

ENGL 440: Reading/ Writing/ Rhetoric

Instructor: Jodie Nicotra

Number of Students: 20

Total hours of student work: 800

Community Partners: Sojourners Alliance; Palouse-Clearwater Environmental Institute (PCEI); Good Samaritan Village Nursing Home; University of Idaho Extension, Latah County; NASA, Idaho Space Grant Consortium; Moscow School District - Adventure Club; KRFP - Radio Free Moscow 92.5 FM

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 have learned over the course of a 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. The instructor was also open to students working with other organizations – however, these MUST be not-for-profit groups.

ENGL 440, cont.

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 communicational 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 for a grant proposal and one other writing project.
- **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 describe work and challenges for the week; students also assembled a capstone portfolio that contains a reflective narrative of their college writing work.

By the end of the semester, students are expected to have 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: Carisa Stansbury, April Celeste Rigby, Stephanie DeMay, John Paradis, David Griffith, Huijin Zhang

Number of Students: 366

Total hours of student work: 1830

Community Partners: Washington State University Organic Farm; University of Idaho Sustainability Center Food & Farm Composting; University of Idaho Sustainability Center Game Day Recycling; Stateline Wetlands Revitalization Project; University of Idaho Soil Stewards Organic Farm; Palouse-Clearwater Environmental Institute (PCEI); National Public Lands Day; o September 11 National Day of Service and Remembrance;

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.

ENVS 102, cont.

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 expose the students to the social and scientific aspects of human activities within the environment. By assisting local organizations in an activity that betters the environment, the students 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.
- UI Sustainability Center Game Day Recycling: Students supported recycling efforts at the UI sporting events during the school year. This included setting up the recycle bins and processes before the game, working with fans at the tailgating area for home football games, and post-game cleanup. These events provided an experiential learning environment about recycling, and an opportunity for students to use outreach skills to inform the public about recycling efforts at the University of Idaho. 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!
- 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

ENVS 102, cont.

Agriculture program and to local food banks. Students had a choice of serving at the farm on Wednesdays, Thursdays, or Saturdays.

- PCEI Moscow Nature Center and area restoration sites: PCEI hosted a number of restoration project volunteer events in cooperation with local landowners, community leaders, and area schools in northern Idaho. These volunteer restoration events were educational, impactful, and fun! Students also worked on maintaining wetland plantings at the PCEI Nature Center. The following are a partial list of Fall 2011 and Spring 2012 specific events:

September 11 National Day of Service and Remembrance - September 10, 2011

National Climate Change Event - September 24, 2011

Volunteer Event - October 1, 2011

Lindsay Creek Restoration Volunteer Event - October 7, 2011

PCEI Saturday of Service - April 28, 2011

- 8th Annual Pullman Stream Clean-Up - April 7, 2012: The clean-up took place on the South Fork Palouse River and Missouri Flat Creek within the city of Pullman. This provided an opportunity for University of Idaho students to meet WSU students and others in the Pullman community with similar interests and backgrounds. The project started at Spring Street Park in Pullman and refreshments were served to all volunteers afterwards.
- 22nd Annual Paradise Creek Stream Clean-Up - April 21, 2012: Earth Day weekend 2012, PCEI

hosted the 22nd Annual Paradise Creek Stream Clean-up. This was a great way to celebrate Earth Day, and to meet many people in the community knowledgeable about environmental careers! PCEI will supplied bags and gloves, and worked out the logistical work in getting every stream segment covered by volunteers. Students came prepared to get dirty, wearing sturdy shoes and several layers in case it was cold and rainy. We had free refreshments at PCEI after the clean-up. Students were encouraged to bike, walk or carpool to the PCEI office, since parking is limited.

- Rose Creek Volunteer Event - March 24, 2012: Students carpooled to the Rose Creek Nature Preserve, newly owned and operated by PCEI. The Rose Creek Nature Preserve is a special place located only 7.5 miles northwest of Pullman, Washington, near Albion. Rose Creek Preserve is the best example of the distinct quaking aspen-black hawthorn-cow parsnip community type of its kind remaining in the endangered Palouse meadow steppe ecosystem. The 14.8 acre preserve is bisected by Rose Creek with a plant community of native bunchgrass species in the upland, and a lush community of species such as Fendler's waterleaf, and purple trillium in the wet meadow. As the new owners of the Preserve, PCEI maintains the high standard of care and concern for the historical preserve.
- Individual, Flexible Service Learning Scheduling – students worked directly with the volunteer coordinator to set their own times and opportunities to serve. These opportunities include students planting native shrubs along the area creeks 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. Students also planted aspen trees to teach and help resolve the issue of loss of native trees and habitat, aspen regeneration, and habitat preservation. Backyard

ENVS 102, cont.

Harvest Potato Dig: Students helped dig organically grown potatoes for distribution to local food banks. Students also assisted with cleanup of the farm plot at the Nature Center for the winter. Here students learned about the issues surrounding sustainable agriculture and food distribution.



ENVS 102 students assist with the 8th Annual Pullman Stream Clean-Up in partnership with the Palouse-Clearwater Environmental Institute.

ENVS 498: Wetland Revitalization

Instructor: Chris Dixon

Number of Students: 15

Total hours of student work: 345

Community Partners: Stateline Wetlands Revitalization Project; Palouse Audubon Society; Avista Utilities; Idaho Department of Fish and Game; City of Moscow; Latah Wildlife Association; Palouse Prairie School for Expeditionary Learning; Moscow School District – Adventure Club; University of Idaho Facilities Department; Chipman Trail Association

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

For the past five years, environmental science students and employees have partnered with a variety of government entities and environmental organizations to revitalize an eight-acre parcel of wetlands south of the Pullman-Moscow Highway and directly adjacent to the border with Whitman County. When completed, travelers along the highway and the Bill Chipman Palouse Trail will have easy access to wildlife viewing, educational displays, native plants and Paradise Creek. In addition, the students are creating environmental education site for locals to walk or bike to and for classes from UI for academic visits.



ENVS 498, cont.



ENVS 498 students teach elementary school students how to properly plant native vegetation and wildflowers.

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

During the 2011-2012 school year, the students and instructor made some major improvements and fostered some new partnerships within the community. These projects included:

- Completion of a covered observation deck, a “pervious” and universally accessible graveled path and ramp from the Chipman Trail to the observation deck;
- The construction of a living roof over the observation deck. Last year, a nesting pair of Canada Geese occupied the roof for the season;
- A pollinator grant provided for the installation of a pollinator garden;
- The Pollinator garden was planted by K-12 students in the Palouse Prairie School for Expeditionary Learning’s Adventure Club program. These students also painted stakes with flowers and butterflies as a public art project and also to designate the pollinator garden as an important space;
- Additional outreach to the Moscow High School’s Environmental Club resulted in extra planting and site maintenance events. These High School students also worked with elementary students

Welcome to the Stateline Wetlands

Why Have Wetlands?

Since the early 1900s, more than 98 percent of the Palouse wetlands have disappeared due to development.

We now realize that wetlands provide many beneficial services such as providing protection from floods, filtering pollutants from runoff, and providing critical habitat for plants and wildlife. This habitat also offers recreational opportunities such as wildlife watching, photography, and hiking.

What to Expect On Your Visit

While wandering down the paths or viewing from the observation deck, keep an eye out for the many species of plants, birds, and other wildlife that call this place home. You might catch a glimpse of a northern harrier diving for its prey or hear a red-winged blackbird's trill.

A Renewed Habitat

During the fall of 2006, several students in a UI Women in Science Leadership course decided to revitalize this site.

Hundreds of trees and shrubs have been planted and bird and bat boxes installed by hundreds of volunteers in the years since the project began.

The once over-grazed floodplain now serves as a community bird and wildlife viewing area and an environmental education and research site.

A meadow across the wetland shows a vibrant landscape full with hidden wildlife.

A red winged blackbird perches on a tree branch nearby.

Environmental science students helped to design and place interpretive signs.

as well as the college students in an exciting multi-generational service-learning program;

- The addition of bird nesting boxes;
- Planning for additional tall “red poles” to house three nesting boxes each;
- Installation of bicycle racks that also double as community art;
- Invasive Weed physical control through the pulling of the highly toxic Poison Hemlock and other noxious weeds;
- Removal of cat tails from the pond closest to the observation deck to increase open water for migratory waterfowl and the ability for photography and watching of the waterfowl;
- Additional interpretive signage was designed and installed;
- A partnership with UI Facilities Department provided for three picnic tables that were restored and protected with water-based stain so that visitors can congregate and have a quiet lunch;
- University students presented to the Palouse Audubon Society regarding their reflections on the project and its success in attracting a particularly high number of songbird and migratory waterfowl species relative to other parts of the Palouse.

New initiatives on this project will likely wrap up this year; however continued monitoring, teaching, maintenance, and enjoyment will occur long into the future.

ENVS 498, cont.



Stateline Wetlands observation platform with accessible ramp, bicycle rack/art, nesting boxes, and living roof. A pair of Canadian geese have found its roof to be a safe and comfortable nesting site.

FCS 210: Introduction to Early Childhood Education

Instructor: Della Bayley

Number of Students: 9

Total hours of student work: 180

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

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 eight years. Through the student projects, students should be able to:

- Understand the potential impacts of poverty on early childhood education
- Create developmentally appropriate activities for children
- Reflect on and reshape their teaching philosophy of working with families and children from low social economic status

FCS 210, cont.

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, 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 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 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 and worked with other members of the community to allow the teachers time to prepare their lessons for their classrooms.

FCS 210, cont.

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. At the end of the semester, students wrote a final report on their experiences, 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.

FCS 346: Personal and Family Finance and Management

Instructor: Nancy Deringer

Number of Students: 60

Total hours of student work: 1200

Community Partners: Hope Thrift Center; Habitat for Humanity of the Palouse; University of Idaho ASUI, Alternative Spring Break; University of Idaho Argonaut, Moscow High School; University of Idaho Extension, North Idaho Financial Literacy Coalition

Students assisted clients with financial information and also trained high school students in Financial literacy using the National Endowment for Financial Education materials. They also did a variety of service activities and will calculate how much their labor is saving the family.

Currently there are few opportunities to receive free financial information and education, so students addressed the specific financial literacy need as requested. The course involved an overview of personal and family financial management activities throughout one's lifetime.

Students came to understand the many areas within budgeting, use of credit and importance of credit scores, financial planning, money management, income and asset protection, investments, retirement and estate planning. Students were required to write a reflection paper based on their experiences in the service-learning activity.



Limnology students learn about water testing. As a course requirement, they will provide results and a detailed report for the land manager.

FISH 415: Limnology

Instructor: Frank Wilhelm

Number of Students: 22

Total hours of student work: 660

Community Partners: OX Ranch

This year's focus for the service-learning project was a series of ponds located on the OX Ranch northwest of Council Idaho. The OX Ranch includes privately owned and leased public lands totaling approximately 178,000 acres east of the Snake River in the Seven Devil's area and includes the Seven Devil's Guest Lodge. The series of ponds was created 18 years ago to provide opportunities for watering livestock, areas for water fowl breeding and for swimming and fishing. Because water diverted from Bear Creek via a water right to the OX Ranch is cold, and well-oxygenated, stocked trout can survive in the ponds. Since their creation, the ponds have matured and shoreline areas have filled with plant growth that restricts swimming and fishing access. The owners of the ranch were interested to learn of opportunities they could employ to reduce the abundance of macrophytes and once again make the ponds attractive to guests of the lodge.

The limnology class acted in the capacity of consultants to provide an overall assessment of the ponds to the landowners. This was similar to tasks they might complete as part of a job with a private firm or

Some tests required an early start.



Limnology students take a break for a group photo.



agency such as the Idaho Department of Fish & Game, US Fish and Wildlife Service, or the EPA after graduation. To most efficiently use resources, the class was split into teams, each of which focused on specific tasks.

Goals of project were to i) develop skills in the scientific process; ii) assess the status of the landowner's lakes 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. Because the ranch owners could not be present, the presentations were video recorded and posted on the Web.



FOR 404: ST: Prescribed Fire For Ecological Management

Instructor: Penny Morgan

Number of Students: 17

Total hours of student work: 1530

Community Partners: Great Plains Fire Learning Network; The Nature Conservancy; Kansas Audubon Society

Forestry 404 Prescribed Fire for Ecological Management Field Course students were invited to travel to Nebraska to participate in prescribed burning in support of ecologically-based management. They were hosted by the Great Plains Fire Learning Network, The Nature Conservancy and the Kansas Audubon Society, all of whom manage land and need help with prescribed burning to meet their goals of conservation of habitat for birds, butterflies, native plants, and bison. Our students participated in the “Nebraska Prescribed-Burn Training Exchange March, 2012” on the Niobrara Preserve of The Nature Conservancy and on the Hutton Wildlife Preserve. This event is organized so that people will come together to accomplish projects crucial to long-term management; in exchange participants gain experience they can document for their jobs as city, county, state, federal, or non-government fire professionals. Our students joined TNC personnel, private landowners, and fire personnel from federal, state, and conservation organizations in implementing up to 10,000 acres of prescribed burning. They worked near the communities of Bassett and Valentine, along the Niobrara

FOR 404, cont.



FOR 404 students work closely with highly skilled practitioners to ensure safety and best management practices are strictly followed.

River in northern Nebraska. Prescribed burns are conducted every year across the Great Plains to help control the spread of Eastern Red Cedar as well as to maintain healthy grassland ecosystems of value to ranchers, birds, butterflies, and native plants.

This is a tremendous opportunity for several reasons.

- The Nature Conservancy implements ecologically-based fire management, so our students learn about this through planning, conducting, and monitoring the effects of the planned burns, and in visiting adjacent areas to learn the local ecology and management. Ecologically-based fire management is the focus of our BS in Fire Ecology and Management degree program, so our students participate in implementing the concepts they are learning about in classes, and then draw upon what they see, learn, and do in applying those concepts in class and in their chosen profession after graduating.
- The Fire Learning Networks are collaborations between private individuals, state and federal agencies, and nongovernmental agencies including The Nature Conservancy, all coming together to accomplish actions called for in fire management plans to address landscape-scale issues. Our students learn about effectively collaborating across boundaries by actively working with partners in multiple team-work assignments.
- Through this training exercise, all of our students gain experience to advance their level of fire qualifications which will benefit them in the future whether they work for contractors, federal land management agencies, or state agencies, because all will be accomplished following National Wildfire Coordinating Group standards and procedures.

FOR 404, cont.



Students learn how to use prescribed fire as one management tool to create complex habitat improvements.

The course objectives are mirrored in the three reasons listed above. I have built structured reflection into the course. On the first day of class, some of the students who went last year spoke about their experiences, what they did, and how it affected their thinking. After viewing four short videos (<http://tinyurl.com/7cktkw2>), I asked all students to write a short reflective essay on what they hoped to learn from the course and why, and then facilitated a discussion about those ideas. After three class meetings focused on learning and discussing background material, we talked about the importance of reflection as a learning tool, why they were assigned to keep a journal during the course, and again asked them to write a short essay on what they wanted to learn from the upcoming service-learning trip March 9-19. During the experience we had structured reflective discussions, termed “After Action Reviews” after every event, at least once per day, in which we talked about what was planned, what happened, and what we learned, all standard parts of fire management.

Upon return from the Nebraska, the students wrote detailed reflections about the experience. They also presented in REM 244: Wildland Fire Management and to CNR alumni about their experience, and in doing so were challenged to talk about the What? So what? Now what? common in service-learning reflections – thus sharing what this experience has meant to them.

There is great interest in this course from alumni, fire professionals with whom our students work in summer and others with whom we collaborate. They see this as a great way for our students to gain the experience they need to complement and inform their education. Our BS in Fire Ecology and Management is centered around our students learning about using fire in ecologically-based

FOR 404, cont.

management, yet few of them have hands-on experience with prescribed burning of large (400-1000 acres or more) units as part of land conservation, and few have visited prairies. The students really “own” this experience. They initiated it, they are organizing it (each one has key assignments for getting ready and raising funds), and they will be key “doers” in accomplishing the prescribed burning.



GEOG 200: Honors: World Regional Geography

Instructor: Bob Goodrich

Number of Students: 30

Total hours of student work: 300

Community Partners: University of Idaho Sustainability Center; University of Idaho Housing; University of Idaho Service-Learning Center; various food banks and charities around the Palouse; several fraternities/sororities on campus

FREE-CYCLING!

Every spring in Moscow, an extraordinary event occurs. As students vacate their apartments, dorms and houses for the summer, community members descend on the dumpsters located around campus. The reason is well known: There is a wealth of treasures waiting to be found! “Dumpster diving” can be a very lucrative proposition, with a host of useful items awaiting the lucky prospector, including computer components, outdoor equipment, and usable clothing. Even working laptops have been discovered in the past. But what if there was actually a site for the collection and redistribution of these usable items? It would be a terrific means to reduce the waste stream on campus and could offer a tremendous service-learning opportunity for students.

GEOG 200, cont.

In our Honors Geography class, World Regional Geography, we have been studying the planet's systems and resources. We have been confronted with numerous complicated and important subjects during the school year, such as Global Climate Change and the consumption of resources worldwide. This project tackles some of these issues in a concrete manner. With this undertaking, we will be advancing our knowledge of sustainability by actually practicing the methods in a real world setting. This endeavor will allow us to apply classroom knowledge in a hands-on manner, through a service-learning format designed with the intent of "making the world a better place."

Reflection is a very important part of service. In fact, it is the link between the service performed and learning that can be had from every service experience. The ability to reflect for our team will come in due course, as we experience this terrific event. Reflection will also come when our class meets next year in the fall to redistribute the gathered goods, providing us with a time to see what our project accomplished and how it allowed us as a group to serve others and learn about ourselves.

Our project serves multiple purposes. It informs students and the campus community about the

tremendous amount of waste generated each year, and offers a constructive solution to this problem. From an academic setting, we can reach out to students, faculty, staff and other community members to help them understand and practice sustainable behaviors in their lives and careers, emanating from one simple concept. We will be modeling an example of a group of 24 young people tackling a problem instead of setting a bad example by continuing the “business as usual” paradigm of discarding items that are still useful and functional.



Geoscience Education Outreach Methods students teaching elementary school students about science experiments. The grade school kids, excited to have the university students doing the instruction, were full of questions.

GEOL 404/504: ST: Geoscience Education Outreach Methods

Instructor: Karen Harpp

Number of Students: 14

Total hours of student work: 560

Community Partners: Moscow School District, Palouse Prairie School for Expeditionary Learning; Idaho Invents State Science Fair

During this spring 2012 semester, the students in the class designed a set of programs focused on conveying the message that science is accessible, all around us, and really fascinating. The project emphasized the theme that science is not just for scientists, but applies to everyday life in a myriad of ways. We developed three different programs so far, all geared for the K-5 range of children (but we can adapt to other audiences):

- a ~50 minute performance that brings science to young audiences, illustrating how useful science is to us every day using some spectacular demonstrations;
- a series of 30-minute modules each centered on a theme; small groups move from module to module to get a half hour of hands-on experiments they perform themselves, with such themes as understanding the science of weather, sound, volcanoes, the kitchen, pressure, and (of course) combustion and special effects;
- an extended version of the hands-on experience in which we spend 2.5 hours each week

GEOL 404/504, cont.



How do you make elementary school students pay attention to science lessons?

- a) make a mess
- b) offer hovercraft rides
- c) create a (small and controlled) explosion
- d) all of the above

Using liquid nitrogen in a pop bottle to create a splash (see “a” above).

for several weeks on each of the themes of the modules, with more hands-on activities and exploration of the concepts.

We provide the opportunity for young students to explore science with the guidance of undergraduate students in both small group and large audience settings. We emphasize hands-on activities that might not be available to the students otherwise.

The activities are the focus of the course, which is centered on how to communicate and teach science. Because we have multiple events booked through the latter half of the semester, we regularly assess the program and improve it prior to the subsequent event, so it is an on-going process of reflection.



A small hydrogen-filled balloon explosion (see “c” preceding page).



Student riding on a hand-made hovercraft (see “b” preceding page).

GEOL 404/504, cont.

GEOL 404 student playing his guitar through a Ruben's Tube, which is the set of flames on the right. The flames mimic the shape of the sound waves going through the tube.



Three of the Geosciences Education Outreach students, in costume, getting ready to teach the “fun side” of science to elementary school students.

Geosciences
Education
Outreach
students
making a mess
(see “c” on
p. 178, to the
overwhelming
delight of the
elementary
school
students.



HPRD 429: Leadership, Pedagogy and Programming in Physical Activity

HPRD 486: Programming and Marketing for Healthy, Active Lifestyles

Instructors: Helen Brown, Jaime Gallup, Tamara Goetz, Grace GocKarp

Number of Students: 172

Total hours of student work: 3440

Community Partners: Partners for Healthy Lifestyles in Schools and Communities initiative; Various community organizations across the Palouse; Mosciw School District

HPRD 429 initiates students working in a variety of community organizations to promote healthy active living. They worked with the agencies and schools to assess and plan a program or longer-term project or a series of activities that they delivered around the theme of Healthy Active Living in April. In HPRD 486, students implemented their Healthy Active Learning projects as part of the Partners for Healthy Lifestyles in Schools and Communities initiative. This applied research program was designed to improve the health and wellness of Idaho children and families by equipping Idaho educators and administrators with the foundation to create, promote and maintain healthy schools.

Multi-disciplinary UI College of Education faculty developed service-learning modules to integrate into core education courses including readings, assignments, activities, presentations, and student led activity breaks. 160 pre-service elementary and secondary students enrolled in the courses used the

module in their university classes and in the local K-12 schools in which they were working.

Pre-service educators' school health knowledge, attitudes, beliefs and personal health practices were assessed using a 30-item pre- and post-survey. Results show knowledge of school health on topics such as health and physical education standards, school wellness policies and school health resources increased after module content delivery. Students believe schools are important protectors and promoters of health.

The schools and community organizations included in the study responded enthusiastically to the "Take Ten" exercises and activities the university students led. Given this initial success, the Partners for Healthy Lifestyles in Schools and Communities initiative will expand to other school districts across Idaho in the coming years.

ID 443: Universal Design

Instructor: Rula Awwad-Rafferty

Number of Students: 27

Total hours of student work: 540

Community Partners: Disability Action Center Northwest; University of Idaho Center for Disabilities and Human Development; Shades of Black Theater

Rula Awwad-Rafferty's Universal Design students come from a wide range of academic disciplines. Half of the students in the class are housed in the Landscape Architecture Department. The other students are from Architecture, Art and Design, Graphic Design, and Journalism and Mass Media. In this multidisciplinary course, with students working with a number of theoretical backgrounds, the challenge was in attempting to affect cultural change, and less so with universal design work. Therefore, the students all did some sort of advocacy projects for community partners in addition to learning the principles of universal access to people of all-ability levels. The idea was to bring the message of universal access off the university campus and into the community, for instance, getting the message into the local middle and high school.

Some students partnered with Disability Action Center, NW to develop a Blue Pass certification program that researched whether local businesses are accessible. Local businesses could be certified as an accessible business, beyond that of the ADA minimum requirements, and to a truly universally-accessible space.

Other students worked with Kwapi Ivengesayi, the Creative Director for the university theater's Shades of Black. The concept was to bring cultural competency and the awareness of the concept of universal access to racial, cultural, and ethnic groups, too. The play helps to do this, without rehashing old stories of racism and exclusion. More information can be found at the official Web site, <ShadesofBlackShow.com>.

Several students worked on an advocacy project using art as a medium of expression and outreach. For instance, students created a photography collage that showed, visually, what designers look for in highly-accessible versus poorly-accessible places. Here, the disparity between "ADA-Compliant" spaces and truly Universally Accessible spaces is evident.

Other students worked with CDHD on an advocacy research project or worked with the City of Moscow Active Living Task Force. Finally, a few students worked in the middle school PE class to show what it's like to be in a wheelchair, use a walker, etc.

INTR 298, 398, 498, 598: Service-Learning Tutoring/Mentoring in the Plummer-Worley School District and Coeur d'Alene Tribal Early Childhood Learning Center

Instructors: Adrian Wurr, Jim Ekins, and Chrissy Johnston

Number of Students: 25

Total hours of student work: 3375

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 2011-2012 academic year is the Service-Learning Center's sixth 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 celebrated its five years of partnering with the tribe presenting at the Western Regional Campus Compact Consortium's Continuums of Service Conference. Co-presenting with Justin Marsh, the tribe's program coordinator, we detailed our efforts to build a sustainable service-learning program that improves college access and success while 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

INTR 298, 398, 498, 598, cont.

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 capstone project which combines the educational needs of students with the creativity and interests of tutors.



In addition to working in the schools, Tutor-Interns participate in hands-on cultural events such as the Schitsu'umsh (Coeur d'Alene) Tribal Water Potato Day.



IS 410: NGOs in the International System

Instructor: Ro Afatchao

Number of Students: 36

Total hours of student work: 720

Community Partners: Various organizations across the Palouse

This course allowed students to serve in the community agency or nongovernmental organization of their choice. The students worked on after-school programs, mentoring, one-day service projects, and multi-day environmental restoration projects. Some students provided mentorship to youth at K-12 schools throughout Idaho, others helped with food drives and in the food banks, or simply with city or roadside clean-ups.

This service provided opportunities for students to learn about their local community and to integrate their understanding of how the university systems and the local community can work together. In addition, the projects introduced students to a number of academic disciplines, community needs, service opportunities, and their interdependence within a broader community.

Students experienced the diversity of campus culture through the volunteer activities, and they applied the knowledge and skills gained toward answering questions posed about the concept of globalization. One particular question we brought up was how are the effects of globalization manifest on the ground. Reflection included writing exercises and in-class discussions.

ISEM 101-07: Jazz: From Blues to Hip Hop

Instructor: Dick Wilson

Number of Students: 35

Total hours of student work: 700

Community Partners: University of Idaho Lionel Hampton International Jazz Festival; University of Idaho Lionel Hampton School of Music

“Jazz From Blues to Hip Hop” explores American history and culture through a music genre, jazz. We do large and small research projects, read about jazz, listen to and discuss the music, its performers, and how the music effects and has been molded by the larger US society. As part of the ISEM curriculum, this course 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 provides a rare opportunity to accomplish this by studying jazz and understanding one of the more amazing campus events while developing personal leadership skills.

Students filled virtually every type of volunteer position. Some of our students worked on the “Night Crew.” Their workday started once the evening events ended. They had to be sure that the 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 takes 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.

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 all year, but most had never seen a real jazz entertainer. 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.

ISEM 101-16: Globalization

Instructor: Ro Afatchao

Number of Students: 75

Total hours of student work: 1500

Community Partners: Various organizations across the Palouse

Students partnered with organizations of their choice during the semester. Some students did multiple projects, while others stuck to a single project. The students provided needed mentorship to K 12 youth; helped with food drives and other food bank needs; helped with city, creek, and roadway clean ups; and aided in environmental restoration. These are all community needs that would have otherwise gone unfulfilled.

These activities connected with the course learning objectives in a number of ways. First, they provided opportunities for students to learn about their local community and to integrate the university systems with the local community. The projects introduced students to a number of academic disciplines, community needs, service opportunities, and their interdependence. Students experienced the diversity of campus culture through the volunteer activities, and they applied the knowledge and skills gained toward answering questions posed globalization. Reflection used to harvest learning from the experiences included journaling, periodic reflection papers, and robust in-class discussions.

ISEM 101-21: Sex and Culture

Instructor: Elizabeth Sloan

Number of Students: 40

Total hours of student work: 800

Community Partners: West Park Elementary School, Moscow, Idaho

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. Often, students put in more than the required hours of service to West Park Elementary School; some students almost double 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.

ISEM 101-21, cont.

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 chose. 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 ISEM 101 students continued their partnership with West Park Elementary School as reading/recess/lunch/enrichment/etc. help. It is a 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

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 three-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.



JAMM 252: Principles of Public Relations

Instructor: Becky Tallent

Number of Students: 18

Total hours of student work: 360

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 404: ST: Digital Media Field Production

Instructor: Denise Bennett

Number of Students: 20

Total hours of student work: 700

Community Partners: Moscow Food Bank; Humane Society of the Palouse; Hope Center Thrift Store; Mercy Ministries; Planned Parenthood

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 458: PR Cases and Issues Management

Instructor: Sue Hinz

Number of Students: 30

Total hours of student work: 300

Community Partners: University of Idaho College of Agriculture Corn Maze; University of Idaho Soil Stewards Organic Farm; University of Idaho CAMP (College Assistance Migrant Program); Moscow Fire Department Pancake Feed; Community Action Partnership, Pullman, Washington; Disability Rights Idaho; Friends of the Clearwater; Humane Society of the Palouse; University of Idaho Women's Center Breast Cancer Awareness; University of Idaho, ASUI Alternative Spring Break program; University of Idaho, ASUI Vandal Community Tables; University of Idaho Polo Club; University of Idaho Women's Center special film showing: Miss Representation; University of Idaho Dance Club

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 on campus. Each student also was expected to volunteer for one campus/community project with a “green” theme.

Thirty six students did a variety of projects working with not-for-profit groups across campus and the Palouse. These included press releases, event promotion, letters to the editor, poster creation, media promotions, and Web site assistance. Some of the groups receiving assistance have included The College of Agriculture (for both Soil Stewards and the Corn Maze), the CAMP program, Moscow Fire Department Pancake Feed, CAP Pullman, Disability Rights Idaho, Friends of the Clearwater, Humane Society, Breast Cancer Awareness for the UI Women’s Center, UI Alternative Service Break, Vandal Community Tables, the UI Polo Club, the UI Women’s Center special event (film showing: Miss Representation), and the UI Dance Club.

LARC 353: Landscape Architecture Studio 1

Instructor: Elizabeth Graff

Number of Students: 16

Total hours of student work: 2160

Community Partners: University of Idaho Facilities Department;

LARC 353 had a service-learning component within the University community. We looked to redesign spaces adjacent to and linking College of Art and Architecture buildings named Art and Architecture and Art and Architecture North particularly. In addition, Students in LARC 353 worked on carry-through projects that originated in the BSCI program and the Learning Practice Collaborative. Reflection activities include desk critiques and periodic critiques with presentations with the entire class and with community partner representatives. Real world constraints, challenges, opportunities, and issues are brought up in class and discussed in small groups.

LARC 355: Landscape Architecture Studio 2

Instructor: Toru Otawa

Number of Students: 15

Total hours of student work: 2025

Community Partners: City of Moscow Parks and Recreation Department

Students were presented with a design and planning challenge: Design plans for a city park for an area located approximately one mile north-east of the City of Moscow. The area is situated on the border zone between the mountain and prairie eco-regions and encompasses a variety of landforms, land uses, and ownerships ranging from agricultural, to residential --both single- and multi-family, to institutional. The students' final design solution had to not only to satisfy the needs of Moscow's Park and Recreation Department, but also to maximize various types of benefits that the given environment could offer and minimize any constraints on the given site. The final solution also had to be cost-effective while addressing site-specific needs such as educating the public about the values and uniqueness of this eco-region and providing citizens with recreational opportunities.

Pedagogical Objectives:

- To make the student become familiar with a mountain-prairie transition zone as a unique ecological unit and their implications for landscape planning and landscape architectural design



LARC 355, cont.

(e.g. opportunities and constraints associated with a site within such a zone).

- To present analytical methodologies that relate to the planning and design of a typical municipal park within the transitional zone with particular reference to the selection of the native vegetation species, and
- To integrate a variety of computer technologies as tools for land planning and design into the student's design process.

LARC 453: Landscape Architecture Studio 5

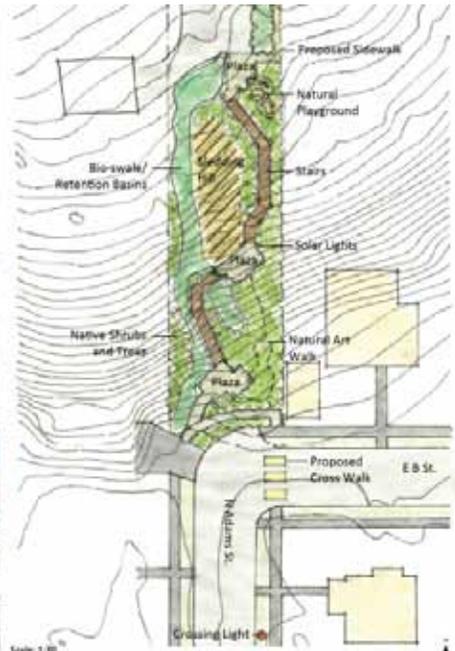
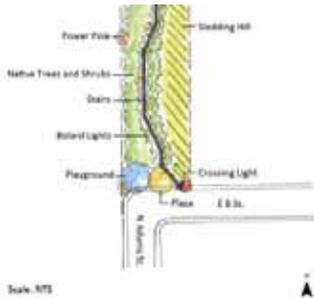
Instructor: Don Brigham

Number of Students: 5

Total hours of student work: 675

Community Partners: Avista Utilities; Valley Vision; Port of Clarkston, Washington; Clarkston Golf & Country Club; Southeast Washington Economic Development Agency

In the autumn of 2011, the landscape architecture students in the Larch 453 studio were challenged to develop design concepts and land use plans for a 120-acre brownfield site in Clarkston, Washington. The location of a former lumber mill, the owners desired to explore options for a “green” mixed-use community. The land uses included medium- and high-density residential units that featured passive solar collectors, earth sheltering, and other energy saving elements. The circulation systems which the students designed had low-impact vehicular widths, permeable paving, traffic-calming devices, separated bike/hike routes and on-site stormwater containment. The students presented their development concepts to representatives of Avista Utilities, Valley Vision, the Port of Clarkston, the Clarkston Golf & Country Club, and the Southeast Washington Economic Development Agency (who provided funding for the project.)



Scale: 1/8"
 Design Galleria:
 The final concept of the site incorporates the best ideas from the previous four concepts. The final design is not the most ADA friendly, however, with the steepness of the site it would be practically impossible to create a truly ADA accessible site. The bottom and top of the site have two plaza areas that can be accessed by people who need ADA access. The site is directed towards kids safety as the site is a great connector to Russel School which is located about a block south from the top of the hill. To keep the site safe the design connects to the existing sidewalks and implements a new crosswalk across E B St. There is also a crossing light to

This snapshot of a much larger student design project demonstrates the complexity of thinking design students are taught. Using a real-world exercise helps students to blend complex design work with civic skills.

LARC 463: Landscape Architecture Studio 7

LARC 465: Landscape Architecture Studio 8

Instructor: Toru Otawa

Number of Students: 5

Total hours of student work: 1350

Community Partners: Moscow Local Adams Street Neighborhood Leaders; Stanley Pioneer Park, Stanley, Idaho

These two courses occur consecutively during the Spring semester. The students in LARC 463 partnered with local Moscow neighborhood leaders interested in increasing the number of kids safely walking and bicycling to school. The challenge was to begin envisioning a safe walking corridor up the steep, undeveloped area near the intersection of B and N. Adams in Moscow. This route is an unlandscaped area that is popular with sledders in the winter. However, neighborhood kids who go to the nearby Russell and St. Mary's Elementary Schools must either take a long route around this steep hill, or walk up the steep slope.

According to the National Safe Routes to School Organization, "... today, fewer than 15 percent of children travel to school by non-motorized transportation, while 30 years ago almost 66 percent of children walked or bicycled to school. This decline has added to traffic congestion, poor air quality and the deterioration of children's health." Designs such as these, presented to Moscow citizens



SKY LADDER

A Path Way Connect Two Roads in Different Elevations

MASTER PLAN



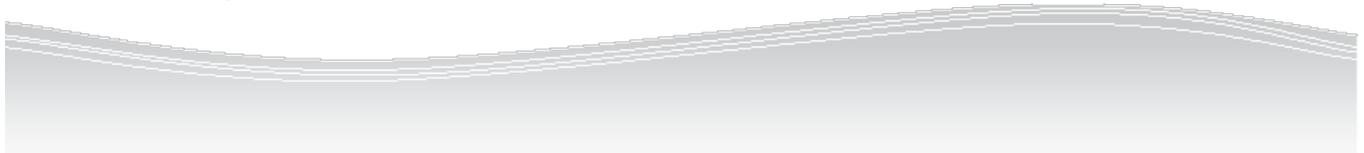
Project Title:
Sky Ladder
Course: Larc 463
Instructor: Toru Otawa
Designed by:
Yinghao Wang
Landscape Architecture
College of Art &
Architecture
University of Idaho
Spring 2012

by students in this class, help the city to consider options to encourage students to walk to nearby schools, and to provide safe pathways for adults to make their way to the city center on foot.

The Landscape Architecture Studio 8 course took place during the second half of the Spring semester. The University of Idaho's Landscape Architecture Program engages in various design projects with outside entities to enhance students' educational experience and provide a valuable public service. The students' design concepts are provided without commission and the work is intended for concept purposes only. Future construction plans based on a student's work must be drawn and approved by a state licensed landscape architect.

The site for this semester's project was a municipal park in rural Stanley, ID, the Stanley Pioneer Park. The city needed assistance with redesigning the park as a more user-friendly place; students were tasked to produce master plans for the upgraded park. Open spaces, ball fields, playgrounds, native vegetation, and walking paths were all potential elements in the design. Students had to consider the mountain eco-region and its implications into the landscape planning, its opportunities and constraints. Computer aided design technologies and old-fashioned on-the-ground hard work were all necessary in the completion of this project.

Facing page: Another snapshot of a portion of a large and complex student design. While these designs are not drawn by a certified landscape architect, and therefore cannot be used as completed construction documents, they do help communities to brainstorm ideas and provide visual aids for potential funding opportunities.



LARC 554: Landscape Architecture Graduate Studio 1

Instructors: Stephen Drown and Sherry McKibben

Number of Students: 2

Total hours of student work: 270

Community Partners: City of Boise Department of Planning

IURDC worked with the Boise City Planning Department to provide design recommendations for Lusk Street District intended to help inform re-development strategies and policies in the face of recent land sales and development proposals, as well as the area's unique position in the downtown framework. In doing so the models provide urban responses to development that:

- Generates a "big idea" that would inform the area's identity and position in the market
- Creates an identity for the district that would provide a sense of place
- Establishes key frameworks that would allow the district to evolve with ensuring the long term realization of the big idea
- Frames improved connections to surrounding areas for pedestrians, cyclists, and vehicles
- Densifies and intensifies the area with market viable uses
- Defines the character and form for supportive streetscapes
- Outlines sustainability principles and concepts

- Articulates key design issues that should be incorporated into future guidelines
- Identifies potential collaborative efforts between private and public participants that will ensure the successful redevelopment and revitalization of the district

The manner in which Americans want to live is changing out of increased consciousness and practicality. As people become more aware of the negative environmental, social, and economic effects of suburban living, there is increased desire to live in compact, urban environments. This is compounded by the reduction in costs of urban living associated with lower transportation costs and reduction in fossil fuel usage. The redevelopment of this centrally located district represents the fulfillment of nationally and locally supported sustainability initiatives and the creation of synergies in the urban core that will maximize economic potentials and improve the quality of life for the City and its residents.



LARC 556: Landscape Architecture Graduate Studio 2

Instructors: Steven Drown, Tammi Laninga, Toru Ottawa, Sherry McKibben

Number of Students: 11

Total hours of student work: 1485

Community Partners: City of Moscow Community Development Department; Latah County; City of Boise Department of Planning; City of Boise Department of Public Works; City of Boise Department of Parks; City of Boise Department of Housing; City of Boise Department of Economic Development; Urban Land Institute Idaho Chapter; American Institute of Architects Idaho Central Section; Colliers international Idaho; Homeland Realty; Boise State University Facilities and Operations

The goal for the student in Professor Ottawa's course section was to acquire an in-depth understanding of Geographical Information Systems (GIS), and then use this knowledge to evaluate wildlife habitat within a portion of Latah County. The first half of this semester was spent engaging the student in a project which required her to evaluate the potential location for four different land uses -- agriculture, residential, commercial, and recreation/conservation in a two-mile zone of impact outside the current Moscow city limits. This first project allowed her to learn critical principles and tools within GIS and navigational processes critical to their current project. For the latter half of the semester, the student has been directed to use her acquired GIS skills to create a land use map which will then be used in a model to evaluate wildlife habitat and connectivity with selected areas of Latah County. The student

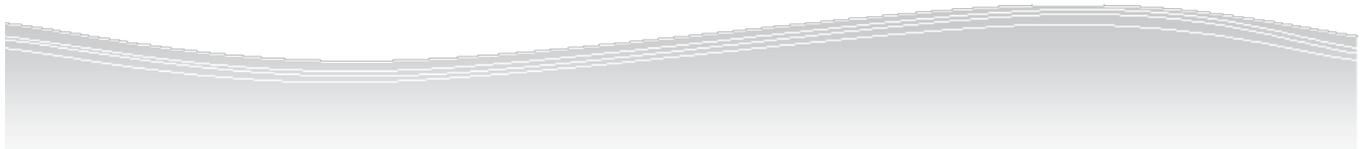
has also been asked to complete a comprehensive literature review on the topic of wildlife habitat/connectivity models. Upon completion of this literature review, she is going to write the beginnings of a manuscript which she will attempt to publish in a peer-reviewed journal upon completion of her modeling.

Several needs will be met by this student's activities. First, no land use map exists at a scale finer than 1:24,000. For most projects, this scale is too coarse to be helpful. Therefore, the process which this student is using could be used by individuals in the future to expand their work and provide a useful source of data that can be used by other students and community members. Secondly, this project at its terminus will provide information on wildlife habitat/connectivity at a fine scale which can be used to help guide future development within a portion of Latah County which balances both the needs of people and wildlife.

The projects assigned in this course require the student to have an adept understanding of Arc GIS which they in turn use to assist future planning efforts within Latah County.

This course requires students to consider principles vital to land use planning, values/beliefs held by the community for which they are planning, and a critical understanding of how GIS works in order to complete their projects.

Students in Professor Drown and McKibben's course sections spent the semester working on building



LARC 556, cont.

a framework for various urban design visions and designs for urban village in a changing light-industrial district near downtown Boise and the Boise River. Two teams created different visions with alternative focal activities to attract residents and businesses. IURDC engaged local real estate and design professionals to find dynamic and real-world solutions.

The students provided the district leaders with an analysis and design framework for the area as well as ideas for further exploration of possible design ideas. Students also developed branding concepts for this changing urban area and therefore will provide a base for future work by the city and community.

Students simultaneously met learning objectives and a community need by directly supporting the course learning objectives of design exploration while working with community partners including government agencies and local professionals.

LAW 972: Legal Externship
LAW 973: Public Service Externship
LAW 974: Legal Aid Clinics:
Tribal/ Immigration; Tax; Domestic Violence/ Sexual Assault;
Mediation; Economic Development
LAW Pro Bono Program

College of Law Pro-Bono, Externships, and Legal Aid Clinics, cont.

Instructors: Katherine Ball, Trapper Stewart, Monica Schurtman, Barbara Lock, Patrick Costello, Maureen Laflin, Stephen Miller

Number of Students: 373

Total hours of student work: 17,540

Community Partners: Idaho Attorney General division offices; Idaho Court Assistance Office; Idaho Legal Aid Services; Idaho Supreme Court; Idaho Volunteer Lawyers Program; Judges chambers nationwide; Legal Aid organizations nationwide; Ninth Circuit Court of Appeals Pro Se Program; Prosecutors' offices nationwide; Public Defenders' offices nationwide; Tax Payer Advocate Service of the IRS; U.S. Court of Appeals for the Ninth Circuit; U.S. Dept. of Justice Violence Against Women on Campus Program; U.S. District Court's Pro Se Program; U.S. Patent and Trademark Office; U.S. Securities and Exchange Commission; U.S. Senate offices

Public Service Externship courses (Law 972, 973, 975): Students choose this coursework as an elective. Students in these courses receive up to five law school credits for their legal work performed in placements primarily with public agencies and non-profit entities benefitting the public and/or improving the system of justice. Trapper Stewart directs and teaches the summer externship components (Law 973 and 975) and Katie Ball directs and teaches the school-year courses (Law 972).

While Law 972 does allow students to work in private, for-profit placements, the majority work in public agencies or non-profit placements. Each student is supervised by an experienced external attorney (community partner), and they are also supervised by the faculty director/course instructor. The coursework includes live classroom components and weekly assignments, journaling, and hour reporting to ensure the experience is reflective and educational. This summer alone, approximately 90 students will participate, and the total hours of service is expected to be approximately 25,000 hours collectively. Students will be performing legal work in a very, very wide variety of positions nationwide such as public defenders' offices, prosecutors' offices, legal aid organizations, judges' chambers (including the Idaho Supreme Court and U.S. Court of Appeals for the Ninth Circuit), various Idaho Attorney General divisions, the U.S. Securities and Exchange Commission, the U.S. Patent and Trademark Office, and various U.S. Senate offices. Course descriptions and guidelines for community partners are available on our Web site at <<http://www.uidaho.edu/law/academics/clinicsprofessionalskills/externships/courses>>.

Pro Bono 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, all 320 Law students are 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

College of Law Pro-Bono, Externships, and Legal Aid Clinics, cont.

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; it is completely separate from the externship and clinical programs.

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.

In-house Legal-Aid Clinics (Law 974, multiple sections): Students also may choose to engage in live-client, in-house clinical work, as an elective. The work is performed under the direct supervision of our clinical faculty, in our in-house Clinic, which resembles a law firm in many respects. This is separate from both of the above programs, and students are free to choose to work both in the Clinic and in an externship placement during their law school career.

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 Domestic Violence and Sexual Assault Clinic provides legal assistance in civil proceedings to victims of domestic violence, sexual assault, dating violence, or stalking. Mediation clinic students provide dispute resolution services to parties in family, small claims and other civil cases, and in misdemeanor criminal cases.

Students in the Economic Development clinic provide advice and document drafting services to local government agencies who are engaged in economic development projects.

NR 204/404: ST: Hawaiian Culture and Ecology

Instructors: Anthony Davis, Jeremiah Pinto, Art Taylor

Number of Students: 5

Total hours of student work: 450

Community Partners: Department of Hawaiian Homelands (DHHL); Mauna Kea Watershed Alliance (MKWA); Hakalau National Wildlife Refuge (HNWR); Mahi ai ihi Nursery (MN); Makali'i Canoe Project; Nez Perce Tribe; University of Idaho Native American Student Center

Student activities included planting native tree species to restore habitat for endangered birds, collecting native plant seeds for nursery propagation, planting native trees and shrubs for low-elevation forest restoration, transplanting maile (*Alyxia oliviformis*) for cultural preservation and economic opportunity, and performing restoration work on the Makali'I Canoe to preserve Hawaiian culture and their voyaging traditions. Participants shared their experiences with students and community members in Lapwai and Moscow, ID.

Community needs met by the program include forest, wildlife habitat, and watershed restoration. In addition there is an emphasis on cultural preservation that is not often found in natural resources management field courses. The class, designed for Native American students at the UI, had them participating in ecological and cultural restoration service-learning projects while learning about the culture, ecology, and climate of these diverse islands. The venue was selected for its unique island

NR 404 students traveled to Hawaii to learn about Native Hawaiian culture and serve the community by assisting with several ecological restoration projects.





One of the ecological restoration projects required the clean up of materials that are no longer necessary to protect the seedlings.

geography including the evolution of its ecosystems and the pressures they now face, as well as for the similarities in Native Hawaiian and Native American natural resource perspectives.

Through each activity, the students explored the intersection of ecology and cultural plant use; learned the pressures of invasive species on ecology and consequently Hawaiian culture; discovered the importance of research in restoring ecosystems; learned more about the traditional navigation systems of the Hawaiian people; and understood the cultural significance of life as a Native Hawaiian and the responsibilities as a traditional canoe family.

Students were responsible for journaling about their daily interactions and experiences and to describe how their experience(s) have impacted or changed their perspectives. Near the end of the trip, UI students expressed revitalized inspiration to learn more about their own cultures and become the next generation of land managers for their respective tribes. “It was a life-changer for me,” said Brandon Guzman of the Nez Perce Tribe. Danielle Guzman said that she “learned a lot about myself,” in addition to expressing how the work they did was “going to make a big impact,” both physically on the land as well as within each student’s life. Students developed individual presentations of their experience (to share with the class) and a group presentation (to share with the broader community).

PHIL 367: Global Justice Ecuador

Instructor: Douglas Lind, John Mihelich, Irina Kappler-Crookston

Number of Students: 2

Total hours of student work: 80

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, independent investigations related to social ethics, and global responsibility discussion topics such as the Amazon region, health issues, and migration; student reflections, and experiential learning assignments.

REM 501: Seminar Global Rangelands

Instructor: Karen Launchbaugh

Number of Students: 8

Total hours of student work: 160

Community Partners: World Range Learning Exchange

The REM 501 students are well underway on the Global Rangeland project. This once-simple project has morphed into “Wrangle” which stands for “World Range Learning Exchange.” The department purchased the URL <wrangle1.com> for students to have as a long-term project. Although the site is not yet ready for public consumption, the following excerpt provides a good rationale for the course and Web site:

Cowboys riding into the sunset. Mongolian herders gathering their goats for the night. Road trains hauling four cattle cars at a time across the Outback. These are all scenes that could be happening somewhere “out there” in the world’s arid wild lands, also known as rangelands. At first glance, these lands and cultures may seem to have little in common. This Web site is designed to inspire land managers, students, and the interested public to go on a virtual adventure in search of the connections that bring these landscapes together.

REM 501, cont.

Half of the world is classified as rangeland. These lands produce a variety of goods and services desired by society including forage, habitat, water, minerals, wood products, recreation, open space, and natural beauty. Climate change projections suggest that, on a global basis, only rangelands will expand in area over time. As a result, it is crucial that we educate the next generation of rangeland managers so that they can manage these lands sustainably. (<http://wrangle1.com/>, accessed on 19 March 2012)

SOC 209: Alternatives to Violence on the Palouse (ATVP) Training

Instructor: Adrien Loehring and John Mihelich

Number of Students: 3

Total hours of student work: 180

Community Partners: Alternatives to Violence on the Palouse (ATVP)

This two-credit course focuses on training for ATVP advocates and includes background information on domestic violence and sexual assault (36 hours) and entry-level techniques of working with victims. This course requires service in the agency for the duration of the year. In addition, a two-page reflection paper is required. Reflections in the paper must include a summary of the training and a detailed discussion of how the training adds to the student's diversity and/or sociological knowledge.

SOIL 206: The Soil Ecosystem Lab

Instructor: Jodi Johnson-Maynard

Number of Students: 40

Total hours of student work: 800

Community Partners: University of Idaho Soil Stewards Organic Farm

Students in the service-learning Soil 206 section were given the mission of collecting data and developing a soil management plan for the University of Idaho student-run organic farm. Students were briefed on the farm's history and mission on the first day of class. Traditional laboratory exercises were replaced with exercises completed at the farm. For example, instead of students measuring saturated hydraulic conductivity on soil cores previously collected by the instructor, students went to the farm and used field equipment to make measurements. The traditional midterm and final exams were eliminated, allowing for additional time for students to explore soil properties.

The final exam was replaced by a writing assignment- to develop a soil management plan for the farm. This required the students, with some assistance from the instructor, to carefully analyze and interpret their data.

Appendix A: Other Service-Learning Courses

Further information on these courses was not available at the time of publication of this report.

ARCH 553: Architectural Design VII

BAE 142: Engineering for Living Systems

EDCI 302: Teaching Culturally Diverse Learners

EDCI 321: Literature for Children

EDCI 325: Elementary Art Education

EDCI 328: Elementary Social Studies Education

EDCI 329: Elementary Science Education

ID 352: Interior Design IV

ID 451: Interior Design V

JAMM 350: Public Relations Writing and Production

Appendix A, cont.

Further information on these courses was not available at the time of publication of this report.

JAMM 452: Public Relations Campaign Design

LARC 288: Plant Materials and Design 1

LARC 289: Plant Materials and Design 2

LARC 363: Landscape Architecture Studio 3

LARC 365: Landscape Architecture Studio 4

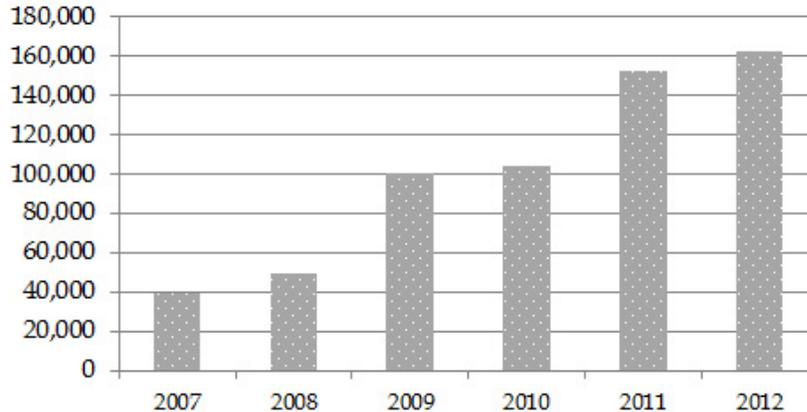
LARC 455: Landscape Architecture Studio 6

SOC 301: Introduction to Diversity and Stratification

Appendix B: 2007 - 2012 Service-Learning Growth

During the 2011-2012 Academic Year, there was growth in total student service-learning hours, in the number of service-learning course sections, and in the number of community partners.

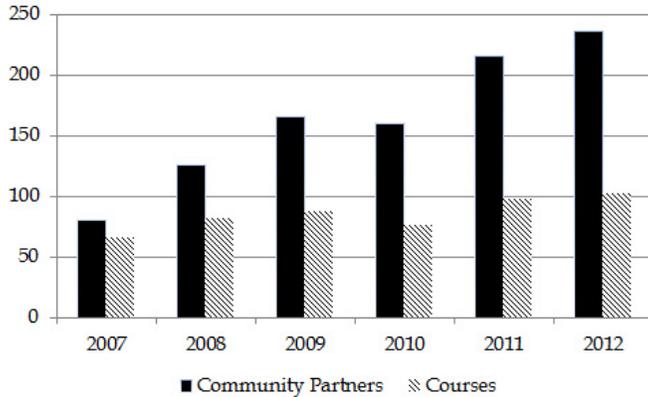
Hours Served



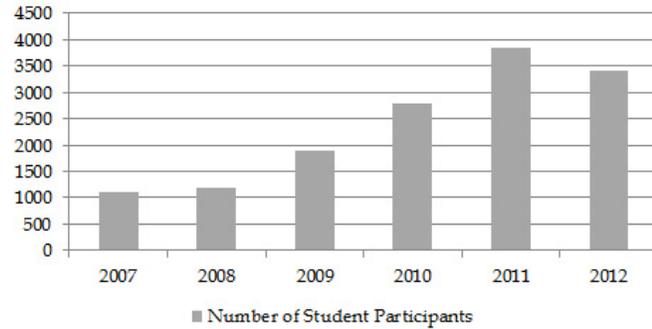
Appendix B, cont.

A small decline in total student service-learning participants was offset by increases in hours, course sections, and community partners. In addition, the creation of online Service-Learning Online Faculty Development Modules resulted in better teaching and use of the service-learning pedagogy.

Courses & Community Partners



Number of Student Participants

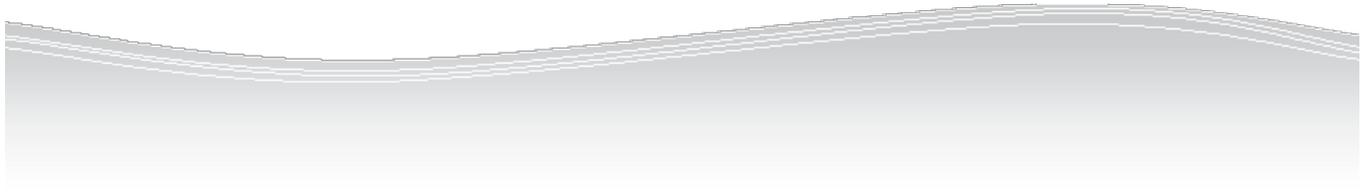


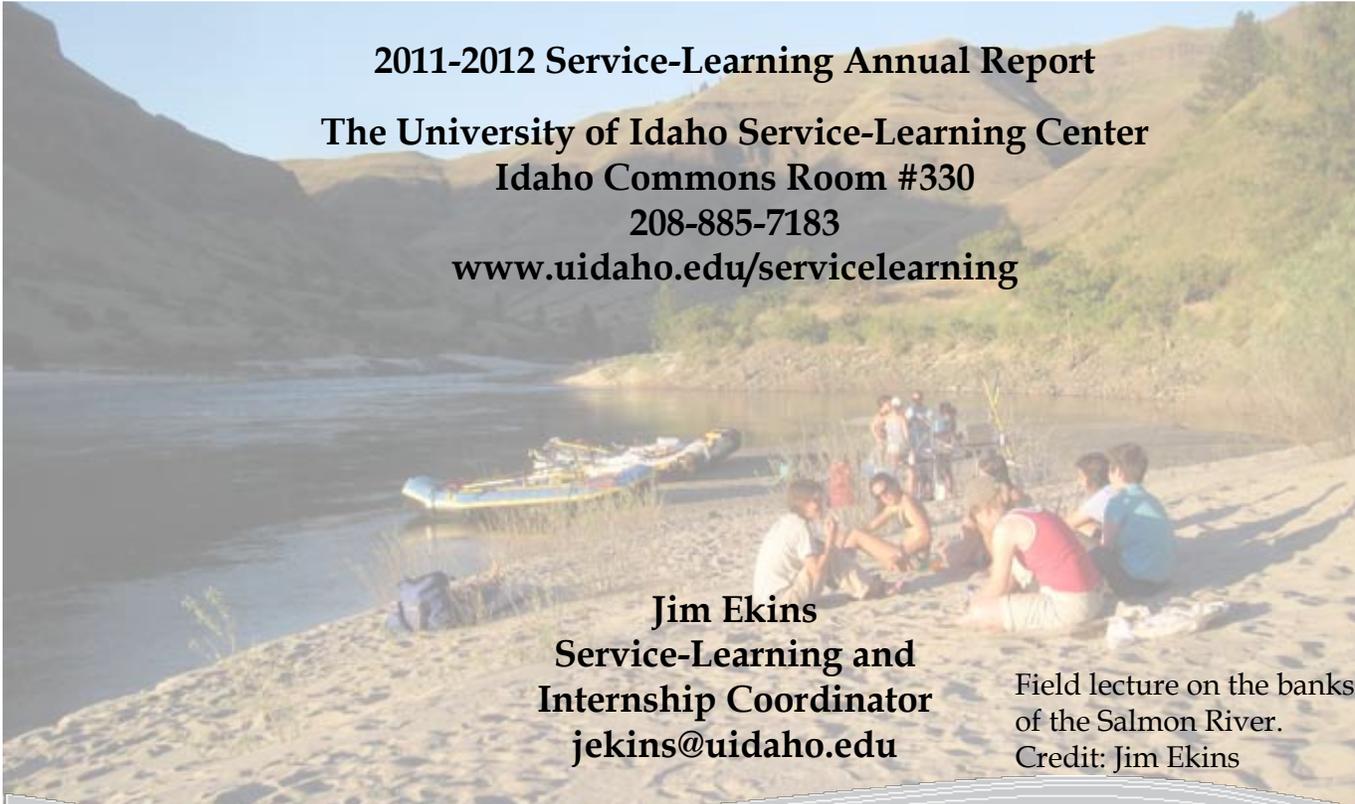
2011-2012 Quick Facts

- Over 3400 students participated in service-learning courses during the academic year.
- Students in about 102 academic courses and programs worked with about 236 community partners and provided over 160,000 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.



Thanks to the Career Center staff, AmeriCorps Advisors, student work-study and interns for your helpfulness throughout the year.





2011-2012 Service-Learning Annual Report

The University of Idaho Service-Learning Center

Idaho Commons Room #330

208-885-7183

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Jim Ekins

**Service-Learning and
Internship Coordinator
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Field lecture on the banks
of the Salmon River.
Credit: Jim Ekins