



WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## **Community & Economic Development**

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### **American University**

Community & Economic Development, Education, ESL, Senior Citizens, Fundraiser, Service Learning

### **Washington Initiative Program**

The Washington Initiative Program allows undergraduate business students at American University to enroll in a 2-credit service learning course. In the fall of 2005, the students worked on a fund-raising event for a local group, Hoop Dreams Scholarship Fund, applying skills in events management. Twelve students took the class, working closely with both the nonprofit staff and H.D. Woodson High School on an online EBay auction which raised \$1,500. In addition to honing their fundraising skills, these twelve students also developed mentoring relationships with students.

During the 2nd semester, a new set of students in the course applied their skills to help low-income, elderly and limited English speaking residents complete their tax forms. The 21 students completed 12 hours of training provided by the IRS's VITA Program. They then provided more than 500 hours of free income tax assistance. The overall program served a total of 1600 taxpayers, who received over a million dollars in returns.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## **Community & Economic Development**

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### **California Polytechnic State University**

Community & Economic Development, Health/Nutrition, International Service

### **Engineers without Borders**

The organization Engineers without Borders at Cal Poly consists of 35 members with a core of 12 student leaders and faculty advisors. The Cal Poly chapter is part of national is a non-profit organization that is committed to providing sustainable service for local and international disadvantaged communities through implementation of environmentally and economically sustainable projects. Eleven people took part in the first international project that involved partnering with a hill tribe village in Mae Nam Khun, Thailand. This collaboration led to an installation of a drinking water treatment system for the local school of 1200 students. This project was implemental in reducing the incidence of illness among children of the village and to improve overall sanitation.

In addition to overseas projects, the students have been working on a Poly Canyon Culverts Project. The motivation for this project is to evaluate the feasibility of a future wetland immediately down-grade from the Cerro Vista culvert on the Cal Poly State University Campus in San Luis Obispo. The peak flows established will help determine if a wetland would be an appropriate aesthetic and environmental addition to the Poly Canyon area. This preliminary study will also focus on the existing conditions of the subject culverts and will provide best management practices in order to minimize the impact on the surrounding natural environment.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## **Community & Economic Development**

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### **California State University, San Marcos**

Community & Economic Development, Education, Homelessness, Youth Leadership, Service Learning

### **Video in the Community**

Each semester, students in the Video in the Community service learning course at the California State University, San Marcos collaborate with community partners to identify, develop and produce different media projects relevant to those communities. During 2005-06, 23 students produced videos for several non-profit organizations such as Casa de Amparo, an emergency shelter for abused and neglected children throughout San Diego County. Students produced a promotional video that highlighted the organization's services. The video will be used for marketing, fundraising and support for its new \$2,000,000 shelter facilities. Another organization that benefited from this project is Girls, Inc., a national nonprofit youth organization whose mission is to "inspire all girls to be strong, smart and bold." This video project, "Safe in My World," is a series of PSAs and dramatic shorts about safety and violence prevention for teen girls. The video focuses on abusive boyfriends and where girls can go for help. Students collaborated with the teens to script, produce, and edit the video. "Safe in My World" will be shown at symposia on safety, community fora, and other specialized meetings with girls. The Office of Community Service Learning assisted Prof. Kristine Diekman, the instructor, who was a recipient of Learn and Serve America mini-grant funds during 2005-06.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## Community & Economic Development

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### Central College

Community & Economic Development, Education, ESL, Literacy, Youth Leadership, Service Learning

### **¡Juntos Todos Aprendemos!**

During the 2005-2006 academic year, more than 125 students from beginning, intermediate, and advanced Central College Spanish courses volunteered at seven organizations who serve Latinos. The Central College Office of Community-Based Learning collaborates with approximately 35 agencies who serve Latinos in Central Iowa. This work was accomplished with the help of grant funds provided through Learn and Serve America (program administered by the Upper Midwest Consortium of Campus Compact). More than 20 individuals and small groups completed a beginning term of English language instruction and daycare and after school assistance was provided to approximately 100 Latino children. More than 50 families received assistance at income tax preparation clinics and 12 Latino high school students visited Central College and received information about higher education and financial aid. All of these students indicated that the activity resulted in an increased understanding of the college application process and financial assistance; and 75% said that they were "very likely" to apply to an institution of higher education following high school. College students who participated in this project realized increased Spanish language acquisition and enhanced cultural awareness. This is an ongoing effort; the Office of Community-Based Learning continues to promote the growth of existing partnerships while cultivating new ones.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## **Community & Economic Development**

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### **Century College**

Community & Economic Development, Health/Nutrition, Service Learning

### **Give Kids a Smile Day**

Century's Dental Hygiene Department hosted "Give Kids a Smile Day," an event held during spring semester which provided free preventative dental care for 167 children, including 57 who had never before had a dental exam. A total of 50 Century volunteers, including students, faculty and staff, combined with 17 community volunteers, including dentists, assistants and hygienists came together to provide services worth an estimated \$39,525. The children received oral health education, screenings, exams, cleanings, sealants and fluoride treatments. This event drew children and families from 36 communities in the metro and western Wisconsin areas and interpreters for speakers of languages other than English were provided. This event offers a wonderful opportunity to provide dental care to underserved populations in the Twin Cities area. Students were able to see the differences between patients that receive regular dental care and the dental problems that occur when patients are unable to afford ongoing services.

Community & Economic Development, Education, Service Learning

### **Criminal Justice Service Learning**

Over the course of the 2006 academic year, 150 Juvenile Justice students worked with at-risk or high-risk juveniles in school-based, court, and community diversion programs for a minimum of 40 hours during the semester. Century College students were able to witness first-hand the problems and concerns within a complex system, while directly participating in corrective actions and diversion programs. The Criminal Justice program began requiring service learning in its Juvenile Justice courses as a method in which to meet the needs of the community while exposing students to experiences within the juvenile justice system. Students could choose to: work one on one with referred youth in diversion activities such as exercise and academic goal setting, provide research to a unique program that studies GLBT homicides often involving youth as victims or perpetrators, shadow probation officers and juvenile attorneys, and assist county officers with juveniles involved with curfew violations.

This gave students a hands-on opportunity to see where their interests and skills could be used most effectively with a population that is often overlooked. Agencies that serve youth and the Department of Community Corrections are frequently under budgeted and understaffed. Using the national average value for volunteering of \$18.04 an hour, Century students contributed \$108,240 to the community. In addition, pre-emptive programming often can steer youth in a positive direction, thus avoiding their entry into the world of the adult justice system, which costs taxpayers countless dollars and families much heartache and despair.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## Community & Economic Development

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### Defiance College

At-Risk Youth, Community & Economic Development, Education, Employment, Mentoring

### **Service Trip**

In late October, 2005, the Defiance College Men's Basketball Team participated in a three-day service/mission trip to an area in southwest Columbus, Ohio, known as "The Bottoms." The Bottoms is the third largest "white ghetto" in America with a majority of residents having family origins in Appalachia. Located in a floodplain, the area is marked by concentrated poverty and a lack of economic development. The neighborhoods consist of many single-parent families. Alcohol and drug abuse is prevalent. The high school dropout rate is nearly 40% leading to an increase in teenage pregnancy and sexually transmitted diseases.

The service trip was made in conjunction with Mercy Missions and the Agora Ministries Youth Shelter of Columbus. Agora created the shelter to work with youth who have dropped out of school. Agora provides employment opportunities and youth mentoring.

The Defiance College Team was involved in demolition, cleanup, and construction work; basketball clinic and open gym for neighborhood youth; delivering cookies to members of the community in a program called "Random Acts of Kindness;" sponsoring a Saturday evening pizza party with youth; and participating in a Saturday evening youth fellowship and a Sunday church service with community members. Defiance College received national recognition for this project. Defiance College received the National Division III Athletic Director's Association Distinguished Service Award for 2005, presented at the 2006 NCAA National Convention. Defiance College students plan to return to The Bottoms each year.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## **Community & Economic Development**

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### **Georgetown University**

Community & Economic Development, Education, Youth Leadership, Service Learning

### **DC Street Law**

Since 1972, the Georgetown University DC Street Law Clinic has been dedicated to educating high school students about the law affecting one's daily life, the legal process, and the legal system. Law students enrolled in the Clinic teach criminal, tort, consumer, housing, family, and individual rights law in the DC public high schools. By teaching high schoolers about the law, the Clinic aims to instill in them critical thinking, citizenship, and communication skills so that they can become more effective legal citizens. In 2005-2006, 21 law students enrolled in the Clinic, and they collectively served approximately 800 high school students. The Clinic is a six-credit, full-year course. Students in the Clinic teach 3-4 classes per week and attend a weekly two-hour seminar designed to expose them to teaching methodology, lesson planning, and a substantive overview of the unit topics. They are also required to submit lesson plans and journals each month as well as meet with clinical faculty.

One of the Clinic's signature projects is the Street Law Mock Trial Tournament, which pits the high schoolers against each other in a test of advocacy. Coached by their law student instructors and lawyers from mentor law firms, the students prepare over a six-week period to be lawyers and witnesses in a hypothetical lawsuit involving a complex scenario composed by the Clinic staff.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## Community & Economic Development

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### Hamline University

Community & Economic Development, Education, Homelessness, Service Learning

### **First Year Student Experience**

All first-year undergraduates at Hamline University are involved in service. The breadth of service is wide: as part of the Hamline University Orientation all members of the incoming class participate in "City Serve". During 2005-06 this was 425 students. Each First Year Seminar, FYSEM, spends a half day of orientation at a community organization learning about the organization and providing service to meet some of the organization's needs.

The depth of experience in service continues as some FYSEMs incorporate City Serve as part of the curricular experience. "Living in a Rape Culture: What Are We Going to Do About It?" works closely with Sexual Offense Services, the Rape Crisis Center of Ramsey County. An option for the final project includes the Volunteer Training Program (40 hours of training) and a commitment to work between two and four 12 hour shifts a month as a phone crisis counselor and hospital outreach advocate, 480 hours of service. My Name is not "Those People": Homeless In America worked extensively in the community, requiring twenty hours of service-learning at local homeless shelters. In addition, they participated in the Joint Service-Learning project on Homelessness between Hamline and Hancock Elementary. The impact of City Serve can be seen as community organizations call in the spring to be included, faculty include service-learning in other courses, and students provide informed leadership for the Women's Resource Center.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## Community & Economic Development

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### Hobart & William Smith Colleges

At-Risk Youth, Community & Economic Development, Education, Literacy, Fundraiser

#### **First Book**

First Book Geneva is the Hobart & William Smith College campus sponsored chapter of First Book, a Washington, D.C. based non-profit organization that works to establish personal libraries in the homes of America's children living in need. A critical factor in children learning to read and growing up with a love of books is the presence of books in the child's home. First Book's mission is to provide a home library for children from low income homes. First Book Geneva earned an initial grant of 4000 books which it is in the process of granting out to children enrolled in America Reads, Jumpstart Geneva, and other local agencies such as the Child and Family Resource Center that serve children and families.

Additionally, First Book utilizes fundraised dollars to purchase books through First Book for \$2.50 each and buy large cartons of books when they are available on-line. Approximately 10 students serve with community members to decide on granting of books and formulate fundraising strategies. This program has benefited hundreds of children and has the potential to impact hundreds more.

A unique event was a "Speed Read" held at the local comedy club prior to the regular show. Tickets were sold by the group with a percentage going to First Book. Participants, who included the Colleges' President, Director of Athletics, Presbyterian minister, head of the community lunch program, an America Reads partner principal and the director of Literacy Volunteers competed to see how far they could read aloud from a children's book in 15 seconds. It was a positive event for everyone involved, with a crowd of over 150 at the club (double the normal crowd) and raising \$1,000 for books from ticket sales and a donation from the club. The group will continue in the future and partner with the local Rotary Club on the Bright Red Bookshelf Project, which will place bookshelves in areas throughout the city and allow children to take books to keep for their libraries. The shelves are replenished through donations.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## Community & Economic Development

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### Kalamazoo College

Community & Economic Development, Education, Environmental, Health/Nutrition, Service Learning

### **Farms2K**

Farms2K combines service-learning courses and student-led projects to link Kalamazoo College students (“K”), staff, and faculty with individuals and organizations in the community to promote local agriculture and implement a local foods policy at the College. The program grew from a service-learning course in which students work with the non-profit Fair Food Matters and Tillers International to conduct research, develop marketing materials and design programs promoting sustainable agriculture. Through this grassroots initiative, “K” students have worked directly with over 150 Kalamazoo residents to promote sustainable local agriculture. Farms2K meets regularly with Sodexo (dining service), farmers, nutritionists, economists and others to plan a strategy to buy more local foods at “K”. They also work with KPS to improve community nutrition. The program raises awareness of related public health and social justice issues: globalization; immigration and farm labor; child labor; obesity; environmental health; and world and local hunger -- amplifying what many students learn on study abroad programs focusing on sustainable agriculture. Last year students organized local food tastings to build campus-wide commitment to “buying local,” attracting over 500 students.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## Community & Economic Development

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### **Keuka College**

Community & Economic Development, Senior Citizens

### **Community Service and Campus Clubs**

Organized and governed by the Student Senate, the Keuka College sports, clubs and organizations must meet annual community service requirements as part and parcel of their operation within the Keuka community. These requirements involve completing a group community service project each semester. Many clubs exceed this, to complete several projects per year. Over the '05-'06 year, Keuka clubs and teams completed 89 service projects using a total of 769 student volunteers. Club service projects ranged from the Association of Future Social Workers hosting a reception at a local retirement home to the College Republicans restoring historic road signs throughout Yates County. The Harrington Hall Council sent holiday greetings to the elderly and shut-ins of our community, the Rotaract Club volunteered at the Humane Society, and Saunders Hall Council organized a clothing drive to benefit a local charity. With this requirement expected of every campus organization, the College imparts the message that service should be a core part of any group's function.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## **Community & Economic Development**

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### **Louisiana State University**

Community & Economic Development, Service Learning

### **Transforming East Baton Rouge Parish Playgrounds**

In a service-learning freshman biological engineering class at Louisiana State University (LSU), students design, implement, and raise funds for “dream playgrounds,” butterfly gardens, and even an outside classroom for elementary students. Working in collaboration with teachers and public school officials, the goal is to build a safe playground for every East Baton Rouge Parish public school, all of which will be accessible for physically challenged children and will incorporate the children’s own creativity. In this ongoing project, K-12 students create dream playgrounds and then LSU service-learning students work with the schools and local communities to turn these dream playground ideas into designs. As of 2006, LSU students have designed 15 playgrounds. Students have received donations of \$225,000 and have constructed seven playgrounds; eight await funding. The most recent playground was built for children of Katrina evacuees who live in temporary housing near Baton Rouge. The playgrounds serve an average of 350 children every day, five days a week, for forty weeks a year. This number does not include neighborhood children who have year-round access to the creative and colorful playgrounds. Children in mostly underserved neighborhoods are able to enjoy safe, accessible playgrounds because of the innovative work of LSU biological engineering students.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## Community & Economic Development

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### **New York University**

Community & Economic Development, Culture/Arts/Performance, Health/Nutrition, Special Needs, International Service

### **Service Abroad**

The Office of Global Education and the Office of Community Service have collaborated to ensure that New York University (NYU) students are actively engaged in meaningful service in Florence, London, Prague, and Accra. The staffs at NYU's global centers have developed relationships with local agencies where students gain a richer appreciation of their host communities. NYU in Ghana has become our flagship for international service with 85% of the students participating in ongoing service at organizations including The West Africa AIDS Foundation (WAAF), Osu Children's Home, New Horizons School for the Developmentally Disabled, and Habitat for Humanity.

Students dedicate countless hours to the completion of significant projects. For example, NYU student Katherine Otto coordinated an AIDS awareness poster competition which engaged school children in art projects to raise awareness about the disease and fight prejudice against those suffering from it. The winning posters were displayed at an art exhibit/fundraiser which brought in over \$25,000 to support WAAF. At the New Horizons School for the Developmentally Disabled, another NYU student, Kristen Rhea Van Liew, launched a joint dance program with students from the University of Ghana. The recital raised \$5,000 for the school and provided the students with a sense of pride and accomplishment.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## Community & Economic Development

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### **Rhodes College**

Community & Economic Development, Health/Nutrition, Housing, International Service

### **Tex Mex**

Since 1988, Rhodes College's students and faculty have been participating in Tex-Mex, an alternative break program to Mexico. The students head to Reynosa, an impoverished squatter camp along the U.S. border to build houses, repair roofs, and work in a local medical clinic. Along with the 25 participating students, a Latin American history professor went as well and participated in the builds, and helped students understand immigration issues.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## **Community & Economic Development**

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### **Saint Anselm College**

Community & Economic Development, Education, Senior Citizens, Tutoring, Service Learning

### **Digital Divide**

In the 2005-06 academic year Digital Divide sent over 50 service-learners, from six different majors (supported by 3 faculty) to assist elementary school students and senior citizens to acquire basic computer and internet skills. This service-learning option at Saint Anselm has become firmly established in the Computer Science Department.

The original design of Digital Divide places donated computers into the hands of seniors who reside in a local public nursing home, a senior apartment complex, and in individual homes. With service-learners teaching basic skills, and the College's IT department providing tech support, dozens of elderly have crossed the digital divide. These seniors then use their newly acquired skills to support a local 3rd grade class and their teacher.

In the 2005-2006 academic year the Computer Science Department received a new Learn and Serve grant to allow service-learners from higher level computer courses to focus their assistance on under-resourced elementary schools and after-school programs. As with all of Saint Anselm's community partnerships, the Digital Divide is largely managed by Federal Work Study student coordinators.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## **Community & Economic Development**

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### **Saint Joseph's University**

Community & Economic Development, Education, Senior Citizens, Special Needs, Day of Service

### **Hand-in-Hand**

Hand-in-Hand is a student-run organization which unites the Saint Joseph's University community, regional high school students and people with special needs, in a carnival to celebrate the ideal that one day a person will be recognized not by their disability but by the person they are inside. Following the University's initiatives to promote diversity, Hand-in-Hand works with the local community to promote awareness of disabilities and help others to accept and embrace the differences that come between those with and those without disabilities. Hand-in-Hand works to promote student awareness through student involvement by recruiting students to serve as a committee member or to be a friend for the day.

On April 1<sup>st</sup>, Hand-in-Hand celebrated 30 years of changing lives. Every April, a student-run committee takes on the momentous task of putting together a carnival- complete with games, prizes, and lunch for all who attend to honor Hand-in-Hand's anniversary. 2,000 people, comprised of students, faculty, high school volunteers, and individuals with special needs, come together to celebrate Hand-in-Hand's ideals.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## Community & Economic Development

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### **Simmons College**

At-Risk Youth, Community & Economic Development, Education, Health/Nutrition, Senior Citizens, Service Learning

### **Graduate Service Learning**

Five graduate level courses, three in Communication Management and two in the St. Olaf College doctoral program in Physical Therapy, engaged eighty-one students in service learning and volunteering to help the larger community. The Graduate Education Grant taught teachers K -12 how to incorporate service-learning into their classrooms and provided financial support to implement them.

The students in the courses assisted a number of community partners. One student assisted Mass Mentoring Partnership to establish and implement a branding campaign. Students in another communication course worked closely with four designated community partners that produced a communications analysis of each organization and a social marketing plan. Graduate students also participated in an Alternate Spring Break project to assist a Boston Public Elementary School to reestablish their library. In order to do so, students held a children's book drive, which yielded over 600 books, and they processed, shelved and weeded the collection.

In the two physical therapy courses students worked in small teams to serve several different community partners. These teams developed a physical fitness program for eighth grade students, a running and exercise skills program for high school age women, exercise and strength training for elderly residents of a nursing home, a program event for the Special Olympics for athletes who are severely disabled and a pilot project to promote physical activity of fifth graders who attend school on a Navajo reservation in Arizona.

Finally, another team developed a series of workshops on nutrition, exercise, and stress management for female offenders, and another team provided academic assistance and stretching exercise classes to underserved middle school students in an after school program.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## **Community & Economic Development**

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### **Swarthmore College**

Community & Economic Development, Culture/Arts/Performance

### **Chester Mural Project**

The Chester Mural Collective uses public art to express community voices, beautify and rejuvenate the City of Chester, and provide free art education to community residents. Eleven students, five faculty, and five staff members from Swarthmore College are involved in organizing and creating the murals themselves and a free community arts program for children and adults that creates new opportunities for local artists.

Murals draw attention to the profound beauty and devastation of the city, remind people of the talent and creativity of residents, and reflect its history. The project will continue to be supported by community partners and Swarthmore College students.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## **Community & Economic Development**

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### **Syracuse University**

At-Risk Youth, Community & Economic Development, Culture/Arts/Performance, Education, Health/Nutrition

### **South Side Initiatives**

South Side Initiatives (SSI), are on going projects which look at an entire range of economic, health, education, and safety issues. In 2005-06, SSI involved more than 200 students from Syracuse University. SSI represents many new partnerships that have been forged on the Syracuse's South Side, an area with untapped potential that has been struggling through a period of economic decline. Activities include: the Genesis Health Project, which works with neighborhood churches to educate congregants about healthier lifestyles in the city's African American community; a campaign that works with local barbershops to educate African American men about prostate cancer and the importance of early screening for the disease; satellite locations for two African American performing and visual arts organizations with ties to the University; a billboard project that partnered SU advertising students with neighborhood teens and a Syracuse University artist to create a series of billboards featuring inspiring messages of hope.

The focus of the projects is on the direct involvement of residents, citizens, and businesses within the identified geographic area and thus they are closely involved with identifying needs, creating strategies, and implementing solutions.

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WITH DISTINCTION FOR GENERAL COMMUNITY SERVICE

## Community & Economic Development

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### **Technical Career Institutes – The College of Technology**

Community & Economic Development, Homelessness, Housing, Special Needs

#### **BMMSA Renovation & Repair Project**

The Building Maintenance Management Student Association (BMMSA) performs electrical repairs, fixes damaged refrigeration, appliances, and air-conditioning units for donation to needy persons. BMMSA began in 1995 and is limited to 15 students majoring in HVAC and/or Building Maintenance. BMMSA volunteers paint disabled individuals' homes and repair their wheelchairs. In 2005, the students painted and renovated the Metropolitan Community Church and the Olivieri Center (a shelter for the homeless). Ten student volunteers committed 30 hours each over a period of three weekends to paint the shelter and perform the needed renovation work.

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Community & Economic Development, Education, Senior Citizens, Special Needs, Tutoring

#### **Free Computer Training Classes for Veterans, Seniors, & Disabled Individuals**

Free Computer Training Classes for Veterans, Seniors, and Disabled Individuals began during Desert Storm when volunteer students recognized the need of disabled veterans at the Veteran's Hospital in midtown New York City to be reintegrated into civilian life. The project expanded from one computer class a week at the hospital to three weekly classes at Technical Career Institutes (TCI), including beginner, intermediate, and advanced classes serving an average of 100 students a semester. All classes are taught by committed volunteer students for 13 weeks every semester. To create a greater sense of community, the registrants in these classes are invited to an out of class celebration at least three times during each semester. A Certificate of Accomplishment is awarded to everyone who completes Level I, II, or III of the training. In addition, through the Dare 2 Repair program, a complimentary refurbished computer is awarded to those who successfully complete two training levels. Last year, two hundred such computers were awarded.

In response to the Iraq conflict, Operation Pen-Pal, which pairs student veterans with a selected soldier stationed in Iraq, became part of the veteran's computer classroom training. The older combat veterans felt good about sharing their experiences with young soldiers presently on the front lines and they simultaneously were able to dramatically increase their computer skills.



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## **Community & Economic Development**

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## Community & Economic Development

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### The University of Alabama

Community & Economic Development, Hunger

#### **Beat Auburn, Beat Hunger Food Fight**

Beat Auburn, Beat Hunger Food Fight at The University of Alabama captures the excitement and energy from the fierce on-field football rivalry between The University of Alabama and Auburn University to encourage another rivalry that serves to feed the hungry in Alabama. The annual kick-off of the Beat Auburn, Beat Hunger Food Fight drive is one month prior to the Iron Bowl (Alabama-Auburn football game) and culminates with the game.

Last year, student coordinators from the Community Service Center organized the food drive to benefit the West Alabama Food Bank by obtaining support and donations from all student organizations, faculty, staff, UA departments, and local businesses. The result was over 62,000 pounds of food donated to the food bank. An estimated 3,000 students participated to achieve this total. Each year, the West Alabama Food Bank heavily relies on the Community Service Center to organize this campus-wide effort to stock its warehouse during the holiday season.

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Community & Economic Development, Education, Service Learning

#### **Nonprofit Enrichment Team**

The Nonprofit Enrichment Team (NET) brings together a multidisciplinary team of students to provide a variety of critical services to new and developing non-profit agencies and community organizations that are committed to improving the quality of life in Alabama's disadvantaged communities. The goal of NET is to ensure that practical, operational challenges, such as funding and limited staff, do not hinder these critical organizations in their work to shape the future of Alabama's communities.

NET began its work in the spring 2006 semester, with fourteen undergraduate and graduate students enrolled in the course through independent study or fieldwork credit and is now an ongoing program. With students drawing on discipline-specific skills gained in their field of study, NET is able to offer interested nonprofit organizations comprehensive, pro bono assistance on a multitude of administrative and operational tasks, including the following: strategic business plans and marketing (Commerce & Business Administration); federal and state 501©3 filings, endowment establishment, and other legal contracts and licensing (Law); website development and other graphic design needs (Computer-Based Honors Program; Computer Science); advertising and communication (Mass Communication, Public



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## **Community & Economic Development**

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Relations); grant proposals and other technical writing (English); and advocacy, community development, and resource gathering and the development of materials for constituents (Social Work).

The organizations and agencies of the Spring 2006 team provided support for: Studio By the Tracks, an award-winning group of artists working with at-risk children in residential treatment and adults with Autism; RUSH, a visionary organization providing medical care and therapy to children and their families in impoverished rural Alabama; and Cornerstone Housing, a project of Alethia House creating safe and affordable housing options in low-income Birmingham neighborhoods.

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## Community & Economic Development

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### **The University of Texas – Pan American**

Community & Economic Development, Education, Day of Service

#### **Women Together**

In conjunction with National Student Leadership Week and The University of Texas System's United to Serve Initiative, students, faculty, and staff members at The University of Texas-Pan American gathered on April 22 to provide an outdoor activities space for the families of the Mujeres Unidas Nueva Vida Housing Program. Women Together/Mujeres Unidas is a private nonprofit 501 (c) 3 organization that assists women and children of domestic violence and sexual assault in the Rio Grande Valley. This organization's Nueva Vida Housing Program includes a 16-unit apartment complex which provides a transitional living space for families of domestic violence. The purpose of United to Serve is to unite all system institutions to provide a direct service to our communities and the state of Texas (UT System). Over 50 students, 10 faculty/staff members, and numerous residents of the housing program participated in the event. Project volunteers painted, planted grass, resurfaced the playground and built picnic tables. In addition to the work done on that day, this project provided the UTPA campus with awareness on issues related to domestic violence.

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Community & Economic Development, Environmental, Day of Service

#### **Adopt a Beach Clean Up**

The Adopt a Beach Clean Up has become a tradition at The University of Texas-Pan American (UTPA). Last year a total of 86 students from UTPA participated for one day cleaning up South Padre Island. These students consisted of many different student leadership and Greek organizations working towards a more beautiful and healthy community for all.

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