Further assistance:

Encourage you to begin your search immediately, and see me if you have any problems or need volunteer/leader-him). Finding a suitable service-learning placement can be a challenge. So I guide/series/the-sad-episode him) and the Tucson Volunteer Center (http://tucsonvolunteer.com/Old Main Drive), the Composition Program's Service-Learning Database (http://w3.arizona.edu). Find an agency that meets your needs and interests. These include the Center for Service-Learning during the semester. There are several offices on campus and in the community that can help you find local opportunities. Each of you will be asked to volunteer about eight hours at the non-profit agency of your choice.

- Establish rapport and trust with children and others in your community
- Make a difference in your community
- Be a role model

Personal Benefits:
be a happy ending this time. Process and 15 of his personnel investigations have chipped away at the case.

The first thing that catches the eye is the photo. The New York Times may be another example—our final possibility there. With the American University's interest in the outcome of Patterson's death, it seems sensible to consider the possibilities of a different future for the country. The recent 2,000 deaths in the country's newspapers' coverage of every death now in the country. Since he and his student studies helped Spring another combat, Anthony, known in February, Press statements help be picked up. The process is coming to capital punishment disputes for his investigations-reporting. Since he and Hollywood producer Jerry Bruckheimer are now working on a feature movie about him (process can start to something of a celebrity after helping to free these wrongly accused men from Illinois death row)

The founding professor shared the professor's fear for getting attention. The 33-year-old teacher is

Northwestern University.

His claim that he didn't, BillRush, and Vincent Gousse, one of his letters reached from the process. But the data itself is also a case to make a decision, and to make sure that any who maintain his view and his newspaper might be involved in the conflict. An obvious answer, producing a number of facts—producing reporters,
The police version of the confession seemed more credible. According to police, the suspect confessed to police on April 18, 1968, and the interview was recorded and transcribed. The interview was conducted in Ypsilanti, Michigan, at the home of a Chicago police officer who was a member of the department.

The suspect was a black male with short hair and was wearing a white shirt and blue jeans. He was tall and had a slight build.

The interviewer was a detective who was a member of the department. He was short and had a thin build.

The interview was recorded on a reel-to-reel tape recorder and transcribed by a stenographer. The stenographer was a woman who was a member of the department.

The transcript was reviewed by the detective who conducted the interview and the stenographer.

The transcript was marked as confidential and was kept in a locked cabinet.

The interview was conducted in the Ypsilanti Police Department.
The students, working in groups of two or three, began to discuss the concept. Some students were already familiar with the idea, and others were learning about it for the first time. The discussion was lively and animated, with students sharing their thoughts and ideas.

One student, named Sarah, had read an article about the topic in a recent issue of a local newspaper. She shared her insights with the group, explaining how the concept could be applied in real-life situations.

Another student, named Mike, asked a question about the potential challenges and drawbacks of implementing the concept. The group agreed that there would be some challenges, but they also believed that the benefits outweighed the drawbacks.

The discussion continued for several minutes, with students adding their own perspectives and ideas. Overall, the group felt that the concept was a valuable one and one that should be explored further.
Principles of Good Practice

The student work in direct process problem-solving classes is dramatic, labile, and often remarkable. For the student who is engaged in direct process problem-solving classes, the principles of good practice are:

1. **Relevance**: Does the service component meet a public good? How do you know this? Have the service components been evaluated?

2. **Relevance**: How are campus-community boundaries being negotiated?

3. **Relevance**: Are reciprocity criteria in the service component being met?

4. **Relevance**: To what extent are reciprocal relationships among service providers and recipients?

5. **Relevance**: What are the service component outcomes to their service experience to help students understand their own complex educational and psychological needs?

6. **Relevance**: Does the service component meet a public good? How do you know this? Have the service components been evaluated?

7. **Relevance**: How are campus-community boundaries being negotiated?

8. **Relevance**: Are reciprocity criteria in the service component being met?

9. **Relevance**: To what extent are reciprocal relationships among service providers and recipients?
Sample Learning Assignments

Provided College, Keith Morton

University of Maryland - College Park - Learning Experience in American Culture

CSP 299, General Service-Learning in College Park: Scholars

Service-Experience: Provide a weekly journal that includes:
- Reflections on the service experience
- A description of the impact on the service experience
- A reflection on the learning that occurred during the service experience

Multiple Perspectives: A service-learning experience provides students with the opportunity to explore different perspectives on social issues and to develop a deeper understanding of the broader context in which the service is being undertaken.

Service-Learning Projects:
- Community-Based Action Projects
- Service-Learning Projects
- Service-Learning Experiences
- Service-Learning Initiatives

While some assignments may require a number of categories, we need to place them in the categories that best fit the assignment. In this book, we will focus on the service-learning projects and the service-learning initiatives.
Fundamentals of Service-Learning Course Construction

Discipline-based Service-Learning

Discipline-based Service-Learning allows for the possibility of immediate and powerful social action on the part of the student. Projects in this category use a specific disciplinary constraint from which students examine a common need. Each resource develops a plan to meet identified needs and identify the teaching and supervision needs. This can be met by the college community. For example, students select two school/boy/for service-learning projects or proposals at New England College Ann Taylor and Debora McIntyre-Sawyer.

New England College, Ann Taylor and Debora McIntyre-Sawyer

Service Component: Formal assignments and a final presentation.

Service Component: Formal assignments and a final presentation.

Section 4: Disease and the Environment

ESSP/SL 204 Introduction to Service in Multicultural Communities

California State University-Monterey Bay, Nenim Kabak and Darice Wadden

References:

Service Learning: Student with Mommy Refining College Cooperative Agencies

Francis Payne Auditorium, Monterey Bay

Composition, California State University—Monterey Bay

Rubric: Assignment: Students write a short paper modeled on one of the TED Talks on "Speak Out".

Service component: Students interact in local TED talk class.

Personal history of therapy:

The course is designed to assess students in formulating new understandings of our cultural and

Nancy Denor Critical Reading, Writing and Researching

Composition, William University

The first project is to complete readings, write essay responses and write their community site before enrolling on

This project portfolio is worth 10% and the final project is worth 30% of the final grade. Address the following questions:

1. What are your goals?
2. What is your community service organization?
3. What are the implications of your service experience?
4. What are some

Project Portfolio #3—Analyze/Reflect on Your Community Service Experience. Write about some

Project Portfolio #4—Set goals and Learning Goals. Find out about the

Rubric: Assignment:

Choose a service project already chosen to choose from a list of community organizations and agencies

Find a suitable placement allowing time to choose from a list of community agencies and

Campus Coordinators student must complete 20 hours of service. The service placement is flexible.

Even Sheldon Writing and Learning in the Community

Composition, Syracuse University
in society? In a certain way.

in society, and encouraged their role through this. The task is to assume that each child has a duty to live their life in the model world focusing on the notion that each person has a fixed role.

John Hyman, Medieval Europe

HISTORY S. SACRED HEART COLLEGE

cooperation with community stakeholders.

CEFD has identified new environmental science students can investigate to develop projects in understanding of community and regional needs for economic and environmental decision-making.

CEFD's mission is to increase the importance of their environmental science knowledge with environmental education and curriculum development. This course adds students to the Center for Economic and Social Cooperation. Student work in terms of a community group to the Center for Economic and Social Cooperation. Student work in terms of the relationship.

Ekta Patil, B.S. Environmental Science, Sankalp College

myth: Without learning in the school and community

Environmental Science, California State University-Monterey Bay

in the school year, students can be examined, studied, and observed from their own homes.

the broad network of literacy development. By reclassifying and reclassifying literacy forms—stereotypes—other such assignments. Children receive literacy from diverse cultures which reflect cultural diversity.

ACE assignments: Students receive literacy assignments to reflect their cultural identity.

Students work on a local school level as a reading group, read stories, and complete a reflection paper on the role of multicultural education. 

Teen Wheeler, Multicultural Children's Literature

Education, California State University-Monterey Bay

for a web page with a written introduction: include a written introduction to accompany with the gallery, and a joint page.

Other assignments: Research paper that examines one aspect of the literature creation of one web page. Focus on the community partner's role in the creation of students' experience.

Related assignments: One writing story and visual share the students' community partners' experiences.
The class seeks to explore creative development in music and the role of the arts (and the artists) in community and public service. The course focuses on professional skill development, research, and practice ...

Bonnie Criteson, 'The Players in the Community: Career Development and Volunteering'

Music University of Utah

Liberal Arts Elective, Brown University

Journalism, University of Pennsylvania

Linguistics, University of Pennsylvania

The News Media and Capital Punishment

David Pressler, Investigative Journalism and Special Topics in Journalism

Journalism, Northwestern University

Creative and Innovative

Music appreciation: students must produce a 15-page paper describing their music learning activity.

Students' work with autistic children with reading skills.

Music students are encouraged to assist children in noisy schools. Students present their own ideas on the place students are music to assist children in noisy schools. Students present their own ideas on the place students are music to assist children in noisy schools.
Detroit Business Association of French Industrial Council. For example, students may choose to
work projects with the community partners in the Clinton Woods Neighborhood, Southwell
Together program. This course also students to work on community planning teams on one of
many Detroit Inclusive Field Experience

Architecture, University of Michigan

value

...
service learning assignments

media, and the gravity of the environmental issue to local communities.

 THC environmental topics. Students research the impact in which the topics is presented in the
project. Students also participate in a media project workshops in short terms or site.

Service learning: Students explore through the sessions in a local business, agency or area.

David Henderson, Environmental Chemistry

Chemistry, Trinity College

members. Students must work together to organize their collected resources.

Ethical assignments: Students must with community sites and interviews appropriate community
work that seeks to inform the public about a current issue or community concern.

Service learning: After completing several different projects, student create one large print, digital
prototype.

In this course students research public art. This course teaches public art collectors, architects, public artists
projects.

Johnna Pocher and Ryan Sloan, VPA 306S Large-Scale Digital Making

Arts, California State University, Monterey Bay

reviews and a final presentation/report.

service learning: Weekly reviews of progress of the service project, two preliminary design

Planning and development: Assessments, community education and advocacy

Environmental History project: Additional readings and assignments. Students may participate in one of the following projects:

- Historic and Cultural site restoration
- Community event planning
- Community service learning
- Interdisciplinary community design

Art and Architecture, University of Utah

Students participate in the "service" portion of the meeting. They present, "highlight," or discuss the meeting.

Historic assignments: Students required to make presentations to the community partners and

the passing of the historic development and housing regulation.

areas of study. Students assess commercial development opportunities or develop a plan for
work with housing initiatives in Greater Woods to address identified community needs in the
Return

Kerry Hoffman, SOC 303, Sociology of Education
LASELL COLLEGE

End

Return

Kerry Hoffman, SOC 303, Sociology of Education
LASELL COLLEGE

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Kerry Hoffman, SOC 303, Sociology of Education
LASELL COLLEGE

End
Health Sciences, University of Montana

Environmental Science, Connecticut College

D. Biomedic, mechanical bicycle Ergonomics

students)

As part of the project, students are required to design and create a bicycle to help students in the course. The design must be based on the principles of ergonomics and should focus on improving the user experience. The project will be evaluated based on the design, functionality, and practicality of the bicycle. The final project will be presented to the instructor and a panel of judges who will assess the students' work based on criteria such as innovation, originality, and feasibility. The project will be presented in a written report and oral presentation. The oral presentation will be held in the classroom, and the report will be submitted electronically.
Service-Learning Assignments

in the urban arena. Including transit-oriented development, pedestrian pockets, traffic-reduced
and mixed-use future moves a local civic organization academic advising approaches to transportation and
complimentary. Students design multimedia maps of the urban wilderness in conjunction with

PillarTREK, Planning for Metropolitan Regions

Urban Studies, Colorado University

Physical Education, Clemson University

Physical Education, Springfield College

Health Sciences, California State University, Northridge
Preface and Learning Outcomes and Discussions on the Topic:

Course Description: Students are responsible for conducting topics in conjunction with their own research.

Service Learning: Students work with a community partner to develop a project that serves the community.

Community Service: Students engage in service learning projects.

Weekly Report: Students submit weekly reports on their progress.

Environmental Science: Students design and conduct an experiment to understand environmental solutions.

Final Project Proposal: Students submit a proposal for their final project.

Assessment: Students are assessed through quizzes, exams, and project evaluations.

Portfolio Evaluation: Portfolios are assessed in terms of depth and breadth.

The environmental science course is designed to create measurable data demonstrating the students' understanding and interest.
Portfolio assignment: Students must submit a portfolio with a preliminary and revised manuscript.

Graduate School Memos: Prepare a workshop or small group communication for this and 6th.

Hotel and Travel, Ono University

Include individual web design assignments and a Team Project Report on producing the website.

In the Fall, design a website for the individual and team projects. These individual and team projects should include the website design.

Portfolio assignment: Students complete a Project Book which includes notes, Hourly, etc.

Service component: Students design and build a functioning website for a Bay Area nonprofit.

Kressin Center, Web Site Design and Management

Computer Science, San Francisco State University

Portfolio assignment: Prepare a portfolio.

Proposals for the final project.

Read the course and portfolio framework.

Portfolio assignment: Students must complete a portfolio.

Selected skills for the final project.

According to the course framework, students are asked to select specific skills within the student framework for the final project. The secondary framework includes, the primary framework where students select from the course contents, the portfolio framework, and the final project. The portfolio framework includes, "the final project," a portfolio framework, and the final project framework. The final project framework includes, "the final project," a portfolio framework, and the final project framework. The final project framework includes, "the final project," a portfolio framework, and the final project framework. The final project framework includes, "the final project," a portfolio framework, and the final project framework.
assessing the artifacts produced by the Calvin College community students to work in teams of two or more across a specific task continuing to a larger class hand report.

This course introduces students to the Calvin Graduate Project. The primary assessment requires:

**Bec de Vries, IDS 20 Introduction to Anthropology**

**ANTHROPOLOGY, CALVIN COLLEGE**

Undergraduate Community-Based Action Research

National Conference on Student Service

Professional must submit a workshop proposal to the annual Campus Outreach Opportunity League conference. These sessions are considered in the COOL Conference. Those interested in presenting this year's conference must notify the COOL Conference in advance of the date, time, and location. Each presentation will be reviewed for submission to the conference.

Selected sessions that are accepted will be included in the conference program. Each accepted presentation will be held as scheduled, and a presenter will be provided with a copy of the program.

**Collegetown Community Service Students Who Work on Their Community Sites**

College-town offers students the opportunity to engage in community service projects and work on their community sites. Projects are designed to improve the quality of life in the community and to provide students with the opportunity to learn about issues affecting their community.

**Richard Bauder and Dana Perlman, PFP 419 and 421 Public Service Program**

Service-Learning Internships

Students participate in service-learning projects in order to gain hands-on experience and apply classroom knowledge to real-world situations. Projects are selected based on their relevance to the students' majors and personal interests.

**Religion, Emory University**

**Robert Perzanek, Violence Studies Internship Transformation and Agency of Choice**

**Providence, Providence College**

Portfolio Assessment: Student Portfolios are divided into a written portfolio and a presentation portfolio. The written portfolio contains a summary of the student's academic work and a statement of the student's goals for the future. The presentation portfolio includes a presentation of the student's work and a reflection on the student's learning experience.
not know
develop worlds found in daily speech and in play. Help those, the children believe the teacher does

related assignments: the class will also produce a "dictionary of every day words" which will

draw on the playground or groups of children in the classroom.

and information of African-American children. Students gather information by other observing chil-

articles components: Students develop methods for teaching reading building on home language

school

acquire knowledge of the work of teaching African American children to read at the Wilson

students investigate the use and including of African American Vernacular English and apply this

William Labov, "Language 160/161 African American

LINGUISTICS, UNIVERSITY OF PENNSYLVANIA

consider

due to the community and due in public readings, and get feedback on improving their pro-

residential and design tasks to address the problem. Students present their work to

service components: Students complete an exercise analysis of speech that takes place in a local

PEER MATH, CURR ENGINEERING, YOUR HOME THEORY

ENGINEERING, UNIVERSITY OF UTAH

ions from wherever to work

theses could be extended to new settings developed to enhance the possibility of successful transi-

reflection of this process. The study then meets with TANPA representatives in interviews in which

that in the larger city of Allentown are focused and are included in the study. Some of them can-

local responsibilities. Student responsibilities include documenting their ideas to which workers be-

City Residents.

the Council on Hispanic Organizations to improve the public transportation options for inch-

identifying transportation barriers to successful work to work transition studies work with

Service components: Students choose one of 7 community positions within a particular agency such as

EDUCATION, LEHIGH UNIVERSITY

related assignments: Road reports, two essays, field work, report and class presentation.

Students work with the Council on Environmental Awareness Program. One component to provide data for improving dispersal, recycling and composting procedures.

Social components: Students are asked to research and assess the waste produced by the college
Fundamentals of Service-Learning Course Construction

Carnegie Mellon CSE 301 Fundamentals of Computer Science

Computing Science, San Francisco State University

Enrolling in a Related "Internship or Service" Track

Within assignment, students intern in a short, intensive site, 12 hours a week (as opposed to nine hours a week) and complete an additional short assignment, which includes an additional 12 hours of work per week. This option is similar to the fourth credit option. Students intern in a short, intensive site, 12 hours a week. This option is similar to the fourth credit option.

A fourth credit option: Students receive additional course credit for participating in a service

of the following forms:

A number of courses allow students to choose a service option. These options are usually presented in one

Service as optional or as an additional course credit
and a short story or essay with each. Service-learning component requires students who participate in the service.

Adequate communication in a case study or essay format, based on data from an interview with a community leader who works with children and youth. The case study should be written in a narrative style, incorporating key elements from the interview.

Katharine Brown, Anthropologist, Duke University

An adequate job in the placement:

- Reflect the ability to balance learning objectives and the effort required from students to do so. The ability to articulate personal insights between assignments and learning objectives.

A different set of assignments:

- To conduct 10 hours a week of community-based activities for English 217.

- Additional three credits by completing a Service-Learning Internship in English 217. The intern operates in conjunction with the student, fostering a deeper understanding of the course.

Jan Kuby, Birch 217 Personal and Exploratory Writing

Writing, Arizona State University

The course is linked to the student's research interests for each course:

- The course provides the students with opportunities to apply the knowledge gained in English 217 to the community project in CSC 300. The work of community service involves research, service learning, and participation in community projects.

Richard Martin, CSC 490 Community Programming and Peer Education, CSC 300

Computer Science, Southwest Missouri State University
Students choosing the service internship must complete a formal contribution agreement that details the hours of service, the tasks to be performed, and the expected outcomes. Students must maintain a minimum of a B- average in their coursework and submit a formal contribution agreement to the Service Learning Office. The agreement must be signed by the student, the advisor, and the faculty sponsor.

Students will receive an A for this work and be exempt from completing one position paper. Students will receive an A for this work and be exempt from completing one position paper.

Kathy Rudd, WSI/PIL 108, AIDS Ethics and Policy

Women’s Studies/Public Policy, Duke University

Service Learning Program through the Service-Learning Center. Students may submit a service learning project in a wide range of fields, including health care, education, environmental science, and community development.

Stacy Johnson, Math 22

Mathematics, Calvin College

To earn credit for service learning, students must submit a formal contribution agreement to the Service Learning Office. The agreement must be signed by the student, the advisor, and the faculty sponsor. Students will receive an A for this work and be exempt from completing one position paper.

Real commitment to service can be translated into a variety of opportunities for service learning. Opportunities may include working with local non-profit organizations, volunteering at community centers, or participating in international service projects.

Education, University of Pennsylvania

Computer Science, Southwest Missouri State University

Service Learning May Work for a Social Service Agency and Develop a Library of Images that the
double entry journals, one that addresses the community service project, and one that responds to specific questions. The reflection assignment in this course requires students to address specific questions related to the service project.

Service Learning Project Description:

Community Service: Student volunteers 2-6 hours during the semester at a local business, government agency, or non-profit organization.

Dr. David Henderson, Environmental Chemistry

Chemistry, Trinity College

Reflection-focused Service-Learning

Students are required to participate in reflective discussions and complete a summer reflection paper. The service learning component of the course includes community service and a course assignment. In addition, students must maintain a service learning journal.

The course option requires students to complete 21 hours of service (collaborated through the service learning center) and complete a 5-page policy position paper.

John Doe, SOC 101, Professor of Sociology

Sociology, Messiah College

30% of the students' course grade is based on a reflection paper addressing the service experience. The service learning assignment for the course includes a research paper on the service experience. Students may choose a 1-hour service learning option to work on community service projects.

Barbara Davis, Smith, REL 242 Religion and Ecology

Religion, Wheaton College

Students who choose the service option face a rigorous course of exams, papers, and quizzes. Papers must be turned in the grades as well as the course schedule. The service learning experience requires students to prepare a detailed report on their service experience. Students may choose a 10-hour service option working in an assigned agency throughout the summer or fall semester.

Psychology, Indiana University-East

Randall O'Donnell, P 243, Professor of Behavioral and Developmental Disorders of Childhood and Adolescence
The course seeks to increase student knowledge and understanding of developmental theories and processes of older adulthood. It focuses on family, health, and social issues that impact the aging population.

**Health Sciences, University of Montana**

Students will learn and develop the science work to design and share with others through case studies and projects on campus. This will help prepare the students for their future work in research or teaching.

**Service Learning: Students complete 30 hours of service at one of several possible community organizations.**

The course also develops a theory of environmental justice.

**Environmental Science, California State University-Monterey Bay**

Students complete one journal entry each week reflecting on their experience and the interactions with others. They also complete a final project that demonstrates their understanding of the course material and its application in real-world scenarios.

**English, Connecticut College**

Additional assignments: Students are also evaluated in traditional methods of classroom assessments, such as quizzes, tests, and assignments.

LAW, IOWA COLLEGE

J. Frank Norris, Colorado

Other assignments:

• Two reaction papers (one to each of the texts) — Treasure with Morie and Treasure with Morie (2)

Service Learning: Students design a research instrument that will explore the concept of power and participation in a changing home environment. The research will be conducted in a 10-week experiential learning experience in Arizona and Utah.

Law, California Polytechnic

Board of Regents Community Law Program

Law, IOWA COLLEGE

J. Frank Norris, Colorado

Other assignments:

• Two reaction papers (one to each of the texts) — Treasure with Morie and Treasure with Morie (2)
Pharmaceutical Science: A Focus on the Community Pharmacy Practice

Pharmacy, University of Utah

as a model

Service component: Students learn at the community Pharmacy, Center, working with clients.

Instructional Information

Professor of Practice: Jaren Plage, PharmD, Community Pharmacy, University of Utah
The purpose of this course is to introduce a general understanding of the nonprofit sector.

**Leadership, University of Richmond**

**Health Sciences, Portland State University**

**Organizational Behavior**

The skills listed below are from courses in which students work as part of a team and analyze the organizational behavior of an agency with which they are working. This skills are often asked to reflect on the experiences of others, analyze the impact of a particular event, and develop action plans to address the challenges.

**Social Services, University of Utah**

The population they are working with and the specific problems they are addressing for their service.
The purpose of the course is to enhance students' understanding of community development. The course aims to equip students with the knowledge and skills necessary for effective community development projects. Students may choose one of four community development options:

1. Service Learning: Students research and develop a community-based service-learning project.
2. Political Science: Students study the political landscape and its impact on community development.
3. Pre-service Teaching: Students prepare for careers in education.
4. Environmental Science: Students explore environmental issues and their impact on communities.

For all options, students are expected to:
- Conduct research on community needs and develop strategies to address them.
- Develop and implement community development projects that meet the needs of the community.
- Evaluate the effectiveness of the projects and make necessary adjustments.
- Present a final report on the project and its impact on the community.

The course emphasizes the importance of community involvement and collaboration in the planning and implementation of community development projects.
Service-Learning Assignments

- Conduct a natural resource inventory of the lake.
- Compile a "rule book" of municipal, state, and federal rules and regulations concerning the lake.
- Prepare a protocol for collection, protection, and reporting of lake data.
- Identify the social issues that affect the water quality of the lake.
- Develop outreach materials to educate and mobilize the public.
- Monitor the water quality of the lake and the streams that feed the lake.

College Focus on Six Goals:

- Protect and enhance the quality of the lake;
- Oversee service-learning course development;
- Enhance and improve the quality of the lake;
- Provide educational programs for students;
- Develop a course of study to improve the quality of the lake;
- Enhance the connection between the lake and the curriculum.

The Lake Winnacook Water Quality Project is a multi-disciplinary collaborative project between Unity College, Lake Winnacook, and Maine Water Quality Project.

Multidisciplinary Projects:

- Phase-study to assess inputs from 3,000 local government.
- Final report in which the student identifies an area of natural need and develops a lab.
- Their group's mission and purpose, goals, activities, funding sources and "customers".
- Public understanding of public policy process, the role of government and non-governmental organizations.

Service-Learning Projects:

- Student work in government or non-profit organization, in an effort to gain experience and knowledge.
- Middle Village and Frank Lammers, Legion Project in Public Policy.

Political Science, SUNY.

- Multidisciplinary Course Content: Study of the social and economic landscapes of the research.
- Multigeneration Land Use Planning.
- This project is not fully described on the syllabus.
- Research from community residents.
- Research by community residents, as well as the cultural and social aspects described by the residents.
- The unique aspects of the community and neighborhood are described by the residents.
- The unique aspects of the community and neighborhood are described by the residents.
- The unique aspects of the community and neighborhood are described by the residents.

Community Action Group Study: Students research the agricultural production of the community.
Fundamentals of Service-Learning Course Construction

Page 101

Present information and results to the community and to refer to when they refer to the course. The Lake Winnebago Project Committee's primary goal was to provide students with an opportunity to present information and results to the community, and to refer to when they refer to the course. The Lake Winnebago Project Committee's primary goal was to provide students with an opportunity to present information and results to the community, and to refer to when they refer to the course.

Community members were invited to participate in the end of the year summit to hear about the progress of the Lake Winnebago Project. These community gatherings provided students with an opportunity to present their findings and learn from each other.

Pre-conference events with multiple community partners, including

- Peer-to-peer-learning sessions in local schools and community centers. The sessions addressed:
  - Technical issues.
  - Environmental history of the Lake Winnebago Watershed.

- Workshops: Interaction workshops with community members.

- Lake Winnebago, a model for the future of the Lake Winnebago Watershed.

- Community Roundtable, a space for students to discuss their findings and lessons learned.

- Field trips to different areas of the watershed.

- Student presentations of their projects and findings.

- Community Reflection Day: A day to reflect on the project's impact and future directions.

- Final reports and presentations by students and community members.

- Field trips to different areas of the watershed.

- Community Reflection Day: A day to reflect on the project's impact and future directions.

- Final reports and presentations by students and community members.
The theme for the current year is leadership, and the guidance across your school.

**Cluster 1: Youths and Education in America**

Students participate in a service learning project as part of their community service requirements, focusing on leadership and civic engagement. The English and government courses cater to these themes by focusing on broader identity in the United States. The EN 101-C1, Expository Writing II course shares a focus and module on the formation of political philosophies.

**Cluster 2: Crossing Borders: Identity, Immigration, and Diversity**

Students are given scheduling incentives and scheduling preferences, which are important for the formation of political philosophies. The GO 101, American Government course introduces concepts of local, state, and national government.

**College Double Courses**

Bundy College offers two double courses that students register for simultaneously.

**Unity College Document**

The theme for the current year is leadership, and the guidance across your school.