

# 2012-2013 Service-Learning Annual Report



Service-Learning at the  
University of Idaho



2006-2013





University of Idaho  
 Service-Learning Center  
 Idaho Commons Room # 330  
 Moscow, ID, 83844-2534  
[www.uidaho.edu/servicelearning](http://www.uidaho.edu/servicelearning)

May 9, 2012  
 Design and layout by  
 Jim Ekins

Production and post-production  
 assistance from Shaina Craner S-L  
 VISTA Outreach Coordinator



## Table of Contents

<b>Introduction</b>	<b>6</b>
<b>Introduction</b>	<b>6</b>
<b>A Message from the President and Provost</b>	<b>10</b>
<b>A Message from the President and Provost</b>	<b>10</b>
<b>The University of Idaho Service-Learning Center</b>	<b>12</b>
<b>The University of Idaho Service-Learning Center</b>	<b>12</b>
<b>Service-Learning Faculty Fellows</b>	<b>14</b>
<b>Service-Learning Faculty Fellows</b>	<b>14</b>
<b>Community Partners 2012-2013</b>	<b>16</b>
<b>Community Partners 2012-2013</b>	<b>16</b>
<b>Service-Learning Courses A-Z</b>	<b>29</b>
<b>Service-Learning Courses A-Z</b>	<b>29</b>
AIST 320: The Celluloid Indian: American Indians in Popular Film	30
AIST 320: The Celluloid Indian: American Indians in Popular Film	30
AIST 484/ENGL 484: American Indian Literature	31
AIST 484/ENGL 484: American Indian Literature	31

## Table of Contents, cont.

ARCH 453: Architectural Design V	32
ARCH 453: Architectural Design V	32
ARCH 553: Architectural Design VII	40
ARCH 553: Architectural Design VII	40
ARCH 584: Urban Design and Morphology	42
ARCH 584: Urban Design and Morphology	42
ART 322: Graphic Design Studio	44
ART 322: Graphic Design Studio	44
BIOP 520: Introduction to Bioregional Planning	46
BIOP 520: Introduction to Bioregional Planning	46
BIOP 560: Bioregional Planning Studio I	47
BIOP 560: Bioregional Planning Studio I	47
BIOP 561: Bioregional Planning Studio II	48
BIOP 561: Bioregional Planning Studio II	48
BUS 378: Project Management	49
BUS 378: Project Management	49

BUS 421: Marketing Research and Analysis	56
BUS 428: Marketing Management	56
BUS 421: Marketing Research and Analysis	56
BUS 428: Marketing Management	56
BUS 429: Vandal Solutions	57
BUS 429: Vandal Solutions	57
COMM 233: Interpersonal Communication/COMM 335: Intercultural Communication	59
COMM 233: Interpersonal Communication/COMM 335: Intercultural Communication	59
CSS 310: Social Research Methods in Conservation	61
CSS 310: Social Research Methods in Conservation	61
CSS 385: Conservation Management and Planning/CSS 597: Practicum in Tutoring	65
CSS 385: Conservation Management and Planning/CSS 597: Practicum in Tutoring	65
CSS 386: Conservation Management and Planning II/CSS 597: Practicum in Tutoring	68
CSS 386: Conservation Management and Planning II/CSS 597: Practicum in Tutoring	68
CSS 498: Wilderness Service-Learning	71
CSS 498: Wilderness Service-Learning	71
Service-Learning at McCall Outdoor Science School	76
DAN 360: Children's Dance	81
EDCI 201: Contexts of Education	82

## Table of Contents, cont.

EDCI 320: Foundations of Literacy Development	84
EDCI 322: Teaching Writing/Language Arts	85
EDCI 322: Teaching Writing/Language Arts, cont.	86
EDCI 409: Integrated Methods Practicum II	88
Engineering Capstone Curriculum	90
ENGL 402: Internship in Tutoring Writing	100
ENGL 440: Reading/ Writing/ Rhetoric	102
ENVS 102: Field Activities in Environmental Sciences	104
ENVS 498: Wetland Revitalization	106
FISH 415: Limnology	109
FOR 404: ST: Prescribed Fire For Ecological Management	111
HPRD 429: Leadership, Pedagogy and Programming in Physical Activity	118
HPRD 486: Programming and Marketing for Healthy, Active Lifestyles	118
ID 451: Interior Design V	120
INTR 298, 398, 498, 598: Service-Learning Tutoring/Mentoring in the Plummer-Worley School District and Coeur d'Alene Tribal Early Childhood Learning Center	121
JAMM 252: Principles of Public Relations	124

JAMM 350: Public Relations Writing and Production	125
JAMM 374 Digital Media Field Production	126
JAMM 452: PR Campaign Design	128
JAMM 458: PR Cases and Issues Management	130
LARC 355: Landscape Architecture Studio 2	131
LARC 363: Landscape Arch. Studio 3/LARC 365: Landscape Arch. Studio 4	133
LARC 453: Landscape Architecture Studio 5	134
ARCH 453: Architectural Design V	134
LARC 463: Landscape Architecture Studio 7	136
LARC 465: Landscape Architecture Studio 8	136
LARC 463: Landscape Architecture Studio 7	137
LARC 465: Landscape Architecture Studio 8 cont.	137
LARC 554: Landscape Architecture Graduate Studio 1	138
LARC 558: Landscape Architecture Graduate Studio 3	139
College of Law Pro-Bono, Externships, and Legal Aid Clinics	140
NR 204/404: ST: Hawaiian Culture and Ecology	147
PEP 350: Elementary Health and Physical Education	150
PEP 424: Inclusive Physical Education and Recreation	151
SOIL 206: The Soil Ecosystem Lab	152
<b>Appendix A: Other Service-Learning Courses</b>	<b>153</b>
<b>Appendix B: 2007 - 2013 Service-Learning Growth</b>	<b>155</b>

## Introduction

I am pleased to present the seventh 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.

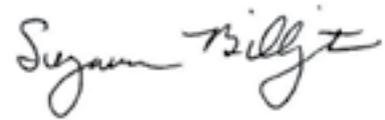
Across the University, faculty and administrators are recognizing the positive impact service-learning has on student learning as well as our local communities. The economic impact that service-learning students have on Idaho's communities is impressive. In 2012-2013, over 3,100 students enrolled in 132 service-learning courses in partnership with 243 community agencies across Idaho and the Northwest. UI students donated over 119,000 hours of their time, labor, and expertise.



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. In 2013, we continued this tradition and were once again granted a place on the President's Honor Roll.

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.



April 25, 2012

As Idaho's land-grant Institution, we are the first choice for student success and statewide leadership. We are committed to a student-centered, engaged learning environment. This happens in many settings: through the efforts of our faculty scholars; in our residential living and learning communities; through basic and applied research; and through our vibrant service-learning program. To put it simply, our students find real-world, relevant applications for the subject matter they study in the classroom.



Service-Learning is a powerful teaching tool. Through service-learning, University of Idaho faculty and staff mentor and guide our students on their transformative journey. We embrace many disciplines and integrate learning to make their experiences have a more meaningful impact. Service-learning helps deepens 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 3,151 students in 132 service-learning courses who volunteered 119,875 hours of volunteer work with over 243 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.

## 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](http://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.

Adam Sowards	Emily Duvall	Michael McCollough	Steve Beyerlein
Anne Kern	Frank Wilhelm	Nick Sanyal	Steve Drown
Bob Goodrich	J.D. Wulforst	Patrick Costello	Susan Steele
Deanna Gilmore	Jan Johnson	Penny Morgan	Tammi Laninga
Delphine Keim-Campbell	John Mihelich	Rula Awwad-Rafferty	Tracie Lee
Denise Bennett	Katherine Ball	Sandra Pinel	Trapper Stewart
Ed Krump	Linda Taylor	Scott Metlen	Wendy McClure
Elizabeth Sloan	Ling-Ling Tsao	Shiva Rastogi	
	Mary Ann Judge		



## Service-Learning at the University of Idaho



2006-2013

## Community Partners 2012-2013

7th Day Adventist Church  
Advanced Hardware Architecture  
Alpha Gamma Delta  
Alphi Phi Sorority  
Alternatives to Violence of the Palouse  
Alternate Giving Christmas  
America Reads  
American Chorale Directors Assoc.  
American Indian Distinguished Speakers Series  
Applebees  
Aquaculture Institute  
Aspen Park Healthcare Center  
ASUI Kids on Campus  
ASUI Vandal Community Tables  
Avista Utilities  
Backyard Harvest  
BEAR (Brotherhood Empowerment Against Rape)  
Bell Pond



Bettis Family  
Biketronics  
Bob's Steakhouse  
Boeing Waste Reduction  
Boise State University  
Boy Scouts of America  
Boys and Girls Club  
Buckle  
Buck Knives Inc.  
Cambridge Elementary  
Camp Sweyolakan  
CD's Smoke Pit  
Charter Academy, Coeur d'Alene School District  
Chief Joseph Middle School  
Christ the King Saint Augustines  
City of Lewiston Planning Department  
City of McCall, Idaho  
City of Moscow, Fish and Game  
City of Moscow Parks & Recreation Department  
City of Moscow Planning and Zoning Department



## Community Partners 2012-2013, cont.

City of Sandpoint  
Coeur d'Alene School District  
Colfax High School  
Community Action Partnerships of Idaho  
Community Food Drive  
Community United Methodist Church  
Confederated Tribes of the Umatilla Indian Reservation (CTUIR)  
Decagon  
Department of Hawaiian Homelands (DHHL)  
DesMoines United Methodist Church  
DeVlig Family Foundation  
Disability Action Center Northwest  
Donnelly Elementary School  
Eggan Community and Youth Center  
Elderly Companion Program  
Essential Glassworks  
Family Fun Nights in Moscow  
Fermin-Stidwell Elementary--Sandpoint, ID



FHSAE  
Foundation of Education  
Frederick Post Kindercenter  
Friends of the Clearwater  
Genesee Recreation Board  
Good Samaritan Village Nursing Home  
Goodwill Industries  
Great Plains Fire Learning Network  
Gritman Medical Center, Moscow, ID  
Guardian Angel - St. Boniface School, Colton, WA  
Habitat for Humanity of the Palouse  
Hakalau National Wildlife Refuge (HNWR)  
Hanford High School  
Hartung Theater  
HeadStart  
Heart of the Arts, Inc.  
Holy Family Catholic School  
Hope Center Thrift Store  
Humane Society of the Palouse  
Idaho Attorney General division offices



## Community Partners 2012-2013, cont.

Idaho Cheer  
Idaho Community Foundation  
Idaho Court Assistance Office  
Idaho Department of Fish and Game  
Idaho Department of Labor  
Idaho Legal Aid Services  
Idaho Volunteer Lawyers Program  
IO Dupont  
Judges' chambers nationwide  
Kansas Audubon Society  
Kappa Sigma Fraternity  
Keystone of BGCE  
KUIO  
Kwate Law Offices  
Lake City High School  
Lakes Middle School, Coeur d'Alene, Idaho  
Lakeside Elementary School, Plummer, Idaho  
Lakeside High School, Plummer, Idaho



Lakeside Middle School, Plummer, Idaho  
Latah Community Foundation  
Latah County Commissioners  
Latah County Historical Society, McConnell Mansion  
Latah County Prosecuting Attorney's Office  
LDS Church  
League of Women Voters  
Legal Aid organizations nationwide  
Lena Whitmore Elementary School  
Lewis & Clark Recyclers Inc.  
Lewis-Clark Early Childhood Learning Center  
Lewis-Clark Service Corps  
Lewiston Food Bank  
Lewiston City Library  
Lewiston School District  
Light up the Night Parade  
Lopez Island Comm. Land trust  
Mahi ai ihi Nursery (MN)  
Makali'i Canoe Project  
Manheim Solutions



## Community Partners 2012-2013, cont.

Mauna Kea Watershed Alliance (MKWA)  
McCall Outdoor Science School  
McDonald Elementary School  
Montana Forest Products Retention Roundtable  
Moscow Art Theater Too  
Moscow Bagel Shop  
Moscow Community Garden  
Moscow Day School  
Moscow Farmers Market  
Moscow Fire Department  
Moscow Food Bank  
Moscow Food Pantry  
Moscow High School  
Moscow Human Rights Commission  
Moscow Middle School  
Moscow-Pullman Airport  
Moscow School District  
Moscow School District, Adventure Club



My Own Home  
NASA, Idaho Space Grant Consortium  
National Aeronautics and Space Administration (NASA)  
National Honor Society  
National Institute for Advanced Transportation Technology (NIATT)  
National Public Lands Day  
National Science Foundation Office of (EPSCoR)  
Natural Resources Tribal Cooperative Aquaculture Research Institute  
NAVSEA  
Nez Perce Tribe  
Ninth Circuit Court of Appeals Pro Se Program  
North Idaho Children's Mental Health  
Northwest Advanced Renewables Alliance  
Orchard Elementary School  
OX Ranch  
Palouse Audubon Society  
Palouse Cares  
Palouse Food Action Coalition  
Palouse Prairie School for Expeditionary Learning  
Palouse-Clearwater Environmental Institute (PCEI)



## Community Partners 2012-2013, cont.

Paradise Ridge Challenge Course  
Partners for Healthy Lifestyles in Schools and Communities initiative  
Patty's Kitchen  
Payette National Forest  
Ponderosa Elementary School  
Ponderosa State Park, Idaho  
Post Falls Animal Shelter  
Post Falls School District  
Prosecutors' offices nationwide  
Public Defenders' offices nationwide  
Real Needs  
Rendezvous in the Park  
Round River Consulting Group  
Russell Elementary School  
SAE International  
Salvation Army  
Sandpoint Urban Renewal Agency  
Sapatq'ayn Cinema, U-Idaho's Native American Film Festival



Schitsu'umsh (Coeur d'Alene) Tribal Department of Education  
Schitsu'umsh (Coeur d'Alene) Tribal Early Childhood Learning Center  
Schweitzer Engineering Laboratory  
Seltice Elementary School, Post Falls School District  
Selway-Bitterroot Frank Church Foundation  
Shop Local Moscow  
Skeeter Buggins, Colfaz, ID  
Snake River Correctional Institute in Ontario, Oregon  
Society for Human Resource Management  
Sojourners' Alliance  
Spokanimal  
Spokane FAVS  
St. Augustine's Catholic Church, St. Mary's Elementary School  
St. Mary's School  
The Storm Cellar  
Stateline Wetlands Revitalization Project  
Tax Payer Advocate Service of the IRS  
The Nature Conservancy, Nebraska  
The Perch  
Trinity Baptist Church



## Community Partners 2012-2013, cont.

Tri-State  
Troy, Idaho Food Bank  
U.S. Court of Appeals for the Ninth Circuit  
USDA Northwest Advanced Renewables Alliance  
U.S. District Court's Pro Se Program  
U.S. Forest Service, Bitterroot National Forest, Paradise Ranger District  
University of Idaho  
University of Idaho Admissions  
University of Idaho Architectural and Engineering Services  
University of Idaho Athletic Department  
University of Idaho Bach Festival  
University of Idaho Center for Disabilities and Human Development  
University of Idaho Civil Engineering Department  
University of Idaho College of Agriculture  
University of Idaho College of Business & Economics  
University of Idaho College of Education  
University of Idaho College of Natural Resources  
University of Idaho Common Ground



University of Idaho Corn Maze  
University of Idaho Cycling Club  
University of Idaho Department of Modern Languages  
University of Idaho Early Childhood Learning Center  
University of Idaho Extension, Latah County  
University of Idaho Facilities Department  
University of Idaho's Food Systems Task Force  
University of Idaho Housing  
University of Idaho Language Lab  
University of Idaho LGBTQA Office  
University of Idaho Lionel Hampton School of Music  
University of Idaho Marching Band  
University of Idaho Martin Center  
University of Idaho Native American Student Center  
University of Idaho Office of Community Partnerships  
University of Idaho Office of Sponsored Programs  
University of Idaho President's Home  
University of Idaho Professional Golf Management Program  
University of Idaho Service-Learning Center  
University of Idaho Soil Stewards Organic Farm



## Community Partners 2012-2013, cont.

University of Idaho Student Recreation Center  
University of Idaho Sustainability Center  
University of Idaho Theatre  
University of Idaho Vandal Entertainment  
University of Idaho Women's Center  
University of Idaho Writing Center  
University of Idaho, ASUI  
VLSI Research Sensors Group  
Washinton-Idaho Symphony Orchestra  
Washington State University Organic Farm  
West Park Elementary School, Moscow, Idaho  
West Valley High School  
White Springs Ranch  
Whitman Elementary School  
YMCA



## 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.

## **AIST 320: The Celluloid Indian: American Indians in Popular Film**

**Instructor: Jan Johnson**

**Number of Students: 29**

**Total hours of student work: 290**

**Community Partners: Snake River Correctional Institute in Ontario, Oregon; University of Idaho's Native American Film Festival**

Students made a short documentary on Sapatq'ayn Cinema film festival guest actor and former American Indian MOvement leader John Trudell, and assisted throughout the festival; they also contributed salads for the Tutxinmepu Powwow dancers' dinner and served dinner to Powwow dancers and guests on Saturday evening, March 30th.

## **AIST 484/ENGL 484: American Indian Literature**

**Instructor: Jan Johnson**

**Number of Students: 33**

**Total hours of student work: 330**

**Community Partners: Snake River Correctional Institute in Ontario, Oregon; University of Idaho's Native American Film Festival**

Students worked with Native American inmates at the Snake River Correctional Institute in Ontario, Oregon to provide them with Native American literature and Native language curriculum materials, mainly the Cherokee language.

## ARCH 453: Architectural Design V

**Instructor:** Wendy McClure

**Number of Students:** 17

**Total hours of student work:** 6120

**Community Partners:** Project #1 (Weeks 1-5 Fall 2012 ) GoNano and Port of Clarkston

**Project #2 (Weeks 6-16 Fall 2012 )** Nez Perce County Planning, Nez Perce County Commissioners, Karl and Coco Umiker's Clearwater Canyon Cellars Winery, and Doug and Art Mckintosh's emerging Lindsay Creek Winery

**Project #1: Gonano** (5 weeks duration)

Architecture students worked in close collaboration with Moscow based "GoNano Technologies Inc" company leadership and the manager of the Port of Clarkston to develop alternative architectural designs for a new design and production facility. Teams of students prepared site and facility design concepts for (4) alternative sites owned by the Port of Clarkston.

As a start up company GoNano has limited funds for facility programming and design. The proposed project development offers the potential to provide new jobs in the Clarkston area and present a prominent image along the Snake River in the Port of Clarkston. Student designs helped company leadership to clarify flow of operations and how to organize them spatially, to evaluate strengths and weaknesses of alternative sites, and to envision possibilities for a progressive and exciting company image within tight budgetary constraints. Students also helped leadership to incorporate green



ARCH 453 students' finished project presentation for the Nez Perce County Winery Study.

## ARCH 453, cont.

technologies as per LEED Platinum standards or better.

### Project #2 Nez Perce County Winery Feasibility Study

The study, involving 5 teams of architecture students, was completed at the request of Nez Perce County planner Alison Tomkins. A major goal of the project was to help the county anticipate potential impacts on residential neighborhoods in the Lewiston Orchards and to determine any necessary modifications to the county's zoning code in order to accommodate wineries and agri-tourism facilities within the City of Lewiston's area of impact. Other important project purposes included helping area wine producers to envision possibilities for a distinct AVA regional identity. Specifically project teams worked with area growers/wine producers to envision possibilities for developing their unique properties into destination wineries and collectively to develop a regional agri-tourism industry in the Lewiston Orchards. Alternative visions presented for three different test sites demonstrate incremental steps that can be taken to help area wine-makers to achieve economic aspirations while cultivating a distinct regional aesthetic and identity for area wineries. The collaborative study assesses the feasibility and potential impact of developing boutique scale 2000 case wine -making and tasting facilities, bed and breakfast accommodations and event facilities on three different test sites within or adjacent to Lewiston Idaho' area of urban impact. Two of the featured site selections are owned by area viticulturists in the Lewiston orchards who intend to locate

production facilities on land where they currently maintain vineyards. A third site is representative of a typical 5 acre lot in the Lewiston Orchards. It features an historic structure with potential for adaptive use as a destination winery, special event center, and/or bed and breakfast facility. The three test sites reflect a spectrum of site typologies in the county ranging from urban to rural.

The study helped Nez perce County planning and elected officials anticipate the potential impact of winery development in proximity to residential neighborhoods, needed clarifications and changes to the county zoning code and comprehensive plan. The study also helped area wine producers to envision how to strengthen their business identity and image, use wine tasting facility designs and onsite experiences to help attract tourism, and support development of an emerging AVA region.

Through use of a project-based model for community service, students gain opportunities to apply emerging professional skills while simultaneously meeting the objectives of community partners by working on design projects initiated by them in a reality charged atmosphere.

Following each meeting with community partners and public presentations throughout the semester, students are encouraged to reflect on their outreach experiences through formal roundtable discussion and informal team based studio discussions. In conjunction with an end of the semester exhibit of their work, students and faculty engage in reflective dialogue about the value of the experience to their professional development with outside participants which includes alumni, design professionals



ARCH 453 students' finished project presentation for the Nez Perce County Winery Study.

## ARCH 453, cont.

and project stakeholders. Those conversations include reflection about the differences and potential constraints placed on their creative processes when asked to meet aspirations of community partners in reality charged settings as compared to more mainstream studio experiences that typically engage in less restrictive, hypothetical projects.

The Nez Perce County Winery study involved 3 separate public presentations and 2 interactive exhibits of student in progress and final work. Audiences included Nez Perce County planning staff, Planning and Zoning Commission, County Commissioners, and area viticulturists. Each community partner and project stakeholder held different aspirations and expectations for project outcomes. Subsequently it became particularly important, following each public presentation, to reflect about those differences and help students understand the need to address a broad spectrum of stakeholder need and interests, including their own as emerging designers. We also reflected about important adjustments that must be made in verbal, written and graphic communication in order to increase legibility and effectiveness with layperson partners and public audiences in community settings as compared to an audience of faculty or design professionals. Students had a final opportunity to reflect on the experience through written communication as they prepared a project summary book for use by project partners and the broader community.

**ARCH 454: Architectural Design VI**  
**ARCH 554: Architectural Design VIII**  
**ID 352: Interior Design IV**

**Instructor:** Wendy McClure and Shauna Corry

**Number of Students:** 22

**Total hours of student work:** 3520

**Community Partners:** Ray Pankoph, Director of University of Idaho Architectural and Engineering Services (AES) and Brian Johnson Assistant Vice President of Facilities

This collaborative design studio project engaged interdisciplinary teams of undergraduate 4th year architecture and 3rd year interior design students in the design of a significant 4-5 story addition to and reconfiguration of Art and Architecture North (AAN). The project was initiated in response to a request from UI Director of Architecture and Engineering Services (AES) Ray Pankopf for assistance in envisioning realistic alternatives for facility upgrades to bring the building into code compliance and approximately 20,000 sq.ft expansion that would permit replacement of other temporary campus space that are scheduled to be taken off line. The design process was based on programmatic information provided by UI Director of Architecture and Engineering Services (AES) Ray Pankopf. Goals and objectives of the University of Idaho's Long Range Campus plan and the College of Art and Architecture's Facilities Committee were also taken into consideration. Undergraduate architecture and interior design students partnered in collaborative team problem solving processes to develop strategies to bring the exiting AAN building into compliance with current building egress codes

and the American With Disabilities Act. Student teams produced ten alternative designs in support of University and College facility planning processes, providing a unique opportunity for AES to explore multiple alternatives without engaging professional consultants during early phases.

**Reflection**

Multiple opportunities were afforded for reflection with faculty and university project partners. Students presented their work at key intervals to project partners and faculty. Each session concluded with a roundtable discussion. Topics included the value of applying acquired skills to working within realistic parameters and considering the priorities of multiple project stakeholders. At the conclusion of the project, stakeholders were invited to an interactive exhibit where students engaged in one on one dialogue about project challenges.

## ARCH 553: Architectural Design VII

**Instructor:** Bruce Haglund

**Number of Students:** 10

**Total hours of student work:** 1500

**Community Partners:** Office of the Provost, University of Idaho Housing, University of Idaho Community, Lopez Community Land Trust

The students focused on master planning and conceptual design for net-zero energy student housing in Moscow and Sandpoint. The intention of the project was to create a feasibility study, which led to a RFP for a project based on the students' work. The overarching objective of the course was to learn to do a comprehensive design project, which this project perfectly satisfied. The students had a continual critique with knowledgeable members of the UI community and LCLT.



ARCH 553 students doing hands-on learning at the LCLT project on Lopez Island.

## ARCH 584: Urban Design and Morphology

**Instructor: Wendy McClure**

**Number of Students: 12**

**Total hours of student work: 360**

**Community Partners: Bill Belknap, Directory Community Development and the Planning City of Moscow and City of Moscow Planning and Zoning Commission**

This graduate seminar presents theory and methods for urban context analysis and interpretation. As a partial fulfillment students are required to conduct an applied research project based on theory and methods presented in course readings and discussion during the first half of the semester. All students enrolled in the graduate seminar elected to engage in an applied research study at the request of and in partnership with the City of Moscow's Department of Community Development and Moscow's Planning and Zoning Commission. Project objectives support Moscow City Council's aspirations for improving the city's visual character as outlined in their FY2013 goals and specifically their stated goals concerning improvements to North Main Street.

The study is designed to help inform decision-making processes regarding the transformation of North Main Street into a positive urban corridor that reflects, to the degree possible, consistency and continuity in "imageability" and urban design character with the core of Main Street in Moscow's national historic downtown district. Student teams are currently conducting archival research,

comprehensive field documentation and analysis of the physical elements and policies that help to shape each segment of the Main Street corridor. They are scheduled to present interpretive findings in a public forum to Moscow's community development staff and members of the Planning and Zoning Commission at semester's end.

### Reflection

Through informational sessions with community partners and commission members, students are introduced to the value and potential impact of their anticipated findings to community planning and policy formation processes. Students will prepare a desktop publication of their findings for the City's use. At the project's conclusion, the scheduled public presentation to city officials and commission members will provide an additional opportunity to assess the potential impact of their efforts. Since Pan Z commission members are community volunteers with planning related expertise, students will also be able to see the value of continuing to engage in professional service activities in their own communities after graduation.

## ART 322: Graphic Design Studio

**Instructor:** Delphine Keim

**Number of Students:** 13

**Total hours of student work:** 2080

**Community Partners:** Rendezvous in the Park, Palouse Habitat for Humanity, University of Idaho Sustainability Center

Students develop and design concepts for promotion and awareness of respective client activities. In exchange for participation, clients receive ideas that can be realized and serve their communication needs. In one case this year we are trying a partnership model with a local design firm. Students learn to apply design abilities in situations that involve community clients. They also learn to create design proposals, present the work to clients and prepare artwork to release to clients/vendors. Students go through critiques, self-assessment and written reflection after each project.



Student projects are presented and critiqued by faculty and community partners.



## BIOP 520: Introduction to Bioregional Planning

**Instructor:** Tammi Laninga

**Number of Students:** 13

**Total hours of student work:** 975

**Community Partners:** Northwest Advanced Renewables Alliance and the Montana Forest Products Retention Roundtable

This course is affiliated with the Northwest Advanced Renewables Alliance (NARA) project aimed at identifying viable wood-based biofuels supply chains in the Pacific Northwest (OR, WA, ID, MT), and is supported by the USDA-AFRI Competitive Grant (no. 2011-68005-30416) ([www.nararenewables.org](http://www.nararenewables.org)). The 2012/2013 NARA focus area was the Western Montana Corridor, stretching from Spokane, WA to Billings MT. In BIOP 520, UI and WSU students developed the Western Montana Corridor (WMC) Atlas, which highlights the region's natural, physical, civic, economic and policy assets. The Atlas provides the client with data and analysis for how the WMC's assets can be used to support the development of a wood-based biofuels supply chain in the region.

The WMC Atlas project gives students the opportunity to sharpen their research, writing, presentation, and graphic skills. Structured class discussions are used to gather information from students about their experiences.

## BIOP 560: Bioregional Planning Studio I

**Instructor:** Tammi Laninga

**Number of Students:** 9

**Total hours of student work:** 1440

**Community Partners:** Northwest Advanced Renewables Alliance and the Montana Forest Products Retention Roundtable

This course is affiliated with the Northwest Advanced Renewables Alliance (NARA) project aimed at identifying viable wood-based biofuels supply chains in the Pacific Northwest (OR, WA, ID, MT), and is supported by the USDA-AFRI Competitive Grant (no. 2011-68005-30416) ([www.nararenewables.org](http://www.nararenewables.org)). The 2012/2013 NARA focus area was the Western Montana Corridor (WMC), stretching from Spokane, WA to Billings MT. In BIOP 560, UI and WSU students worked in teams composed of planners, engineers, architects and landscape architects to analyze the WMC supply chain and develop conceptual designs for depot facilities (where slash is sorted and chipped) and conversion facilities (where wood chips are mechanically and chemically processed to produce isobutanol). The output from this class is a report that provides detailed information on the WMC supply chain and site and community scale designs and policies for depot and conversion facilities located throughout the region. The studio project gives students the opportunity to sharpen their research, writing, presentation, graphic and teamwork skills. Structured class discussions and reviews are used to gather information from students about their experiences.

## BIOP 561: Bioregional Planning Studio II

**Instructor:** Tammi Laninga

**Number of Students:** 4

**Total hours of student work:** 600

**Community Partners:** City of Lewiston's planning department; University of Idaho's Food Systems Task Force; Palouse Food Action Coalition; Round River Consulting Group.

The outcome of this course is a professional project completed as part of the graduate requirements for the Bioregional Planning and Community Design (BIOP) program. Students work with selected clients on projects that are beneficial to the client, while also giving the student's hand-on experiences that help to hone the skills necessary for future employment as a professional planner. During this course, students meet regularly with BIOP faculty, other students and their clients to make sure that they stay on track to complete their projects and produce a final output that is beneficial to their client. In completing their projects, students get experience in data collection (both primary and secondary), data analysis, writing and graphic design, organizing client meetings, and formal presentations. During class meetings, students have the opportunity to reflect on their projects and interactions with clients. At the end of the semester, students submit a reflection essay about their experiences working on their project.

## BUS 378: Project Management

**Instructor:** Tracie Lee

**Number of Students:** 87

**Total hours of student work:** 3480

**Community Partners:** University of Idaho Extension, Latah County Extension, Manheim Solutions, and the UI Office of Community Partnerships UI Sustainability Center; Gregory Hurn, Attorney, Kwate Law Offices; Palouse Clearwater Environmental Institute (PCEI); University of Idaho, National Science Foundation, Experimental Project to Stimulate Competitive Research (NSF EPSCoR); UI Athletics

BUS378: Project Management 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. Three reflection activities are used to allow students to reflect on their learning: (1) at the

## BUS 378, cont.

start of the semester, students complete an assessment, identifying a skill 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 skill initially identified, and the value of the project to their sponsor. A single large project, with students split into 4 sub-teams, was completed during the Fall 2012 semester:

### Fall 2012

#### *Investigating Interest in a Regional Food Hub:*

Forty-three students from the University of Idaho's BUS 378 Project Management class were asked to assist in analyzing seller (producers and food processor) and institutional buyer interest in a regional food hub in an 8-county region of North Idaho and Eastern Washington. The sponsors for this project were the following: Chicago-based Manheim Solutions, a consulting firm working with Latah Economic Development Council and Clearwater Economic Development Association; Lorie Higgins, UI Extension; Cinda Williams, Latah County Extension; and Debbie Gray, UI Office of Community Partnerships.

These forty-three students divided into four teams to (1) conduct interviews of regional institutional buyers, (2) develop recommendations for how to store and organize data, and provide electronic



One team presents the results of their project to a group of producers, processors and buyers at an event organized by the BUS 378 students.

## BUS 378, cont.

access to buyers and sellers, (3) implement a survey through Qualtrics to collect regional producer and processor information, (4) host an event for buyers and sellers to facilitate a discussion of regional food hub infrastructure development and (5) produce a written report from each team summarizing tasks, data, analysis, recommendations and results as required by project sponsors. IRB reviewed the survey and interview protocols and certified them as exempt.

The four groups had multiple interdependencies, such as collaborating on hosting the buyer/seller event. Each team assigned one or more team leaders to coordinate, since we had teams from 3 to 23 people. Thank you to Gene Merrell, Associate Vice President for Economic Development, for sponsoring a PCEI AmeriCorps intern to help manage this project for the class. Thank you to Kyle Merslich, the Americorps intern, earning a master's degree in Bioregional Planning, for his work managing the project and coordinating with the team leaders and sponsors.

### Spring 2013

**Football 101:** A group of 11 students is working with UI Athletics to organize and market a "Football 101" event on the Saturday of Mom's Weekend, April 20, 2013. The event is intended to showcase a day in the life of football players in training. The team is planning the day-of logistics, constructing and executing a marketing plan for the event and procuring event sponsorships. It will help to raise

awareness about the football program, introduce the new coach to parents attending the event, and raise funds for the Vandal Scholarship Fund and the football team.

*Vandals for Vets:* Military veterans transitioning back to civilian life, who are suffering PTSD, often find their way into the criminal system. Many cities in the United States have developed a "Veterans' Court" to enable veterans to gain treatment, support, training and housing. There are more than 80 Vet Courts in the United States, including 3 in south Idaho. The rate of recidivism for Veterans Court participants is much lower than in a traditional court system. A team of 6 students is working with Gregory Hurn, an attorney in Lewiston, Idaho, to organize a 5K "Warriors' Walk" fun run/walk to raise awareness of the need for a Veterans' Court, and to raise funds to start such a court, in the 2nd Judicial District (which includes Latah County). Funds will be raised through t-shirt sales, registration fees, donations, and sponsorships, and these funds will go toward treatment programs and court costs for veterans.

*Bottled Water Sale Restriction:* A team of 11 students is working with the UI Sustainability Center to stop the sales of single-use water bottles on the University of Idaho campus. The team is gathering data concerning support for the ban, and ultimately gathering petition signatures to present to the ASUI governing body. The goal is to get a resolution passed by ASUI for the ban, and work with the university to stop the sale of plastic single-use water bottles on campus, to reduce the UI's solid waste stream, and promote use of the safe and free municipal water available on campus. Ultimately, it will help the University of Idaho's goal to become carbon neutral by 2030.

## BUS 378, cont.

*3-D Tech Group:* The University of Idaho has a National Science Foundation (NSF) Experimental Program to Stimulate Competitive Research (EPSCoR) grant, which includes a component to improve cyber infrastructure technology; this includes technology that enables researchers to incorporate remotely sensed data such as light detection and ranging data (LiDAR) into research. The Immersive Visualization Equipment (IQ Station) located on the fourth floor of the University of Idaho Library was donated by the Idaho National Laboratory. The IQ Station is an ideal platform for visualizing data for a variety of research and training projects, but it gets very little usage. A team of 6 students is working with NSF EPSCoR to develop a website which will explain how to use the IQ-Station and facilitate collection of infrastructure metrics.

*PCEI Pathway:* The Palouse-Clearwater Environmental Institute (PCEI) is a non-profit organization in Moscow, ID. The institute hosts an outdoor facility that provides many student and volunteer opportunities related to the environment. Its mission is to increase citizen involvement in decisions that affect the region's environment. PCEI's goal is to encourage sustainable living, provide experiential learning, and offer opportunities for serving in the community, while actively protecting and restoring natural resources. The organization's newest project has been to build the Jim LaFortune Memorial "Groover" Restroom Facility. The restroom facility is near its completion stage, and the 9-member PCEI Pathway team from BUS378 will assist PCEI in increasing donations and finding successful ways to attract donors to finish construction of the path.



Students from the 3D Tech group learn how to operate an IQ station.

**BUS 421: Marketing Research and Analysis**  
**BUS 428: Marketing Management**

**Instructor: Steve Shook and Michael McCollough**

**Number of Students: 113**

**Total hours of student work: 3390**

**Community Partners: AHA (Advanced Hardware Architecture) in Moscow, The Storm Cellar in Moscow, Family Fun Nights in Moscow, and a fixed/level tuition plan for the UI**

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 429: Vandal Solutions**

**Instructor: George Tanner**

**Number of Students: 32**

**Total hours of student work: 1280**

**Community Partners: Shop Local Moscow; Light Up the Night Parade; Alternative Giving Christmas; Moscow-Pullman Airport; University of Idaho Office of Sponsored Programs; Society for Human Resource Management; University of Idaho College of Business and Economics; Community Food Drive; Professional Golf Management program.**

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 belowmarket 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.



2012-2013 Vandal Solutions Team

## COMM 233: Interpersonal Communication/ COMM 335: Intercultural Communication

**Instructor:** Mika Marlow

**Number of Students:** 266

**Total hours of student work:** 2660

**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; Eggan Community/Youth Center; Paradise Path Cleanup; Good Samaritan Village; Aspen Park Healthcare Center; DesMoines United Methodist Church; Meridian Middle School; Pinewood Nursing Home; Westpark Elementary School; Vandal Community Tables

Students in COMM 335 and COMM 233 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 interpersonal or intercultural communication dynamics while they volunteer. In doing so, they were able to apply class principles to real-world interactions.

The service projects met community needs associated with children, the elderly, people who are differently-abled, immigrants, religious organizations, arts and cultural events, the environment, and

## COMM 335, cont.

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 interpersonal or intercultural dynamics they observed during the service. They incorporated scholarly research to inform their observations and integrated real-world situations with the literature on 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 and Ali Middleton**

**Number of Students: 17**

**Total hours of student work: 680**

**Community Partners: Moscow Recycling Center**

The service-learning project for the fall 2012 course was to conduct three interrelated projects for the Moscow Recycling Center:

1: Design, implement, analyze, and report on a survey to help the Moscow Recycling Center understand the following about Moscow residents:

- Use of (behaviors) city recycling and curbside recycling programs, and home composting of food & plant waste.
- Attitudes towards city recycling and curbside recycling programs, and home composting of food & plant waste.
- Knowledge and awareness of city recycling and curbside recycling programs, and home composting of food & plant waste.
- Willingness to participate in city recycling and curbside recycling programs, and home composting of food & plant waste.
- How business's use of recycling and food/plant waste composting would affect resident's image

## CSS 310, cont.

and patronage of a business.

- Key demographic attributes.

2: Conduct observations at the Moscow Recycling Center to better understand the accuracy of recycling, estimate the time/effort spent reading signs, and assessing if patrons follow instructions.

3: Conduct face-to-face Interviews with owner/operators of Moscow food stores, restaurants, schools, hospital, nursing homes, retirement homes, apartment complexes (owners/managers) to understand their acceptance of food waste recycling, estimated daily/weekly amounts, barriers to recycling, willingness to pay, acceptable costs, acceptable frequency of service, information needs. Willingness to be part of a pilot study?

The basic premise of this class was for students to gain an understanding of how information and knowledge are generated and used.

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.

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

## CSS 310, cont.

project?

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

## CSS 385: Conservation Management and Planning/ CSS 597: Practicum in Tutoring

**Instructor:** Nick Sanyal and Jim Ekins

**Number of Students:** 30

**Total hours of student work:** 1050

**Community Partners:** Greater Moscow area

The purpose of this project was:

- To apply a well-regarded assessment tool to create the imperative (context) for management and planning decisions;
- To analyze qualitative and quantitative inputs to a planning and decision making process; and
- To be able systematically apply the tenets of Structured Decision Making (SDM) to create defensible and viable alternatives for the future.

Each team member was given a copy of the Community Sustainability Assessment (CSA) developed by the Global Ecovillage Network. They used this comprehensive checklist to assess the current resilience and sustainability of Moscow. Next they worked through the Structured Decision Making Process process using the CSA generated data as a starting point to create a new public agency (local or regional) or non-profit organization that will, a) work to enhance those attributes of the community that currently detract from resilience, and b) work to protect those attributes of the community that are determined to be most critical to the long term resilience of the community.

## CSS 385, cont.

This Service-Learning activity addresses 7 of the nine course goals:

1. Understand the roles and relationships between development, growth, and conservation and how they contribute to natural resource decisions.
2. Understand the role of the social and policy sciences in delivering and sustaining those decisions.
3. Describe the components of decision making essential to the successful functioning of conservation programs.
4. Identify the relationship between public and private entities and recognize their responsibility in providing conservation opportunities for all populations.
5. Establish goals, objectives and targets for effectively managing a conservation agency or organization based on concepts and principles learned in class and through participation in practical applications.
6. Recognize the implications of specific actors (e.g., NGOs and community residents) and their interests (accessibility, economics and endangered species laws) to the policy process and recognize how they shape the outcome of the management of public and private programs and services.
7. Be able to apply the principles learned in class to real-world working communities and landscapes.

Students were asked to reflect in writing on one critical question:

Is resiliency and sustainability the same thing? Create a definition of each. What are the differences? What are the similarities? That is, where do the fields of sustainability (think, “triple bottom line” model) and resiliency (think, “social-ecological systems” model) overlap, and not.

## CSS 386: Conservation Management and Planning II/ CSS 597: Practicum in Tutoring

**Instructor:** Nick Sanyal and Jim Ekins

**Number of Students:** 30

**Total hours of student work:** 1050

**Community Partners:** Greater Moscow area

Structuring a Management/Planning Response to the Perceived Resilience of the Greater Moscow Area.

The purpose of this project was:

- To apply a well-regarded assessment tool to create the imperative (context) for management and planning decisions;
- To analyze qualitative and quantitative inputs to a planning and decision making process
- To be able systematically apply the tenets of Structured Decision Making (SDM) to create defensible and viable alternatives for the future.

Each team member was given a copy of the Community Sustainability Assessment (CSA) developed by the Global Ecovillage Network. They used this comprehensive checklist to assess the current resilience and sustainability of Moscow. Next they worked through the Structured Decision Making Process process using the CSA generated data as a starting point to create a new public agency (local or regional) or non-profit organization that will, a) work to enhance those attributes of the community that currently detract from resilience, and b) work to protect those attributes of the community that

are determined to be most critical to the long term resilience of the community.

This Service-Learning activity addresses 7 of the nine course goals:

- Understand the roles and relationships between development, growth, and conservation and how they contribute to natural resource decisions.
- Understand the role of the social and policy sciences in delivering and sustaining those decisions.
- Describe the components of decision making essential to the successful functioning of conservation programs.
- Identify the relationship between public and private entities and recognize their responsibility in providing conservation opportunities for all populations.
- Establish goals, objectives and targets for effectively managing a conservation agency or organization based on concepts and principles learned in class and through participation in practical applications.
- Recognize the implications of specific actors (e.g., NGOs and community residents) and their interests (accessibility, economics and endangered species laws) to the policy process and recognize how they shape the outcome of the management of public and private programs and services.
- Be able to apply the principles learned in class to real-world working communities and landscapes.

Students were asked to reflect in writing on one critical question:

- Is resiliency and sustainability the same thing? Create a definition of each. What are the

### **CSS 386/502, cont.**

differences? What are the similarities? That is, where do the fields of sustainability (think, “triple bottom line” model) and resiliency (think, “social-ecological systems” model) overlap, and not.

### **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.

Between 9 July and 28 July 2012, a group of three interns joined the University of Idaho Service-Learning Center's Interim Director, Jim Ekins, for a 17-day hitch in the Selway-Bitterroot Wilderness. The project included on-campus orientation to the history of wilderness in the U.S., a discussion with College of Natural Resources faculty members about the Wilderness Act of 1964, a tour of the Palouse-Clearwater Environmental Institute's Nature Center, and a half-day visit to the Nez Perce National Historic Park Visitor Center in Spalding, ID. They cleared approximately 200 logs from about 6 miles of the Goat Ridge Trail, #526, and did approximately 200' of tread reconstruction.

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,

## CSS 498, cont.



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.



## Service-Learning at McCall Outdoor Science School

**CSS 560: Community Ecology for Environmental Educators**

**CSS 562: Field Science Teaching**

**CSS 563: Place Based Environmental Education**

**CSS 566: Advanced Field Ecology Course Design**

**CSS 567: Environmental Education Teaching Practicum I**

**CSS 575: Leadership for the Environmental Educator**

**Instructors:** Jan Eitel, Karla Bradley-Eitel, Greg Fizzell, 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; Forest Service; Nez Perce Tribe Watershed Division

## Service-Learning at McCall Outdoor Science School, cont.

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 560: Community Ecology for Environmental Educators**

#### *1. Muddy Squirrel Project*

The Muddy Squirrel Project is in collaboration with the Forest Service. The objective of the project is to evaluate the use of prescribed fire for improving the habitat of the as threatened listed Northern Idaho ground squirrel. To reach this objective, accurate forest fuels inventory data are needed. CSS 560

students collect these data while learning about basic forest measurement tools, forest measurement techniques, and basic terminology used in forestry.

### *2. Phoebe Creek Restoration Project*

The Phoebe Creek Restoration Project is in collaboraton with the Nez Perce Tribe-Watershed Division and the Forest Service. The high use of the Phoebe Creek campground located in the South Fork of the Salmon River watershed has caused increased erosion that may threaten the fish population in the South Fork of the Salmon River. To reduce erosion and protecting the fish population, the site has been recently restored by planting native grasses, shrubs, and trees and restricting camping to smaller areas. To monitor the success of the restoration project, vegetation data are needed that quantify the recovery of the vegetation at the site. The CSS 560 class supports this effort by mapping vegetation cover and composition while learning about vegetation sampling methods and techniques.

### **CSS 563: Place Based Env. Education**

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

## **Service-Learning at McCall Outdoor Science School, cont.**

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 566: Adv. Field Ecology Course Design**

Our students are exploring two complex environmental issues -- climate change and alternative energy, specifically woody biomass-based biofuels. As part of the class, they are working with researchers to conduct surveys in the community to understand social perspectives on these issues. Their work will contribute to broader understanding of the values, attitudes and beliefs that people bring to their understanding of the issues and motivation to act.

### **CSS 568 Ecological Inquiry**

MOSS Graduate Students explored local environmental issues in this course, with the goal of coming to more complex understandings of the social side of natural resource management. Students worked in teams to investigate various controversial topics within the community, including forest fires, wolf management, treaty rights and fishing management, and grazing on public lands. This year students worked with Idaho Fish and Game to work on restoring fish habitat on the Little Salmon River as part

of a project that is seeking to understand private / public partnerships in management and restoration of riparian resources. By working directly on this restoration project, our graduate students developed a better understanding of the relationships that Fish and Game has developed that make this project successful.

**CSS 575: Leadership for the Environmental Educator**

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.

**DAN 360: Children's Dance**

**Instructor:** Christa Davis

**Number of Students:** 77

**Total hours of student work:** 770

**Community Partners:** Moscow School District

Students begin as participatory observers in a "movement" classroom, then later work as a teacher of movement in various classrooms around the district. Students teach the application of kinesthetic learning content and create mentor connections with elementary and secondary students. They complete a reflection/observation on their initial exposure to classroom kinesthetic learning when engaged as a "student" in a movement class. Later they complete an end of the semester reflection on their experiences out in the field when they act as the instructor.

## EDCI 201: Contexts of Education

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

**Number of Students: 260**

**Total hours of student work: 5200**

**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. 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. 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.

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:** 15

**Total hours of student work:** 450

**Community Partners:** Seltice Elementary School; Charter Academy; Post Falls School District; Coeur d'Alene School District

Fall EDCI 320 students worked with two first grade classes at Seltice Elementary School delivery of read aloud and the text-to-self writing with a focus on Common Core requirements for writing opinion substantiated by detail; conducting choral readers theatre (Shakespeare) with sixth grade middle school students to improve background knowledge and fluency.

## EDCI 322: Teaching Writing/Language Arts

**Instructor:** Emily Duvall, Cindy Lynn Allen, Margaret Vaughn

**Number of Students:** 63

**Total hours of student work:** 3150

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

EDCI 322 students on the University of Idaho Coeur d'Alene Campus worked with Ponderosa Elementary School fourth grade classroom to teach a mixed ability class of elementary students the fundamentals of developing a research paper for about fourteen weeks. Activity included topic narrowing, note taking skills, internet research skills (including citing), and crafting a mini-book to be shared with other 4th grade classrooms.

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.

## EDCI 322: Teaching Writing/Language Arts, cont.

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.

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. University of Idaho 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, University of Idaho 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, Margaret Vaughn

**Number of Students:** 32

**Total hours of student work:** 1120

**Community Partners:** Seltice Elementary; Frederick Post Kindercenter; Moscow Elementary Schools

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\*. Faculty 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. Fourth grade teachers helped to develop the focus of the practicum, provided expected outcomes for their students and supervised college students on site on a weekly basis. The service-learning project occurred during the designated practicum hours, was linked to the three methods

courses taught spring semester, EDCI 320, 321 and 322, 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 at the Post Falls Kindercenter providing one-on-one literacy support to kindergarten students. Course expectations, content and expected outcomes were developed in collaboration with the Kindergarten teacher and Elementary Principal. Students used weekly formative assessment data to determine student needs and skill level, and adapted the lessons accordingly.

## 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, Herbert L. Hess, Joseph Daniel Law, Touraj Assefi, Steve Beyerlein, Jay McCormack

**Number of Students:** 101

**Total hours of student work:** 13,635

**Community Partners:** SAE International; IO DuPont; UI College of Agricultural & Life Sciences; Clearwater Corn Maze; Schweitzer Engineering Laboratories; Sandpoint Urban Renewal Agency; Natural Resources Tribal Cooperative Aquaculture Research Institute; Steckler Space Grant; NASA Glenn Research Center; Boeing Company; NASA Idaho Space Grant Consortium; NAVSEA; Dean Edwards; Leslie Weber; Buck Knives Inc.; Avista Corporation; University of Idaho Civil Engineering Department; McCall Outdoor Science School; Dr. Suat Ay; VLSI Sensors Research Group; Bikertronics Inc.

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

In these senior capstone design courses, interdisciplinary student teams work with an external customer to define, develop, and deliver a working prototype that meets client needs subject to relevant economic, environmental, manufacturing, social, and political constraints. A central theme is converting customer needs and wants into engineering specifications which are then translated into working prototypes. These are displayed to the public at the annual Idaho Engineering Design

Exposition, which occurs at the end of the spring semester.

Design teams of three to six seniors interact with technical, non-technical, and managerial staff who are stakeholders in the project. Each design team is guided by a graduate student mentor with special training in engineering teamwork, creativity, and use of design tools. Each student works an average of 125 hours each semester on these projects.

Project sponsors provide funding for travel, materials, purchased parts, and use of shop facilities. Details about current and past projects can be viewed on the course Web site located at <http://seniordesign.engr.uidaho.edu>. Projects are listed below:

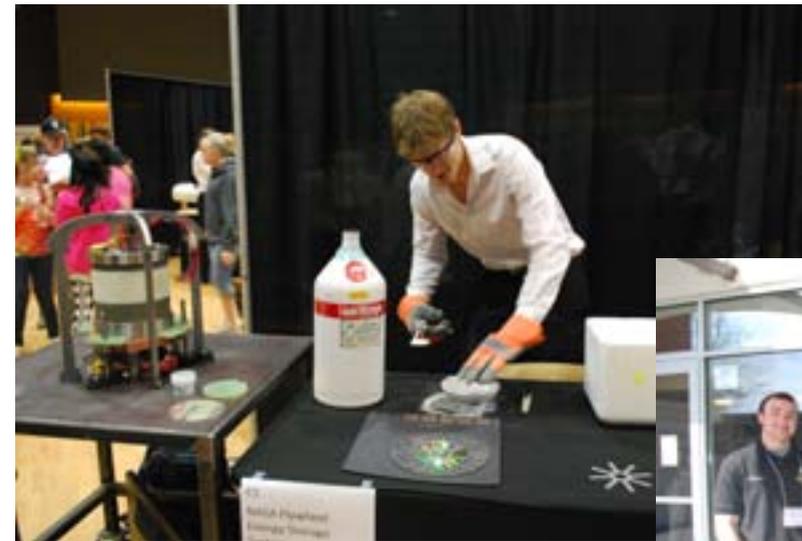
- Vandal Hybrid Racing Team- The mission of the Vandal Hybrid Racing Team is to build the best Formula Hybrid vehicle possible using our acquired engineering and real world skills while having a good time. The Vandal Hybrid Racing Team is a great way for students to gain appreciation for the hands on side of engineering. Many skills used to build the formula hybrid vehicle are not taught in the class, but gained through trial and error along with plenty of practice. Because of the vast range of skills students learn while being a team member, the project produces very well rounded engineers with an appreciable understanding of how to apply engineering principles to every day challenges.
- Pumpkin Sharpshooters- Resolve safety issues associated with 2011-12 pumpkin cannon, implement a reliable sabot design and user-friendly aiming system. The cannon will entertain and inform those attending the Clearwater Corn Maze.



Vandal Hybrid Racing Team;  
Pumpkin Sharpshooters team member gets  
interview by local news station

## Engineering Capstone Curriculum, cont.

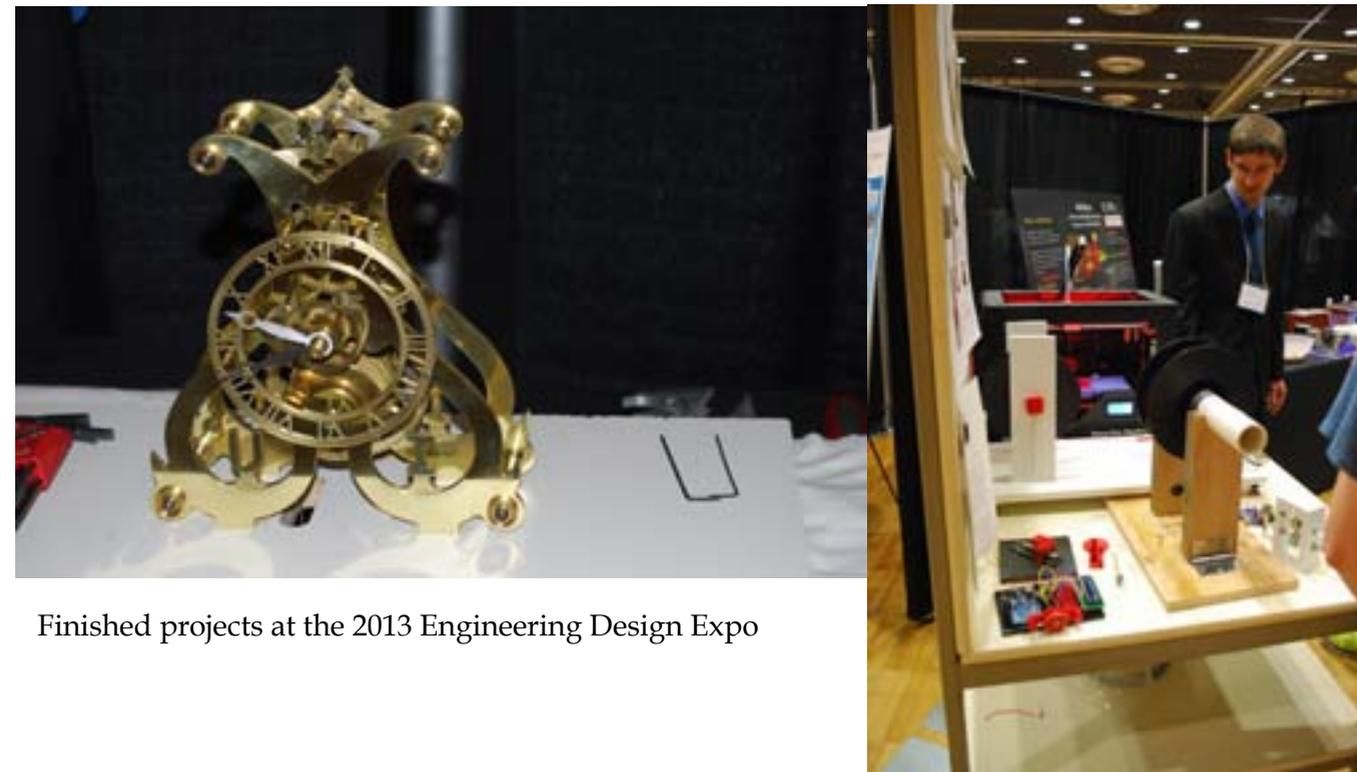
- Team DFIG- The purpose of this project is to design and procure a doubly fed induction generator test beds system, which can be used to help engineers and students learn more about the operation of wind turbines.
- Team Green Thumb- Design and model a high efficiency greenhouse for the Sandpoint Area in Northern Idaho. The greenhouse will be used to grow high-value crops during winter to minimize the imports to the area.
- REDD Team- The purpose of this project is to optimize both the current stream-side incubator and collapsible in-stream incubator designs in order to create optimal living conditions for steelhead and salmon fry.
- Team Kickin' It- The purpose of this project is to develop and test an Android Application that mimics the gameplay of the board game KickShot.
- Team Eco-Rap- The purpose of this project is to develop a rapid prototyping machine that will quickly take used HDPE plastic, such as milk cartons, and produce objects from a 3D design, such as gears or axils.
- Team Instar- This project will be to create and assess the viability of an inertial energy storage and recovery system for Lunar Colonization.
- UIdaho U-571- Design a submarine for the AUVSI competition in July that is efficient in its structural layout, lightweight, and allows easy access to the electrical components.



Engineering students stand with their projects at the 2013 Engineering Design Expo

## Engineering Capstone Curriculum, cont.

- Team Tensegrity- The goal was to create a 6 or 12 strut spherical tensegrity robot that can withstand a 30 foot drop. In the second half of the project, the group plans to add actuators to the robot to roll the robot by adjusting string lengths. By the conclusion of the project, they planned to have a spherical tensegrity robot that can both withstand a 30 foot drop and move in a controlled fashion.
- Team FMJ- Develop a working prototype to automate the labor intensive processes (lifting, pouring, orienting) of bullet sorting currently being performed.
- Pruis PHEV- The purpose of this project is to develop and test an add on battery kit for a 2005 Toyota Prius using Lead Acid Batteries Developed at the University of Idaho by Dean Edwards.
- Leading Edge Engineering- The purpose of the project is to improve the performance and reliability of the Buck Knives 110 and 112 Pin Setter as well as reduce the change over time between the two knife model configurations.
- Rotor Temperature Team- The purpose of this project is to develop a proof of concept for a temperature sensing network for the poles of the generators at Noxon Dam.
- Team PWDP- The effectiveness of the Civil Engineering department's pelton wheel, as a learning tool, needs to be improved. This is to be done by showing students a visual display of the power being generated by the wheel.



Finished projects at the 2013 Engineering Design Expo

## Engineering Capstone Curriculum, cont.

- Mos3E- The goal of the McCall Outdoor Science School (MOSS) Sustainable Energy project is to introduce K-12 students to modern data recording technology, small scale energy generation and the possibility of a model for future generation expansion. This is achieved by installing energy use and/or energy generation monitors in buildings on the MOSS campus, data acquisition devices to document and log data, building a small scale prototype for on-site energy generation for useable power, a large scale model and ultimately using all as an educational tool for the students.
- Pixel Perfect- The purpose of this project is to build upon the current innovative “video camera image sensor” and design an Application Specific Integrated Circuit (ASIC) to control the current system. This ASIC will also control a wireless interface to a tablet or computer as well as have the current system display to an LCD screen.
- uALS- The goal of this project is to design, build, and test an I<sup>2</sup>C interfaced controller for configuring and reading data from an Ambient Light Sensor (ALS) integrated circuit.
- Biketronics CMA Team- The purpose of this project is to design an automated testing device capable of sending control signals to and measuring responses from a device under test, as well as compare the results against user defined parameters.
- Dam power Team- The project is to model the Long Lake dam in SKM power software; create a model of the existing substation service, develop a service station alternatives, and develop a model for “future service up grades”



The Dam Power design team at the Long Lake Dam

## ENGL 402: Internship in Tutoring Writing

**Instructor:** Mary Ann Judge

**Number of Students:** 6

**Total hours of student work:** 270

**Community Partners:** University of Idaho Writing Center

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

Tutors signed up for this course, in part, because they expressed an interest in helping other students. Furthermore, most tutors found their own writing skills improved while gaining other valuable skills such as the ability to listen carefully, to respond in a tactful manner, and to work effectively with a diverse group of students. Readings and class discussions focused on theories and techniques involved in tutoring student writers, approaching writing as a process, evaluating and responding to drafts, and working with a variety of students. As a service-learning internship course, most of what students learned, they learned by doing, by discussing what they did with others, by writing in a self-reflective journal, and by getting feedback from students, fellow tutors, and the instructor.



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 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); Moscow School District – Adventure Club; University of Idaho Women’s Center; Moscow Farmers Market; University of Idaho LGBTQA office

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.

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, Jacqueline Maximillian

**Number of Students:** 389

**Total hours of student work:** 1945

**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; 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 better the environment, the students get up close, looking into the results of their individual and collective actions.

The students are required to write a post-activity reflection on their experience, directly addressing the following questions: How does your activity relate to environmental science and sustainability? Who benefits from your activity? Has the activity altered your perspective? Would you volunteer again? Multiple project options are available for students with wide-ranging community partners. For instance, students volunteered for PCEI and assisted with stream bank maintenance, planting, habitat restoration, nursery work, and stream clean-up. Many students volunteered with ASUI on Saturday of Service. Many of these student volunteers were also involved with fraternity and sorority projects.

## ENVS 498: Wetland Revitalization

**Instructor:** Chris Dixon

**Number of Students:** 11

**Total hours of student work:** 253

**Community Partners:** PCEI, the City of Moscow, ID Fish and Game, the Palouse Audubon Society, Latah Community Foundation, Avista, Tri-State and the UI Sustainability Center

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 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.

In the 2012-2013 school year students were working on restoring the Stateline Wetland in Moscow through: native plantings, weed management, trail building, sign placement, and the building and maintenance of an observation deck.



FISH 415 students assess the waters of the Bell pond and upper Bettis Pond



## FISH 415: Limnology

**Instructor:** Frank Wilhelm

**Number of Students:** 25

**Total hours of student work:** 750

**Community Partners:** OX Ranch, Bell Family, Bettis Family

Students assess landowner ponds to answer specific questions. In one pond there was a severe algal bloom followed by a die-off of all fish in the pond. In the other case the family is interested to know why their ponds are fishless and if the ponds would ever hold fish, if so what kind. The students undertake full limnological analyses to answer these questions. Professor Frank Wilhelm, Ph.D teaches limnology and the students undertake assessments of the ponds to help answer specific questions the landowners have. This is practical training for students to tackle real-world problems in a class setting that they are likely to encounter in their careers in the natural resource professions.

Students do a verbal debrief during class, they also use a team exercise to collate their findings and experiences, as well each team presents a conference style presentation to the entire class, and then individuals write manuscript-style final reports summarizing all of their findings, and make recommendations for potential improvements.

## 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

FOR 404 Prescribed Fire for Ecological Management students traveled to Nebraska March 8-18, 2013 to participate in a fire training exchange hosted by The Nature Conservancy. They joined students from four other universities and fire practitioners from nine different states and twelve different local, city, county, state, federal, or private organizations learning together about ecologically-based land management, fire operations, and working effectively with diverse partners. They safely conducted prescribed burns on the Niobrara Valley Preserve of The Nature Conservancy and on a Wildlife Management Area managed by Nebraska Game and Parks agency. 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 fire professionals. Prescribed burns are conducted every year in prairies and woodlands across the Great Plains to help control the spread of eastern redcedar as well as to maintain healthy grassland ecosystems of value to ranchers, birds, butterflies, and native plants.

## FOR 404, cont.

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.

The students are instrumental in raising the funds, planning the travel, and sharing their experience with others. 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 service-learning course. 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.



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



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

The students shared pictures to a Facebook page for University of Idaho (<http://www.facebook.com/media/set/?set=a.610463985647626.1073741826.108435779183785&type=1>). Several students and Professor Penny Morgan were featured on a TV News story in Nebraska ([http://www.knopnews2.com/index.php?option=com\\_k2&view=item&id=7330:controlled-inferno&Itemid=105](http://www.knopnews2.com/index.php?option=com_k2&view=item&id=7330:controlled-inferno&Itemid=105)).

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 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. Each student has key assignments for planning, accomplishing, and reporting on this their learning. The Student Association for Fire Ecology worked hard to raise funds for student travel. They appreciate support from the College of Natural Resources and the Department of Forest, Rangeland and Fire Sciences; the UI Dean of Students, Office of Community Partnerships and Service Learning Center; the Wildland Fire Science Partnership; and The Nature Conservancy. The students borrowed equipment from National Interagency Fire Center, Coeur d’Alene Fire Cache, Olympic National Forest, Idaho Department of Lands, and others. We greatly appreciate the support of all involved. This is an incredible learning experience for all of us.

## **HPRD 429: Leadership, Pedagogy and Programming in Physical Activity**

### **HPRD 486: Programming and Marketing for Healthy, Active Lifestyles**

**Instructor:** Helen Brown, Lisa Brown, Susan Steele, Grace Goc Karp

**Number of Students:** 161

**Total hours of student work:** 1610

**Community Partners:** Partners for Healthy Lifestyles in Schools and Communities initiative;  
Various community and health organizations across the Palouse; Moscow 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.

Examples of current projects include:

- Providing direct service and education in schools and after-school settings offering opportunities to increase healthy eating and physical activity e.g., training K-6th grade teachers to increase classroom physical activity; elementary nutrition education and skill building.
- Expanding physical activity program expansion to include diverse populations, e.g., enhancing

women only swim time to include water exercises; coordinating partners to expand physical activity opportunities for children with disabilities; and enhancing physical education to include outdoor activity options.

- Assessing and developing environmental strategies to improve healthy active living, e.g., working with University of Idaho Human Resources to develop lactation accommodation guidelines and strategies; Tobacco/Smoke Free UI campus assessment and planning; Development of UI coalition to increase safe and enjoyable biking.

women only swim time to include water exercises; coordinating partners to expand physical

## **ID 451: Interior Design V**

**Instructor: Shauna Corry**

**Number of Students: 15**

**Total hours of student work: 1,125**

**Community Partners: 7th Day Adventist Church, Troy, ID; UI President's Home**

In the first project, students redesigned the 7th Day Adventist Church in Troy, Idaho. The second project was the redesign of the President's Home on the UI campus. The idea with that one is for the students' revision to be more welcoming and functional for all the events that President has there. The development foundation would then show the students designs to interested donors in hopes of generating funds from private sources.

## **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: Joe Roberts and Jim Ekins**

**Number of Students: 24**

**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 2012-2013 academic year is the Service-Learning Center's seventh 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. This internship program is a unique opportunity for undergraduate and graduate students in all majors. The University of Idaho interns earn three internship credits in several departments, including sociology, education, psychology, and interdisciplinary studies by tutoring and mentoring in Plummer schools every Tuesday and Thursday. Interns participate in weekly reflection discussions and journal activities, and prepare a final capstone project which combines the educational needs of students with the creativity and interests of tutors.

## INTR 298, 398, 498, 598, cont.



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



## JAMM 252: Principles of Public Relations

**Instructor:** Becky Tallent

**Number of Students:** 6

**Total hours of student work:** 120

**Community Partners:** Humane Society of the Palouse and UI Admissions Office

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

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

## JAMM 350: Public Relations Writing and Production

**Instructor:** Susan Hinz

**Number of Students:** 18

**Total hours of student work:** 540

**Community Partners:** Area businesses and nonprofits as well as UI student organizations.

Every class member selected a business or nonprofit and throughout the semester prepare more than 15 "tools" the business can use to share information with different audiences.

## JAMM 374 Digital Media Field Production

**Instructor: Denise Bennett**

**Number of Students: 20**

**Total hours of student work: 700**

**Community Partners: PCEI; Friends of the Clearwater; Palouse Humane Society; Moscow Art Theater Too; Patty's Kitchen; CD's Smoke Pit; The Perch; Moscow Bagel Shop**

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.

Students participate in research of scripts in conjunction with community partners, and they reflect as a class and in groups on script revisions and development. They schedule shoots and work on

planning and organization of field production with the community partners. Students screen rough and final cuts of both the PSA and Commercial projects and critique and reflect at both of those stages of post production. Students write a reflection paper discussing their experience with the community partners as well as with their production groups.

## JAMM 452: PR Campaign Design

**Instructor: Rebecca Tallent**

**Number of Students: 26**

**Total hours of student work: 4160**

**Community Partners: Skeeter Buggins, Colfax, ID; Guardian Angel - St. Boniface School, Colton, WA; Heart of the Arts, Inc.; Spokane FAVS; UI Service-Learning Center; UI Admissions; Essential Glassworks**

As the capstone PR class, this course is designed to:

- Develop experience in planning a public relations campaign. This course is designed to help students think strategically while practice thinking creatively in the PR process.
- This course will provide a review of the phases and steps involved in creating a public relations campaign, including research, planning, the budget (financial) process, implementation and evaluation. Class members will review primary research methods and participate in collecting primary data.
- To learn about working within a public relations team, including developing strategies for working with various personality types and difference of opinion issues.
- Students will understand how consideration of all diversity issues (race, gender, sexual identification, age, physical abilities, socio-economic status, etc.) are important for the success of a public relations campaign, including the specific issues of identifying a proper target audience and

development of campaign materials that appeal to a variety of cultural groups.

Students are expected to do a comprehensive public relations proposal for a client that includes a letter of transmittal, an introduction, research, a complete plan, evaluation, and a final presentation to the class and client.

Everyone will have assignments during the class that will entail practicing each of these written elements. At the end of the semester, students will be asked to evaluate their team members performance. The client is also contacted and asked for their evaluation of students' work prior to the last class. The client is invited in to hear the presentation pitch as well as provide input for the grade.

## JAMM 458: PR Cases and Issues Management

**Instructor:** Rebecca Tallent

**Number of Students:** 26

**Total hours of student work:** 910

**Community Partners:** University of Idaho College of Agriculture ,The Women’s Center, the GLBTQA Center, the Martin Center, The Native American Center, the Cycling Club, the Bach Festival, Vandal Entertainment; Paradise Ridge Challenge Course, Backyard Harvest, Real Needs, Humane Society of the Palouse, Alternatives to Violence of the Palouse, Washington-Idaho Symphony orchestra, Festival Dance, the Palouse Environmental Clearwater Institute, The Hope Center, League of Women Voters, the Moscow Food Pantry, the Moscow Human Rights Commission and Palouse Cares.

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. Twenty 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.

## LARC 355: Landscape Architecture Studio 2

**Instructor:** Toru Otawa

**Number of Students:** 18

**Total hours of student work:** 2430

**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 two miles 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.

## LARC 355, cont.

### 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 (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 363: Landscape Architecture Studio 3/ LARC 365: Landscape Architecture Studio 4

**Instructor:** Elizabeth Graff

**Number of Students:** 14

**Total hours of student work:** 1890

**Community Partners:** Lewis & Clark Recyclers Inc.

Students designed a public drop-off for recyclables that addresses the significance of awareness and education, cultural identity and history, and beauty and utility; their work was displayed as part of Lewiston's Earth Day celebration on April 18th.

## LARC 453: Landscape Architecture Studio 5 ARCH 453: Architectural Design V

**Instructor:** Gary Austin

**Number of Students:** 19

**Total hours of student work:** 2565

**Community Partners:** City of Sandpoint planning, Parks and Recreation Department, City Council, Representatives of Community Non-profit Organizations

Students developed a master plan for the University of Idaho property in Sandpoint. This is a 70 acre parcel that was once a UI Extension agricultural testing and research facility. They worked with the city of Sandpoint planning department and citizen groups to gather information on the goals of the community. Students met on site with the people from the planning and parks and recreation department. Many non-profit community organizations also sent representatives to the meeting. Students developed master plans for the property to incorporate commercial, light industrial, community agriculture, housing, recreation and wildlife uses. The students then developed detailed design proposals for sections of the property. The master plans and the detailed designs were presented at a very well attended public meeting in October.



This rendering shows one student's completed design for the 70 acre parcel of University of Idaho land in Sandpoint, ID.

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

**Instructor:** Toru Ottawa

**Number of Students:** 16

**Total hours of student work:** 1152

**Community Partners:** City of Moscow; County of Latah; Genesee Recreation Board

LARC 463 Landscape Architecture Studio 7

Master planning and design for the Moscow zone of impact: Linking spatial scales

This studio project was to propose a plan for a 1-mile zone around the city of Moscow by addressing all opportunities and constraints for spatial design in the zone. These include, but are not limited to, soils, topography, existing land uses, hydrology, vehicular and pedestrian circulation and socio-economic factors such as land tenure. The second phase included the selection of a prototypical area within the zone for designing a neighborhood that reflects the guiding principle of resource sustainability.

LARC 465 Landscape Architecture Studio 8

Design proposition for Genesee Recreation Park Facilities

The Genesee Recreation Committee is considering the expansion of their recreation facilities and is seeking creative solutions for their design. LARC 465 studio is assisting the community in the proposition of various concepts for the park. Our study integrates a preference survey being conducted for facilities and uses by the citizens of the community.

## LARC 554: Landscape Architecture Graduate Studio 1

**Instructors:** Stephen Drown

**Number of Students:** 7

**Total hours of student work:** 1890

**Community Partners:** Plummer Idaho School District, The Coeur d'Alene Tribal Education Department, University of Idaho Extension (Iris Mayes)

Seven Landscape Architecture Graduate students worked on the design of an Outdoor Exploratory Learning Landscape for the Plummer Middle School.

## LARC 558: Landscape Architecture Graduate Studio 3

**Instructors:** Steven Drown

**Number of Students:** 2

**Total hours of student work:** 270

**Community Partners:** City of Boise and Middleton Idaho

Two Landscape Architecture Graduate students work on projects for the City of Boise to daylight urban streams and to create a masterplan for a community Park in Middleton Idaho.

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

**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 976: Semester in Practice**

**Law 978: Small Business Legal Clinic**

**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, Jessica Long, Stephen Miller, Lee Dillon

**Number of Students:** 98

**Total hours of student work:** 17,640

**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; U.S. Court of Appeals for the Ninth Circuit; Mediation Programs; Prosecutors' offices nationwide; Public Defenders' offices nationwide; Tax Payer Advocate Service of the IRS; 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. Senate; Office of the U.S. Attorney for Idaho; United States Citizenship and Immigration Services; domestic violence programs in Idaho and eastern Washington; Catholic Charities; refugee assistance voluntary agencies; the Idaho Pro-Bono Immigration Law Network; various other community-based organizations

Public Service Externship courses (Law 972, 973, 975): Students choose this coursework as an elective. Students in these courses receive up to five summer or 12 school year 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, more than 60 students are expected to participate, and the total hours of service is expected to be approximately 20,000 hours collectively. Students will be performing legal work in a 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. 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 of the approximately 340 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 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.

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

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

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

of domestic violence, sexual assault, dating violence, or stalking, regardless of the clients' income level.

Students in the Economic Development Clinic advise Idaho counties, cities, tribes, and non-governmental agencies with economic development-related issues typically arising in questions of land use law, administrative law, state and local government law, and environmental law. The Small Business Clinic assists non-profit organizations and small businesses with organization planning and drafting formation documents, employment agreements, and other documents.

## NR 204/404: ST: Hawaiian Culture and Ecology

**Instructors:** Anthony Davis

**Number of Students:** 3

**Total hours of student work:** 270

**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

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).



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



## PEP 350: Elementary Health and Physical Education

**Instructors:** Elizabeth Miller and Lucinda Roxann Schneider

**Number of Students:** 68

**Total hours of student work:** 680

**Community Partners:** Moscow elementary schools

Students use specific methods, research, curricula, and media in teaching elementary health and physical education to elementary school students in the Moscow area.

This course will provide the learner with knowledge, experiences, and skills in the pedagogy of health and physical education for k-8 children. Practicum experience and service learning are significant components of this course. Service-learning will include, but not be limited to: Safe Routes to School Walk to School Day, designing and presenting a Health concept at local schools.

## PEP 424: Inclusive Physical Education and Recreation

**Instructors:** Elizabeth Miller

**Number of Students:** 10

**Total hours of student work:** 300

**Community Partners:** PATH program in Pullman, Special Olympics, The Aspen House, Moscow Middle School, and West Park Elementary School.

The focus of the class is to provide an overview of movement and physical activities in physical education and recreational settings for individuals with disabilities. Emphasis is on history, etiology, characteristics, services, resources, professional competencies, and instructional strategies. Practical experience is required to enhance instructional abilities to adapt and create an inclusive physical education and recreational setting for all participants

## SOIL 206: The Soil Ecosystem Lab

**Instructor:** Christopher Baugher, Kerry Morsek

**Number of Students:** 55

**Total hours of student work:** 1100

**Community Partners:** University of Idaho

This introductory lab course in soil science partnered with the University of Idaho in using a parcel of land adjacent to the University of Idaho's Arboretum and Botanical Garden to provide real-world experience. This land is owned by the University and is currently farmed to provide weed and erosion control. There have been several attempts by the University to initiate a restoration of this parcel to native Palouse prairie. As part of this service learning course, the students worked in teams to evaluate the state of the soil by collecting and analyzing samples as well as describing soil profiles in situ. Their term project was to take this analyze this soil survey data and synthesis a land management plan. Each lab period included a written reflection assignment intended to inform their final project. The students presented their data and their plan in an oral presentation. Their data and plans are the first attempt to move forward with a restoration project of native Palouse prairie. Many students recognized and acknowledge such a project's suitability as a teaching tool for future students in the plant, soil and entomological sciences.

## Appendix A: Other Service-Learning Courses

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

**AGEC 477/577-ENVS 577: Law, Ethics and the Environment**

**ANTH 301/SOC 301: Introduction to Diversity and Stratification**

**EDCI 321: Literature for Children**

**EDCI 322: Integrated Language and Literacy**

**EDCI 325: Elementary Art Education**

**EDCI 329: Elementary Science Education**

**ENVS 102: Field Activities in Environmental Sciences**

**ID 351: Interior Design III**

**ID 443: Universal Design**

**ISEM 101-7: Becoming Mexican-American**

## Appendix A, cont.

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

### Ethnicity, Culture and Identity

**ISEM 101-16: Exploring Global Communities**

**ISEM 101-57: Jupiter, Venus & Mars: An Exploration of Gendered Communication**

**LARC 288: Plant Materials and Design 1**

**LARC 289: Plant Materials and Design 2**

**LARC 353: Landscape Architecture Studio 1**

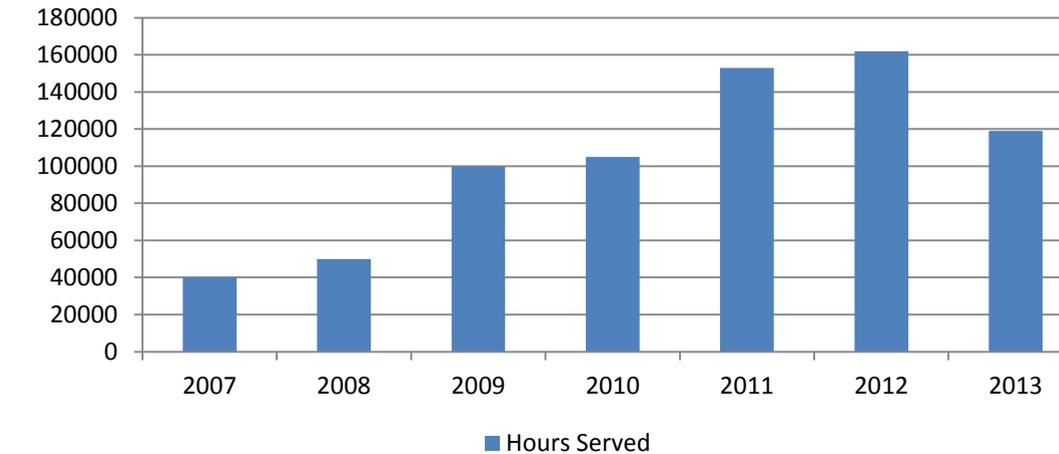
**LARC 556: Landscape Architecture Graduate Studio 2**

**REM 357: Ecological Monitoring and Analysis**

## Appendix B: 2007 - 2013 Service-Learning Growth

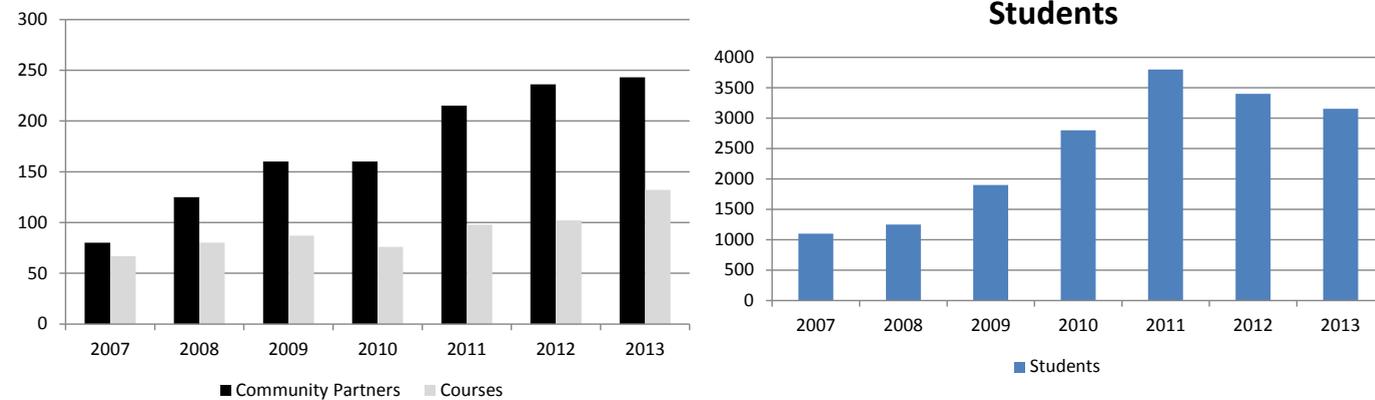
During the 2012-2013 Academic Year, there was decrease in total student service-learning hours, but an increase in the number of service-learning course sections, and in the number of community partners.

### Hours Served



## Appendix B, cont.

A small decline in total student service-learning participants was offset by increases in 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.

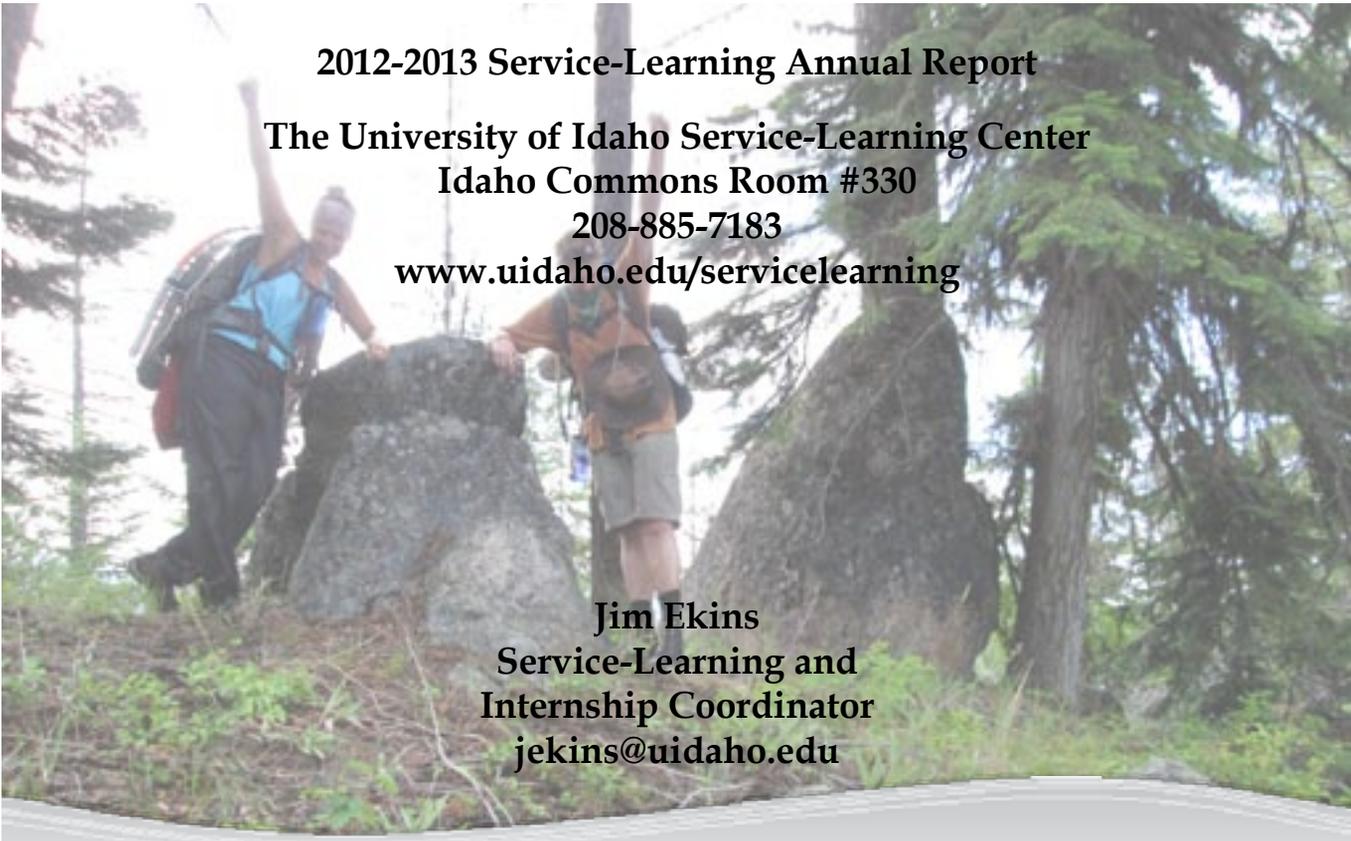


## 2012-2013 Quick Facts

- More than 3100 students participated in service-learning courses during the academic year.
- Students in about 132 academic courses and programs worked with about 243 community partners and provided more than 119,000 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.
- More than 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.

A photograph of two hikers with backpacks climbing a large, grey rock in a forest. The hiker on the left is wearing a blue shirt and dark pants, and the hiker on the right is wearing a brown shirt and shorts. They are both looking up at the rock. The background is filled with tall evergreen trees and a bright sky.

**2012-2013 Service-Learning Annual Report**

**The University of Idaho Service-Learning Center**

**Idaho Commons Room #330**

**208-885-7183**

**[www.uidaho.edu/servicelearning](http://www.uidaho.edu/servicelearning)**

**Jim Ekins**

**Service-Learning and  
Internship Coordinator**

**[jekins@uidaho.edu](mailto:jekins@uidaho.edu)**

---