

**Building Co-Educational Community Partnerships through Student Leadership***LSC 315*

Individual Presentation

Danika Brown, Rice University

Our model of experiential community-based learning builds upon engaging community partners as co-educators in the process of student development. Across our co-curricular programming, students work directly with community leaders. We have created curriculum that develops skills that ensure successful co-education with community organizations. We discuss our co-educational model, the need to intentionally support students, and the tools we developed. Students will highlight their experiences working with partners, and a community partner will provide their perspective.

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**Engaging Wicked Problems: Forming Civic Leaders through Encountering Extreme Urban Poverty in Alabama***LSC 320*

Panel

Erik P. Goldschmidt, Spring Hill College

Demetrius Semien, Spring Hill College

Spring Hill College Fellows in Civic Leadership: Brianna Anderson, Nicolas Johnson, Taylor Lewis, Juan Martinez, Madeleine Naquin, Erica Powell, Clintisha Sellers, Kiana Tanksley, and Jarvis Williams

The Fellowship in Civic Leadership demonstrates a co-curricular community-based experience for developing civil leadership skills in undergraduate students. A faculty advisor, community partner, and student fellows will describe their immersion into a neighborhood challenged by poverty, violence, and unemployment. Fellows will reflect on facilitating community conversations, distilling key themes, and engaging city leaders to deepen their understanding of community poverty. The panel invites the audience into discussion to gain insight into the students' learning process.

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**Enhancing Service Learning Impact on Students, The Campus, and Beyond: Building Future Leaders Through An Ambassador Program***LSC 321*

Individual Presentation

Susan Dequeant, University of Texas at Arlington

Nina Nguyen, University of Texas at Arlington

With renewed interest in academic community engagement, keeping up with a large university's needs is overwhelming for a service learning department with a staff of one. Learn how UTA's Center for Service Learning met some of the challenges by creating a Student Service Learning Ambassador Program. The Ambassadors use their leadership and professional skills while providing SL awareness, information, and assistance through presentations, events, and outreach to the campus and surrounding community.

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**Finding Your Green Thumb: Creating the Bearkat Community Gardens***LSC 230A*

Individual Presentation

Jeffrey R. Wozniak, Sam Houston State University

The issue of food security is often a silent but critical issue in communities. The realization that food was a universal issue on our campus and in the local community lead to the use of an Academic Community Engagement (ACE) model, a student-driven bottom up approach, to create a community garden on the Sam Houston State University (SHSU) campus. This presentation outlines how ACE was used to create the Bearkat Community Gardens at SHSU.

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## **Increasing Retention for At-Risk Students through Service-Learning**

*LSC 230B*

Individual Presentation

Christie Poteet, UNC Pembroke

This presentation will examine how UNC Pembroke, a minority serving institution in rural North Carolina, utilized service-learning to increase retention rates for at-risk first year students. Assessment of their initiatives revealed that not only were these particular students retained at a higher rate when engaged in service-learning courses, but they demonstrated a stronger sense of belonging, increased self-advocacy, and commitment to academic progression. A program overview, best practices, and challenges will be shared.

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## **Shining Light on a Hundred Thousand Children Detained in the US**

*LSC 241A*

Panel

Martha Ann Kirk, University of the Incarnate Word

Maria Felix-Ortiz, University of the Incarnate Word

Hope Frye, Project Lifeline

During 2017, 134,526 children were held in US detention centers. We discuss a service learning collaboration across various disciplines and with Project Lifeline to raise awareness about this issue. Using the Universal Declaration of Human Rights and the Convention on the Rights of the Child, we engaged students in advocacy for compassion and action for justice through protest at a detention center and other events, using experience to promote student critical thinking from various perspectives.

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## **Two Schools, One Course: Developing and Carrying Out a Community Based Studio Course at Two Institutions**

*LSC 241B*

Individual Presentation

Jon Bohland, Hollins University

Maggie Cowell, Virginia Tech

CL Bohannon, Virginia Tech

As part of a new Small Cities Institute, faculty members at Virginia Tech and Hollins University began co-teaching and directing combined studio courses and summer research experiences in Roanoke, Virginia beginning in the Fall of 2016. This session discusses how to organize a two-campus course, the benefits of this type of cooperative learning, and the use of an urban area as a living lab for undergraduate research.

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## **Cultivating Cultural Sensitivity through Academic Community Engagement and Clinical Reflection**

*LSC 242*

Individual Presentation

Linda James, Sam Houston State University

Lilibeth Al-Kofahy, Sam Houston State University

Nursing students need to prepare to care for an increasingly diverse population. Student's reflective journals (n=60) were analyzed using a qualitative approach to identify student experiences and understanding related to their cultural sensitivity. The findings of this current study will help to address the gap in the literature and have the potential to contribute new knowledge concerning the effects of culture curriculum and service learning for nursing students.

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