

# SERVICE-LEARNING CENTER

## ANNUAL REPORT

2014-2015



## **2014-2015 Service-Learning Annual Report**

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April 2015

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## **Introduction**

The University of Idaho continues to affirm its support for service-learning in this ninth Annual Report. As in past reports, you will find a broad array of thoughtfully designed courses and assignments using service-learning to connect classroom- and community-based experiences. The courses described in this report provide excellent examples of engaged teaching and learning. Each summary describes the synergy that results when faculty, students, and community partners apply their knowledge and experience to create new ways of thinking and address identified needs and challenges.

Across the University, faculty and administrators recognize the positive impact service-learning has on the student experience as well as our local communities. This impact is impressive. In 2014-2015, over 1,462 students enrolled in 100 service-learning courses in partnership with about 131 community partners across Idaho, the Northwest, and beyond. UI students provided over 86,173 hours of their expertise and time. More than 70 faculty and instructors taught courses with a service-learning component.

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

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

Jeanne Stevenson, Vice Provost for Academic Affairs

## **A Message from the President and Provost**

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

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

We salute our 1,462 students, in 100 service-learning courses, who volunteered 86,173 hours of work with 131 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.

Chuck Staben  
President

Katherine Aiken  
Interim Provost & 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 instructors, and staff interested in service-learning.

In service-learning classes, students work with community partners and organizations to enhance their classroom learning and to meet community-identified needs. Service-learning courses emphasize **academic skills, critical reflection, and civic responsibility**. This past academic year, the Service-Learning Center assisted over 70 instructors and faculty members at the university faculty through training workshops, one-on-one support for integrating service-learning into the classroom, small grants to support service work, and finding host service-learning partners and organizations.

Since 2006, the “President’s Higher Education Community Service Honor Roll” has recognized the University of Idaho for its meaningful contribution to service and civic engagement. **This past academic year, over 10 % of all of the University of Idaho students were engaged in service-learning projects!** They donated over 86,173 hours of service to our community partners near and far!\* This could not have been achieved without the tireless efforts of our institutions’ students, staff, and faculty and instructors. Thank you!

Sandra Reineke, Ph.D.  
Faculty Fellow, Service-Learning Center

\* Numbers based on self-reporting from service-learning instructors and faculty.



## Community Partners

Adams Elementary  
A Dollar A Tree for Haiti  
Adrian Elementary  
Adult Learning Disabled Buddy Club  
Adventure Club  
Alternative Giving Market  
Alternatives to Violence on the Palouse  
American Immigration Lawyer  
Association  
Amity Elementary  
Ampersand and Oil  
Answer Charter School  
Aspen Park  
Banguet State University  
Bureau of Land Management  
Burly Products  
Canopy Organics Skin Salon  
City of Moscow  
Clark House  
Coeur d' Alene Tribe  
Collister Elementary  
Colmac Coil  
Community Supported Agriculture  
Confederated Tribes of the Umatilla  
Indian Reservation (CTUIR)  
Day Recycling  
Diedrich Coffee Roasters  
Donnelly Elementary  
Esterline Advanced Input Systems  
Family Court Services  
Forest Service  
Friends of the Clearwater  
Good Samaritan Village  
Gritman Medical Center  
Habitat for Humanity  
Hair by Michelle  
Hakalau National Wildlife Refuge  
Hawthorne Village  
Humane Society of the Palouse  
Idaho Dairymen's Association  
Idaho National Laboratory  
Idaho North Central District  
Idaho/Moscow Safe Routes  
Idaho Small Business Development  
Center  
Idaho Space Grant Consortium  
Java Bug Coffee  
Latah County Courts  
Latah County Youth Services  
Maple Grove Elementary  
META (Micro Enterprise Training &  
Assistance)  
Microsoft  
Moscow Area Mountain Bike Association  
Moscow Arts Commission  
Moscow Chamber of Commerce  
Moscow Charter School  
Moscow Day School  
Moscow Fire Department  
Moscow Food Bank  
Moscow Human Rights Commission  
Moscow Mountain Sport and Physical  
Therapy  
Moscow Parks & Recreation  
Moscow Police Department  
Moscow Public Library  
Moscow School District  
Moscow Sister City Association  
Mullan Elementary  
NASA  
National Public Lands Day  
NAVSEA  
Nez Perce Tribal Courts  
Nez Perce Tribe  
NIATT  
North Star Charter  
Northwest Children's Home  
Northwest Immigrants Rights Projects  
Palouse Prairie Expeditionary Learning  
School  
Palouse-Clearwater Environmental  
Institute (PCEI)  
PATH  
Pierce Park Elementary  
Potlach School District

REACCH (Regional Approaches to Climate Change)  
Read it Again Books  
Rendezvous in the Park  
Riverside Elementary  
Riverstone Elementary  
Rolling Hills Charter School  
Roosevelt Elementary  
Schweitzer Engineering Laboratories  
September 11 National Day of Service and Remembrance  
Socio-Economic and Gender Advocacy Association (SEAGAA)  
Sojourners Alliance  
Solidarite Haitienne pour le Development Rural de Kenscoff Haiti (SOHADERK)  
Special Olympics  
St. Mary's School  
Stateline Wetlands Revitalization Projects  
Tecnalia  
Tessa's Powder Room  
The Willow Center  
Truckers Delivering Hope  
University of Idaho College of Business and Economics  
University of Idaho College of Engineering  
University of Idaho College of Natural Resources  
University of Idaho Computer Science Department  
University of Idaho Electrical and Computer Engineering Department  
University of Idaho Department of Biological and Agricultural Engineering  
University of Idaho Facilities Services  
University of Idaho International Programs Office  
University of Idaho Intramural Sports  
University of Idaho Language Lab  
University of Idaho Mechanical Engineering Department

University of Idaho Movement Sciences  
University of Idaho MOSS  
University of Idaho Munson Barn  
University of Idaho Office of Alumni Relations  
University of Idaho Outdoor Center  
University of Idaho School of Music  
University of Idaho Service-Learning Center  
University of Idaho Soil Stewards Organic Farm  
University of Idaho Sustainability Center  
University of Idaho Vandal Health Education  
University of Idaho Writing Center  
US Patent and Trademark Office  
USDA  
Valley View Elementary  
Vandal Connect  
Vandal Marching Band  
Waikoloa Dry Forest Restoration Initiative  
Wasankari Construction  
Washington State University Organic Farm  
White Pine Elementary  
Whitmore Elementary  
YWCA



## Service-Learning Courses A to Z

### I. Undergraduate Courses

Please note, courses denoted with an \* are departmental courses that are cross-listed and are therefore included twice in this list (example: ANTH 301/SOC 301). There are only two such courses.

### **Agricultural Economics (AGEC)**

#### **\*AGEC 477 Law, Ethics, and the Environment**

**Instructors:** J.D. Wulfhorst and Becky Rittenburg

**Number of students:** 31

**Approximate number of student hours worked:** 22

**Community partners:** Confederated Tribes of the Umatilla Indian Reservation (CTUIR); Friends of the Clearwater; UI Munson Barn; Idaho Dairymen's Association.

The service activity centered around students planted an allotment of conifer trees and other shrubs within a stream bank restoration project within CTUIR, while other groups created project alternatives focused on 1) stakeholder processes to review Environmental Impact Statement materials for a National Forest Revision Plan; 2) renovations and upgrades to the UI Munson Barn used for donor steer production to emphasize consumer preferences and animal welfare; and 3) ethnographic observation of two dairy operations in southern Idaho to document immigrant worker culture and work ethics. These projects fulfilled community needs to support long-term ecological restoration, agricultural production to meet consumer preference changes, and industry management of

intensive production for Idaho's most significant contemporary agricultural product.

### **Architecture (ARCH)**

#### **ARCH 453-01 Architectural Design V**

**Instructor:** Anne Marshall

**Number of students:** 15

**Approximate number of student hours worked:** 3,225

**Community partners:** Coeur d'Alene Tribe.

Senior and graduate architecture students worked in teams and with members of the Coeur d'Alene Tribe to provide conceptual designs for Schitsu'umsh Cultural Resources Educational Center. Students presented their designs to Tribal members, including members of Tribal Council. The final product is a book of different designs.

### **Art (ART)**

#### **ART 322 Graphic Design Studio**

**Instructor:** Delphine Keim

**Number of students:** 16

**Approximate number of student hours worked:** 2,800

**Community partners:** META (MicroEnterprise Training & Assistance); Rendezvous in the Park (Moscow); REACCH (Regional Approaches to Climate Change); University of Idaho Office of Alumni Relations.

Students developed and designed concepts for promotion and awareness of respective client activities. In exchange for participation, clients received ideas that can be realized and serve their communication needs.

## **Biological and Agricultural Engineering (BAE)**

### **BAE 142 Engineering for Living Systems**

**Instructor:** Erin Brooks

**Number of students:** 27

**Approximate number of student hours worked:** 378

**Community partners:** St. Mary's School.

The BAE students, mostly freshman pursuing a degree in Biological and Agricultural Engineering, lead small group science engagement activities, included the following topics: Water filter design, solar oven design, hydro-power, wind-power, precision agriculture, and prosthetic leg design. The St. Mary's students learned more about engineers and science and the BAE students improved their technical communication skills and attained a deeper understanding about engineering as well.

## **Business (BUS)**

### **BUS 378 Project Management (fall 2014)**

**Instructor:** Tracie Lee

**Number of students:** 35

**Approximate number of student hours worked:** 1,050

**Community partners:** Moscow Parks & Recreation.

BUS378 is a service-learning course, which helps students to learn the tools and techniques of project management by working with a community partner to complete a project that satisfies a real-world need. In Fall 2014, students decided to work with Moscow Parks & Recreation on a community fundraiser/awareness campaign for a planned trail station, Blackbird Crossing, to be built on Paradise Path.

### **BUS 378 Project Management (spring 2015)**

**Instructor:** Tracie Lee

**Number of students:** 72

**Approximate number of student hours worked:** 2,160

**Community partners:** UI Sustainability Center, UI Facilities Services, Moscow Area Mountain Bike Association, UI International Programs Office, UI College of Business and Economics, and UI Service-Learning Center.

In the spring of 2015, student could choose from a number of community partner projects to hone their project management skills.

## **Conservation Social Sciences (CSS)**

### **CSS 310 Social Research Methods in**

#### **Conservation**

**Instructors:** Nick Sanyal and Spencer Plumb

**Number of students:** 10

**Approximate number of student hours worked:** 600

**Community partners:** City of Moscow.

The service-learning project for the fall 2014 course was to use survey research methods to design, test, administer and analyze a questionnaire that collected data for the City of Moscow.

### **CSS 385 Conservation Management and Planning I**

**Instructors:** Nick Sanyal and Meredith Fisher

**Number of students:** 26

**Approximate number of student hours worked:** 1,300

**Community partners:** Greater Moscow area business and community leaders.

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 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 475 Conservation Management and Planning**

**Instructors:** Nick Sanyal and Meredith Fisher

**Number of students:** 13

**Approximate number of student hours worked:** 520

**Community partners:** City of Moscow.

Students engaged in providing knowledge about how to structure an “urban growth boundary” to enhance the resilience of the greater Moscow area.

### **Engineering: Interdisciplinary Engineering**

**(includes: Biological and Agricultural Engineering (BAE), Computer Science (CS), Electrical and Computer Engineering (ECE), Mechanical Engineering (ME))**

**BAE 478 Engineering Design I**

**BAE 479 Engineering Design II**

**CS 480 Computer Science Sr. Design I**

**CS 481 Computer Science Sr. Design II**

**ECE 480 Electrical. Engr. Sr. Design I**

**ECE 481 Electrical Engr. Sr. Design II**

**ECE 482 Compt. Engr. Sr. Design I**

**ECE 483 Compt. Engr. Sr. Design II**

**ME 424 Mechanical Systems Design I**

### **ME 426 Mechanical Systems Design II**

**Instructors:** Steve Beyerlein(ME), Bruce Bolden(CS), Feng Li(ECE), Dan Cordon(ME), Matt Riley(ME), Tao Xing(ME), Edwin Odom(ME), Joel Perry(ME), Michael Santora(ECE), Dev Shrestha(BAE)

**Number of students:** 165 (all sections)

**Approximate number of student hours worked:** 38,500 (all sections)

**Community partners:** College of Engineering; BAE Department; Burly Products; Colmac Coil; College of Natural Resources; CS Department; Diedrich Coffee Roasters; ECE Department; Esterline-Advanced Input Systems; Idaho National Laboratory; Idaho Space Grant Consortium; Microsoft; ME Department; Music Department; NASA; NAVSEA; NIATT; Schweitzer Engineering Laboratories; Tecnalía; UI Facilities; USDA; Vandal Marching Band.

In these junior and 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.

### **Educational Curriculum and Instruction (EDCI)**

#### **EDCI 201-01 Contexts of Education**

**Instructors:** Ingrid Spence, Janice Weesner, Marcie Galbreath, Teresa Jentsch

**Number of students:** 4 sections totaling 100 students

**Approximate number of student hours worked:** 2,000

**Community partners:** Moscow School District schools; St. Mary's School; Moscow Charter School; Potlatch Elementary; Palouse Prairie School; Adventure Club; Hawthorne Village; Moscow Day School; Special Olympics; Adult Learning Disabled Buddy Club; Moscow Food Bank; Latah County Youth Services; UI Language Lab; Habitat for Humanity.

Schools need a great number of volunteers to help things run smoothly. Moscow School District was especially thankful to have our students' help when construction delays hindered the schedule for teachers. The community is often in need of assistance with youth as well, after school care allows parents to feel that their children are being safely cared for; disabled adults have opportunities to interact with each other and members of Moscow's community; non-profits benefit from the assistance of extra hands; tutoring for young children and older students in need of structured supervision is necessary for the continued good of the community.

### **EDCI 320 Teaching Reading and Literacy**

**Instructor:** Deanna Gilmore

**Number of students:** 20

**Approximate hours of student hours worked:** 600

**Community partners:** Moscow School District and local private schools.

Students complete thirty hours of service learning in local public and private schools. The students are placed with different teachers in the area. The students visit the schools for three hours on Wednesdays and

help the teacher read with students, test students and help the teacher with certain projects.

### **EDCI 328 Elementary Social Studies Education**

**Instructor:** Mary Jaglois Orr

**Number of students:** 17

**Approximate number of student hours worked:** 17

**Community partners:** Mullan Elementary School, Post Falls, ID.

Pre-service teachers will learn firsthand what it means to work with students with special needs - this increases connection with diversity in the classroom that would otherwise not connect.

### **English (ENGL)**

#### **ENGL 402 Internship in Tutoring Writing**

**Instructor:** Mary Anne Judge

**Number of students:** 4

**Approximate number of student hours worked:** 320

**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. Many students who use the Writing Center, a free service available to all UI students, speak English as a second (or 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.

#### **ENGL 402 Internship in Tutoring Writing**

**Instructor:** Mary Ann Judge

**Number of students:** 3

**Approximate number of student hours worked:** 240

**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.

## **Environmental Science (ENVS)**

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

**Instructors:** Elanor Israel, Victoria DePalma, Cody Parker, Jill Leanness, Hujin Zhing, Shelia McAtee, John Paradis, April Rigby

**Number of students:** 405 (all sections in fall and spring)

**Approximate number of student hours worked:** 1,620 (all sections)

**Community partners:** Washington State University Organic Farm; University of Idaho Sustainability Center; 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 Environmental Science 102 field lab. The course gives students a basic understanding of environmental science and allows 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. 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.

## **Fishery Resources (FISH)**

### **FISH 415 Limnology**

**Instructor:** Frank Wilhelm

**Number of students:** 21

**Approximate number of student hours worked:** 315

**Community partners:** Potlatch and Desmet landowners.

Students gained real-world experience working with landowners and tackling real issues. These are the types of situations with which they will need to deal in the future. As well, by working with these landowners on water resource issues they contributed a small part to the larger problem of protecting our surface waters, which we need to survive.

## **Forest Resources (FOR)**

### **FOR 310-01 Indigenous Culture and Ecology**

**Instructors:** Anthony S. Davis, Jeremiah Pinto, Kent Apostol, and Kea Woodruff

**Number of students:** 13

**Approximate number of student hours worked:** 910

**Community partners:** SEAGAA (the Socio-Economic and Gender Advocacy Association, Phillipines); BSU (Benguet State University),

Philippines; SOHADERK (Solidarite Haitienne pour le Developpement Rural de Kenscoff, Haiti); A Dollar a Tree for Haiti (Haiti); Hakalau National Wildlife Refuge (Haiti); Waikoloa Dry Forest Restoration Initiative (Haiti).

Students participated in hands-on work related to native plant nursery management and restoration practices either in the form of workshops or projects.

**FOR 310-02 Indigenous Culture and Ecology**

**Instructors:** Kent Apostol and Kea Woodruff

**Number of students:** 5

**Approximate number of student hours worked:** 350

**Community partners:** SEAGAA (the Socio-Economic and Gender Advocacy Association) and BSU (Benguet State University), Philippines.

Each student participated in two workshops to explain principles and techniques of nursery management, rainwater collection and storage, and environmental services valuation. Students also performed survey work and conducted a site assessment for a potential nursery.

**Interior Design (ID)**

**ID 451 Interior Design V**

**Instructor:** Shauna Corry

**Number of students:** 11

**Approximate number of student hours worked:** 1,375

**The community partners:** Moscow Public Library.

The Moscow Public Library had an immediate need to update the lighting in the Children's Reading Room and the Program Room

located in the historic Carnegie section of the library. The library also needed update furnishings and interior finishes. The students helped provide the library staff with some immediate ideas for enhancing the function and aesthetics of the library, but also provided a comprehensive vision for the future that could be implemented in phases.

**Journalism and Mass Media (JAMM)**

**JAMM 252 Introduction to Public Relations**

**Instructor:** Rebecca Tallent

**Number of Students:** 36

**Approximate number of student hours worked:** 720

**Community partners:** Habitat for Humanity; The Willow Center; Alternative Giving Market; Vandal Connect.

The teams (4 people per team) created a media kit for the various groups. This kit contained a press release, some social media posts, an FAQ and a letter to the editor for the organizations to use. The clients can use any or all of the materials according to their promotional needs.

**JAMM 350 Public Relations Writing and Production**

**Instructor:** Rebeca Tallent

**Number of students:** 23

**Approximate number of student hours worked:** 460

**Community partners:** Java Bug Coffee; Ampersand & Oil; Moscow Arts Commission; Moscow Public Library; Tessa's Powder Room; Canopy Organic Skin Salon; and Moscow Sister City Association.

The students create a media kit consisting of a press release, FAQ, a social media posting and letter to the editor for each client.

### **JAMM 452 Public Relations Campaign**

#### **Design**

**Name:** Rebecca Tallent

**Number of students:** 23

**Approximate number of student hours worked:** 5,520

**Community partners:** Habitat for Humanity; Moscow Chamber of Commerce; Hair by Michelle; Read It Again Books; Truckers Delivering Hope; Vandal Connect; Wasankari Construction.

The students created yearlong comprehensive PR campaigns for their clients developing web sites and social media sites, creating brochures, and developing strategic publicity planning.

### **JAMM 458 Public Relations: Research and Case Studies**

**Instructor:** Rebecca Tallent

**Number of students:** 27

**Approximate number of student hours worked:** 1,080

**Community partners:** Moscow Human Rights Commission; Moscow Police Department; Moscow Fire Department.

For the Moscow Human Rights Commission, students created posters, brochures, flyers and Fact Sheets, from which the commission selected one of each to use in as its promotional materials. For the Moscow Police and fire Departments, three teams of students crafted and monitored online surveys asking for the public's perceptions of the two agencies. The Police Department had two groups: one for campus and one for the community. The students conducted the surveys through SurveyMonkey and were

able to provide viable information concerning departmental images to the two chiefs.

### **Landscape Architecture (LARC)**

#### **LARC 353 Landscape Architecture Studio I**

**Instructor:** Toru Ottawa

**Number of students:** 9

**Approximate number of student hours worked:** 774

**Community partners:** City of Moscow Parks and Recreation Department.

Ski resort development has a history of not always being environmentally sound. The goal with this project was to design a self-sustaining village development for acreage recently acquired by Brundage Mountain Resort that could be self-sustaining and to do so with negligible harm to the natural ecosystems. Research was done that gave examples of resorts that had successfully found ways to make this happen. It was found that many ski resorts today are very concerned about the environment and the impact they have. Brundage acquired 388 acres and intends to develop the property. They too are environmentally conscientious and invite ideas that would steer the development in an environmentally mindful way. Through the research and the design put forth ideas have been offered to make the Brundage project viable. Consideration has been given to green spaces and buffer zones that would protect the ecosystem. Drainage challenges have been addressed as erosion and sedimentation is a primary concern.

#### **LARC 355 Landscape Architecture Studio II**

**Instructor:** Toru Ottawa

**Number of students:** 8

**Approximate number of student hours worked:** 688

**Community partners:** CSA (Community Supported Agriculture, College of Agriculture-University of Idaho).

The harvesting of rocks for the use in construction process has been around for a very long time and is still a common practice. Sites that gravel is harvest in are usually left as big gaping holes in the earth, that when possible are filled with water. These sites are often eyesores for the community in which they occur. The most common places for gravel pits are close to rivers where river rock is easily obtainable. Because wildlife travel and frequent the surrounding areas of rivers, these rock pits are often a detriment to wildlife. The focus of this project will be on the reclamation of a new gravel pit that was constructed for the building of the Highway 16 Extension in Eagle Idaho, close to the Boise River. A park design was implemented to support growth in areas and restriction to other areas. A system of paths and trails are to be laid out to maximize the reclamation process so that human interaction will not be detrimental. Selected plant species are to be introduced throughout the park to support wildlife that frequents the area. Informational interpretive signs will also be place throughout the path system as educational features of the ponds history. The park will also have restroom facilities and areas for picnicking. There will also be a formal gathering area for any events that might take place at the park. The park will serve two main purposes to protect and monitor the remediation process of the gravel pit and be place for people to visit and interact with nature.

**Movement Sciences (MVSC)**

**MVSC 429 Leadership, Pedagogy and Program Planning for Healthy Active Lifestyles**

**Instructor:** Grace Goc Karp and Helen Brown

**Number of students:** 86

**Approximate number of student hours worked:** 1,720

**Community partners:** Idaho North Central District; Vandal Health Education-University of Idaho; City of Moscow; Moscow School District; Potlatch School District, Gritman Medical Center; Good Samaritan Village, Movement Sciences University of Idaho; University of Idaho Intramural Sports, Moscow Mountain Sports & Physical Therapy; University of Idaho Outdoor Center.

Students work with campus and community organizations to expand services, improve access and develop new health and physical activity programs.

**MVSC 486 Leadership, Pedagogy and Planning in Healthy Active Lifestyles**

**Instructor:** Helen Brown

**Number of students:** 85

**Approximate number of student hours worked:** 1,700

**Community partners:** Idaho North Central District; Vandal Health Education-University of Idaho; City of Moscow; Moscow School District; Potlatch School District, Gritman Medical Center; Good Samaritan Village, Movement Sciences University of Idaho; University of Idaho Intramural Sports, Moscow Mountain Sports & Physical Therapy; University of Idaho Outdoor Center.

Students work with campus and community organizations to expand services, improve access and develop new health and physical activity programs.



## **Physical Education—Professional (PEP)**

### **PEP 350 Elementary Health and Physical Education**

**Instructor:** Catherine Berei

**Number of students:** 22

**Approximate number of student hours worked:** 264

**Community partners:** Moscow Safe Routes to School; West Park Elementary School; Palouse Prairie Expeditionary Learning School.

University students engaged in a number of projects that developed and delivered health activities to children and adolescents in the greater Moscow community.

### **PEP 380 Assessment and Research in Physical Education Pedagogy**

**Instructor:** Catherine Berei

**Number of students:** 6

**Approximate number of student hours worked:** 24

**Community partners:** Moscow School District.

Each student assisted Physical Education teachers within the local school district in administering physical fitness assessments and collecting physical fitness assessment data at various schools in the district.

### **PEP 424 Inclusive Physical Education and Recreation**

**Instructor:** Elizabeth Escamilla Miller

**Number of students:** 7

**Approximate number of student hours worked:** 210

**Community partners:** Moscow School District; Moscow Special Olympics; PATH;

Aspen Park; Clark House; and Gritman Medical Center.

Students provided physical activity and appropriate modifications for the elderly and/or individuals with disabilities.

## **Rangeland Ecology and Management (REM)**

### **REM 411 Ecological Monitoring and Analysis**

**Instructor:** Tadd Wheeler

**Number of students:** 17

**Approximate number of student hours worked:** 85

**Community partners:** Bureau of Land Management.

The students measured vegetative attributes within public rangelands in eastern Washington managed by the BLM. The assessment included indices of vegetative utilization by recent grazing activities as well as quantification of potential habitat availability and quality for endangered sage grouse. Ranchers strive to maximize the grazing potential of land while the public is often concerned about over exploitation of public lands. The data collected during this assessment provides insight into the grazing pressure upon the selected properties and may aid the BLM in adjusting management protocols if necessary.

## **II. Graduate Courses**

### **Conservation Social Sciences (CSS)**

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

**Instructor:** Jan Eitel

**Number of students:** 20

**Approximate number of student hours worked:** 160

**Community partners:** Forest Service.

The Phoebe Creek Restoration Project is in collaboration 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. Planting native grasses, shrubs, and trees and restricting camping to smaller areas in order to reduce erosion and to protect the fish population recently restored the site. 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 562 Field Science Teaching**

**Instructor:** Karla Eitel

**Number of students:** 20

**Approximate number of student hours worked:** 800

**Community partners:** UI-McCall Outdoor Science School (MOSS) and University of Idaho education students.

MOSS graduate students provide a week of experiential outdoor science for pre-service teachers from the University of Idaho through the UI McCall Outdoor Science School. MOSS graduate students teach a field-based curriculum that emphasizes scientific literacy, sense of place and team skills.

### **CSS 563 Place Based Environmental Education**

**Instructor:** Karla Eitel

**Number of students:** 20

**Approximate number of student hours worked:** 200

**Community partners:** UI-McCall Outdoor Science School (MOSS) and Donnelly Elementary School students.

MOSS graduate students work with a local elementary school to provide hands-on field based science curriculum that connects to a yearlong water quality investigation conducted by the 5<sup>th</sup> grade classroom every year.

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

**Instructor:** Karla Eitel

**Number of students:** 20

**Approximate number of student hours worked:** 4,000

**Community partners:** Idaho school districts.

MOSS graduate students serve as field instructors for the University of Idaho's McCall Outdoor Science School. Each student works with five different groups of middle school and high school students over the course of the semester. The curriculum focuses on scientific literacy, sense of place and team skills.

### **CSS 568 Environmental Education Teaching Practicum II**

**Instructor:** Karla Eitel

**Number of students:** 20

**Approximate number of student hours served:** 6,400

**Community partners:** Answer Charter School; Roosevelt Elementary; Adams Elementary; Amity Elementary; Riverstone Elementary; Valley View Elementary;

Riverside Elementary; Rolling Hills Charter School; North Star Charter; Pierce Park Elementary; Moscow Middle School; Adrian Elementary School; Collister Elementary School; Maple Grove Elementary; White Pine Elementary.

Graduate students at the University of Idaho College of Natural Resources' McCall Outdoor Science School complete a teaching practicum by serving as field instructors for the elementary and middle school students who take part in our field based environmental science programs.

### **III. Law Courses**

#### **Law (LAW)**

##### **LAW 978 Small Business Legal Clinic**

**Instructor:** Lee Dillion

**Number of students:** 6-8

**Approximate number of student hours worked:** 1,260

**Community partners:** Idaho Small Business Development Center; US Patent and Trademark Office.

The service-learning project provides third-year law students with real-life experience handling transactional legal problems and provides assistance to business owners and entrepreneurs in Idaho.

##### **LAW 995 General Practice/Domestic Violence and Sexual Assault Clinic**

**Instructor:** Jessica Long

**Number of students:** 8

**Approximate number of student hours worked:** 960

**Community partners:** Alternatives to Violence on the Palouse

Students in our General Practice Clinic represent clients in a wide variety of cases, including family law matters, landlord-tenant disputes, misdemeanor defense, and consumer protection. The students provide legal services for free and represent individuals throughout Latah County. The primary objective of the General Practice Clinic is to prepare students to practice law immediately upon graduation. The clinic allows students to gain hands-on experience managing cases, analyzing legal issues, gathering facts, and representing clients in all aspects of a case.

##### **LAW 996 Immigration Law Clinic**

**Instructor:** Christina Pollard

**Number of students:** 5

**Approximate number of student hours worked:** 900

**Community partners:** Alternatives to Violence in the Palouse; YWCA, Northwest Immigrant Rights Project; and American Immigration Lawyers Association.

The Immigration Law Clinic provides law students with the hands-on opportunity to represent noncitizens in immigration matters. Students help immigrants from a wide range of countries to attain lawful immigration status. Cases involve asylum, status under the Violence Against Women Act (VAWA), citizenship, family-based immigration petitions, and relief from removal. Students represent clients in administrative courts and before the Ninth Circuit Court of Appeals. Students also conduct education and outreach presentations in immigrant communities.

##### **LAW 997 Mediation Clinic**

**Instructor:** Maureen E. Laflin

**Number of students:** 4

**Approximate number of student hours worked:** 720

**Community partners:** Family Court Services; Northwest Children's Home in Lewiston; Court Assistance Office in Latah County; Nez Perce Tribal Court; Latah County District and Magistrate Courts; Nez Perce County Magistrate Court; Nez Perce Tribe; USDA.

Students provide mediation and dispute resolution services a hone their skills in communication, facilitation, negotiation, organization, and ethics.

“Our capstone course provides an excellent forum for our students and faculty to connect with regional industry in developing prototypes to solve real-world manufacturing problems. This is an inter-disciplinary venture that brings together students and from five different program in the College of Engineering. (...)”

~ Steve Beyerlein, Coordinator, College of Engineering Inter-Disciplinary Capstone Design Program

## **Appendix: Other Courses**

Courses without reported numbers or projects.

### **I. Undergraduate**

\*ANTH 301 Introduction to Diversity and Stratification

ART 490 BFA Art/Design Studio

COMM 335 Intercultural Communication

DAN 360 Children's Dance

EDCI 322 Teaching Writing/Language Arts

EDCI 329-70 Elementary Science Education

ENGL 440 Reading-Writing-Rhetoric

\*ENVS 477 Law, Ethics, and the Environment

ENVS 498 Internship: Wetland Leadership

FCS 201 Introduction to Early Childhood Education

ID 443 Universal Design

JAMM 252 Introduction to Public Relations

LARC 363 Landscape Architecture Studio III

LARC 365 Landscape Architecture Studio IV

LARC 453 Landscape Architecture Studio IV

LARC 453 Landscape Architecture Studio VI

LARC 463 Landscape Architecture Studio VII

REM 456 Integrated Rangeland Management

\*SOC 301 Introduction to Diversity and Stratification

### **II. Graduate**

ARCH 553-01 Architectural Design VII

BIOP 560 Bioregional Planning Studio I

BIOP 561 Bioregional Planning Studio II

CSS 566 Advanced Ecology Course Design

CSS 575 Leadership for the Environmental Educator

LARC 554-01 Landscape Architecture Graduate Studio I

LARC 556 Landscape Architecture Graduate Studio II

LARC 558 Landscape Architecture Graduate Studio III

TM 525 Emergency Management and Planning

### **III Law**

LAW 994 Economic Development Clinic

LAW 998 Tax Clinic

## 2014-2015 Service-Learning by the Numbers

<b>Students</b>	<b>1,462</b>
<b>Student Hours</b>	<b>86,173</b>
<b>Service-Learning Courses</b>	<b>100</b>
<b>Community Partners</b>	<b>131</b>

*Note:* These numbers are based on self-reporting from service-learning faculty. More than 70 instructors and faculty members taught service-learning courses this academic year.

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