

Concurrent Session 6

Thursday 2:00 – 2:45 pm

Encouraging Resilience: Responding to Harvey by Rewriting the Faculty Service-Learning Handbook

LSC 315

Individual Presentation

Clark Friesen, Lone Star College--Tomball

Natural disasters provide ample opportunity for experiential learning on the part of college and university students. Although the faculty handbook on service-learning had been written over fifteen years before, the impact of Hurricane Harvey meant that the community would be in need for years to come. In an effort to jump start involvement with the community, a shorter, more focused version of the handbook was produced that focused on specific disaster response aspects.

Academic Community Engagement (ACE) in the Sciences

LSC 320

Panel

Jeffrey R. Wozniak, Sam Houston State University

Madhusudhan Choudhary, Sam Houston State University

Li-Jen Lester, Sam Houston State University

The majority of Academic Community Engagement (ACE) courses are taught in the humanities and soft sciences, as these disciplines have a strong fit to community engagement objectives. The application of ACE in the hard sciences has often been perceived as challenging in lacking a direct linkage to communities. In this session, we will outline the use of ACE in traditional science courses, identify challenges and solutions for the successful use of ACE in science courses.

Historical Exploration and Preservation as Service Learning Pedagogy

LSC 321

Individual Presentation

Arley R Ward, II, University of Arkansas, Fayetteville

This session will explore ways in which service learning can be introduced into the college history classroom via research and archival preservation. Courses such as those discussed in this presentation teach students the importance of history as a public good and offer training in primary source research, archival preservation, local history, and social justice. Collectively, these efforts create a more inclusive image of American history that will be accessible for future generations.

Camino a la Universidad: A Next-Generation Mentoring Project

LSC 230A

Individual Presentation

Selena Garcia Palacios, University of Houston-Downtown

Diane M. Miller, University of Houston-Downtown

Mariela Delgado, Arnold Middle School, Cypress-Fairbanks ISD

The “Camino a la Universidad” (Path to University) program blends the efforts of a H.S.I. university and a local middle school to mentor at-risk, 7th-/8th-grade Latina students. For three years, university student-mentors, along with a faculty member and a teacher-leader, have conducted bi-monthly mentoring sessions, which culminate in a multifaceted tour of the university. Session participants will learn about the behind-the-scene logistics and will experience sample lessons led by one of the university student-mentors.

Developing Students as Agents of Change

LSC 230B

Individual Presentation

Sandy Jacobs, University of North Carolina at Pembroke
Dalton Hoffer, University of North Carolina at Pembroke

Session participants will be introduced to best practices for creating a curriculum that relates to student development and exemplary leadership, while also learning best methods of recruiting, training, and developing agents of change.

Developing Undergraduate Students through Community Volunteerism To Become Future Leaders in Civic and Community Engagement

LSC 241A

Individual Presentation

Ruth Ann Herstek, Penn State New Kensington

Joan Kowalski, Penn State New Kensington

Jake Boney, Penn State New Kensington

In the Spring of 2018, Penn State New Kensington (PSNK) was awarded a 75,000 grant from West Penn Power Sustainable Energy Fund (WPPSEF) as part of a campus-community partnership with the City of New Kensington. Twenty students and three interns volunteered at a sustainability workshop in the City. We are currently surveying the student volunteers to assess the likelihood that they would become involved in community and civic engagement in the future.

The Evolution of Pedagogical Support and Programming for Service Learning at Texas Tech University

LSC 241B

Individual Presentation

Erika Brooks-Hurst, Texas Tech University

Micah Logan, Texas Tech University

As trends in higher education continue to focus on themes such as high impact practices and transformative learning experiences, service learning pedagogies are often identified as an ideal method. In this session, we will discuss institutional support provided to faculty and address the progression of service learning programming. In addition to describing our own programs, we will examine challenges we have encountered, adaptations we have made and implications for transferability to other institutions.

The Impact of a Service Learning Course on BSN Nursing Students

LSC 242

Individual Presentation

Yvonne Davila, University of the Incarnate Word

Cynthia Richardson, University of the Incarnate Word

Nursing service learning courses promote transformational learning experiences in BSN student. Responding to the community's priority health concerns, we focus on the most vulnerable populations with disparities in health care such homeless and/or low-income populations. Clinical experiences include footcare, immunizations, health screenings, and teaching projects. The students reflect on their experiences. The goal is to help students demonstrate commitment and compassion to alleviate suffering, promote social justice, and make a difference in the community.
