

APPENDIX 7: COLORADO STATE UNIVERSITY

Introduction

Colorado State University (CSU), located in Fort Collins, was established in 1870 as Colorado Agricultural College, a land grant institution. The first students enrolled at Colorado Agricultural College in 1879. In 1935, its name was changed to Colorado State College of Agriculture and Mechanic Arts, and in 1957 the name was changed to Colorado State University. Today, Colorado State University remains focused on the more technical fields, including science, technology, engineering, veterinary medicine, and agriculture. Its current enrollment is about 32,000 students.¹¹³⁸

CSU, like CU-Boulder, has largely abandoned its traditional mission to provide an education in civic literacy. In this Appendix, we will describe Colorado State University's mid-sized civic engagement complex. The sections below are:

1. Student Leadership, Involvement and Community Engagement;
2. Office for Service Learning and Volunteer Programs;
3. University Honors Program;
4. Department of Communication; and
5. Miscellaneous Initiatives.

Department of Communication gathers together Rhetoric and Civic Engagement and the Center for Public Deliberation; the Department of Communication sponsors both of these, but CSU discusses them separately. Miscellaneous Initiatives gathers together Engagement Scholarships, Key Service Community, and CYFAR Sustainable Community Project, which are administered separately by CSU.

Colorado State University's New Civics complex is moderately extensive, although not as large as CU-Boulder's. Student Leadership, Involvement and Community Engagement (SLiCE) acts as the equivalent of CU Engage, the administrative heart of the New Civics at CSU. CSU differs from CU-Boulder, because it co-ordinates CSU's service-learning from two offices: the TILT Service Learning Program within SLiCE, and the administratively separate Office for Service Learning and Volunteer Programs. Key Service Community (KSC) and Leadership Development Community (LDC) are the equivalents to the Residential Academic Programs at CU-Boulder, but they are much smaller in scope. The Department of Communication Studies manages a much larger portion of the New Civics at CSU than the equivalent department does at CU-Boulder. Administrative heart, wide-ranging service-learning, activities run by the Department of Communication Studies, and miscellaneous efforts including residential life—together these provide a portrait in full of the New Civics at CSU.

¹¹³⁸ "Colorado State University," *Wikipedia*, https://en.wikipedia.org/wiki/Colorado_State_University.

The core of the New Civics at CSU is the **Community Engagement Leaders (CELS)** program and the **Interdisciplinary Minor in Leadership Studies**. Both of these programs are run out of SliCE, and both allow CSU students to minor in progressive activism, as an adjunct to a major in another discipline. The **University Honors Program** also provides opportunities for “community service.” The Department of Communication also provides a specialization track in **Rhetoric and Civic Engagement**, which channels students toward progressive advocacy in the guise of *public deliberation*. **Public Achievement for Community Transformation (PACT)** directs progressive activism to community organizing in local K-12 schools, allowing for a synergy of New Civics advocacy at the K-12 and undergraduate levels. Students specializing as progressive activists receive scholarship support within SliCE from **PRAXIS**, as well as from several **Civic Engagement Scholarships**, including the **Puksta Scholars Program**.

Beyond these academic cores, students provide labor for progressive organizations in **service-learning classes** in a wide variety of disciplines. These are run from the **TILT Service Learning Program** within SliCE, and the administratively separate **Office for Service Learning and Volunteer Programs**. The **Center for Public Deliberation** gives undergraduates further opportunities to engage in progressive advocacy for course credit, by way of supporting *public deliberation* initiatives.

The New Civics also extends beyond the classroom into different extracurricular aspects of student life. **Key Service Community (KSC)** and **Leadership Development Community (LDC)** frame student residential life around New Civics, **CSU/UADY Leadership Experience** applies service-learning to a study-abroad program in Mexico, while **Alternative Breaks** transforms vacation time into New Civics sessions. The New Civics extends into CSU students’ extracurricular life via programs that include the **Campus Step Up** and **LeaderShape** retreats. The programs collectively work to make the New Civics present throughout student life at CSU.

Collectively, the New Civics programs at CSU engage in two categories of activity. These programs 1) train a core of committed progressive activists; and 2) extend the New Civics throughout CSU, both inside and outside the classroom. Although considerable in extent, they are not as pervasive as at CU-Boulder.



Student Leadership, Involvement and Community Engagement (SLiCE)

STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE): OVERVIEW

Colorado State University's Student Leadership, Involvement and Community Engagement (SLiCE) complex has grown enormously over the last generation: "In 1986 the Office of Community Services (OCS), which has now grown[n] into the office of Student Leadership, Involvement & Community Engagement (SLiCE), consisted of one graduate student and three work-study undergraduate students."¹¹³⁹ Now, operating out of the Lory Student Center, SLiCE coordinates most civic engagement and service-learning at Colorado State University, via its Community Engagement and Volunteer Programs.¹¹⁴⁰

Below we will discuss:

1. SLiCE Engagement Programs;
2. TILT Service Learning Program; and
3. SLiCE Leadership Programs.

TILT Service Learning Program is actually listed under the SLiCE Engagement Programs, but it is a large enough organization that we discuss it separately. Its subject matter overlaps with that of the Office for Service Learning and Volunteer Programs (SLVP), but we follow CSU in treating TILT and SLVP separately.

SLiCE also encourages and coordinates the foundation of new Recognized Student Organizations, which can receive funding from Colorado State.¹¹⁴¹ This seems tangential to civic engagement, so we omit discussion of this aspect of SLiCE.

STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE): ENGAGEMENT PROGRAMS

Besides the TILT Service Learning Program, SLiCE oversees 13 different programs: 30 Days; Adaptive Swim; Alternative Break; Cans Around the Oval; CSU Serves – Service Saturdays; CSUnity; Involvement Expo; Public Achievement for Community Transformation; PRAXIS; Project Homeless Connect; RAMS Against Hunger; T.G.I.F.; and To Give or Receive Help. These

1139 Colorado State University, Lory Student Center, "History of Cans," <http://lsc.colostate.edu/slice/slice-engagement/cans-around-the-oval/history-of-cans/>.

1140 Colorado State University, Lory Student Center, "Student Leadership, Involvement and Community Engagement (SLiCE)," <http://lsc.colostate.edu/slice/>; Colorado State University, Lory Student Center, "Engagement Programs at SLiCE," <http://lsc.colostate.edu/slice/slice-engagement/>.

1141 Colorado State University, Lory Student Center, "Student Involvement," <http://lsc.colostate.edu/slice/student-involvement/>.

programs mix traditionally volunteering activities with programs of the New Civics. We discuss these 13 programs below, in alphabetical order.

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
ENGAGEMENT PROGRAMS: 30 DAYS**

30 Days encourages students to challenge themselves to make a “lifestyle change” for 30 days—a month buying nothing new, a month without television, a month trying one new thing each day, a month of exercise, meditation, or a vegan diet.¹¹⁴²

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
ENGAGEMENT PROGRAMS: ADAPTIVE SWIM**

SLiCE Adaptive Swim (SAS) coordinates student volunteers to help disabled members of the community during swimming sessions.¹¹⁴³

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
ENGAGEMENT PROGRAMS: ALTERNATIVE BREAK**

Colorado State University also hosts the Alternative Break program; SLiCE handles the financial and logistical details. At CSU, “Past trips have focused on such social/cultural issues as hunger, AIDS/HIV, housing, homelessness, issues facing Native American living on reservations, environmental conservation, education, economic sustainability, and women’s issues.” Roughly 200 students take an Alternative Break service-learning trip each year, during the winter and spring breaks; “group meetings” bracket the trip, so that participants can “get to know group members, learn about the service site, cultures, and issues of social and environmental justice, as well as to adequately process the trip and continue creating change.” Students can apply for an Alternative Spring Grant, and “receive up to \$500 off the cost of your trip.”

Listed Alternative Break destinations include:

- Achioté, Panama: “participants will work with a local community center focusing on environmental conservation and ecotourism”
- Atlanta, Georgia: “Partnering with the International Rescue Committee (IRC), this trip focuses on providing opportunities for refugees to thrive in America”

1142 Colorado State University, Lory Student Center, “SLiCE Engagement Programs: 30 Days,” <http://lsc.colostate.edu/slice/slice-engagement/30-days/>.

1143 Colorado State University, Lory Student Center, “SLiCE Engagement Programs: Adaptive Swim,” <http://lsc.colostate.edu/slice/slice-engagement/slice-adaptive-swim/>.



- Austin, Texas: “This trip focuses on social justice issues within the education system. Participants will be examining the intersectionality of race and poverty and how that impacts the education and lives of youth in an urban setting”
- Detroit, Michigan: “this trip will focus on building community and volunteering with various populations in Detroit such as people experiencing homelessness and the lgbtq community by the possibility of partnering with a wide variety of incredible organizations like the Ruth Ellis Center and Alternatives For Girls”
- Kansas City, Missouri: “The Kansas City trip focuses on urban youth, poverty, and also explores issues of race in the United States. ... To create a safe and caring environment, The Children’s Place focuses on nurturing youngsters while keeping cultural competency and diversity in mind at all times. ... you’ll get to hang out with some REALLY cute little kids!”
- Los Angeles, California: “This trip will explore the topic of gender and many intersecting identities such as class, race, ability, and LGBTQIA+ issues. The primary partnering agency for this trip is the Downtown Women’s Center. Supporting agencies could include, but are not limited to, the AIDS Project Los Angeles, GSA Network, LA LGBT Center, and the Asian Pacific Women’s Center. Participants will have the opportunity to sort donations, assist with beautification projects, deliver lunch, and generally supports these organizations in their mission to empowering women of all identities and backgrounds as well as fight for LGBTQIA+ rights! This is a flying trip.”
- Nogales, Arizona: “partnering with both No More Deaths and Humane Borders, participants will gain insight into the perspective of an immigrant crossing the border. While promoting humanitarian projects such as water aid stations in the Arizona desert, students ... learn about immigration from observation, conversation, and solidarity with the surrounding community”
- Portland, Oregon: “This trip will give participants a better understanding about the importance of sustainability, urban farming, environmental justice and food security. In addition, volunteers will have the chance to explore waterfalls, the Pacific Ocean, food trucks and so much more!”
- San Francisco, California: “peek inside the systems of incarceration and the process of reentry to society for former inmates. ... This trip will challenge the concept of justice in our country. ... In addition, we will also explore activism, art, and other forms of expression.”

- Washington, D.C.: “After 48 hours of the homeless challenge, participants will volunteer at with Community for Creative Non-Violence (CCNV), the nation’s largest transitional homeless shelter, and other agencies in Washington D.C. that support individuals experiencing homelessness.”¹¹⁴⁴

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
ENGAGEMENT PROGRAMS: CANS AROUND THE OVAL**

Cans Around the Oval organizes students in a food drive to collect food—especially cans of food—and money for The Food Bank for Larimer County. It also aims to raise awareness about hunger, as an example of “activism in action”:

*COLORADO STATE UNIVERSITY, CANS AROUND THE OVAL:
“UNDERSTANDING HUNGER”*

To understand the issue of hunger is to understand the root causes of poverty and oppression. Cans Around the Oval merely scratches the surface of the scope of the global problem of hunger. Fighting hunger occurs on many levels; only with combining awareness and action opportunities, along with the grassroots action of Cans Around the Oval can we truly be effective in fighting hunger and poverty. Poverty is systemic, so here we have provided links and synopses of featured organizations working on each level of systemic change, local, national and international, in order to put the issue into perspective. As we are gathering together as a community to assist those of us in the most need, we ask that we stay cognizant of every aspect of this issue. Simply by staying aware we are making a difference in the fight against poverty and oppression on many levels.

Colorado State University, Lory Student Center, “Understanding Hunger,” <http://lsc.colostate.edu/slice/slice-engagement/cans-around-the-oval/understanding-hunger/#1445629666373-b5fedb65-1577>.

Cans Around the Oval fuses charitable action to progressive vocabulary, belief, and activism.¹¹⁴⁵

¹¹⁴⁴ Colorado State University, Lory Student Center, “SLiCE Engagement Programs: Public Alternative Break,” <http://lsc.colostate.edu/slice/slice-engagement/alternative-break/>; Colorado State University, Lory Student Center, “Alternative Break Locations & Descriptions,” <http://lsc.colostate.edu/slice/slice-engagement/alternative-break/alternative-breaks-locations/>.

¹¹⁴⁵ Colorado State University, Lory Student Center, “SLiCE Engagement Programs: Cans Around the Oval,” <http://lsc.colostate.edu/slice/slice-engagement/cans-around-the-oval/>.

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
ENGAGEMENT PROGRAMS: CSU SERVES - SERVICE SATURDAYS**

CSU Serves allows “Registered Student Organizations to participate in community service on weekends throughout the academic year in exchange for funding for their organization. Organizations will be provided with a service opportunity and will earn \$10/volunteer that they provide.”¹¹⁴⁶

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
ENGAGEMENT PROGRAMS: CSUNITY**

CSUnity is an annual all-day volunteering event, in which more than 2,000 students engage “in planting trees, painting houses, visiting with senior citizens, sorting food, and much more. Services are provided to neighbors in the community, the City of Fort Collins, state, county and federal agencies; and local non-profits.” CSUnity sponsors within the Colorado State administrative complex include Off-Campus Life, Associated Students of Colorado State University (ASCSU; the student government), the Residence Hall Association (RHA), and Fraternity and Sorority Life. CSU alumni participate in similar work nationwide, including City of Plano Cleanup (Dallas, Texas), Food Bank of the Rockies Garden Bed (Denver, Colorado), Hope Faith Ministries Client Assistance (Kansas City, Missouri), PetSmart Kitten Shower and Bake Sale (Las Vegas, Nevada), and MS Walk DC (Washington, D.C.).¹¹⁴⁷

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
ENGAGEMENT PROGRAMS: INVOLVEMENT EXPO**

Student organizations, community agencies and CSU departments participate in an exposition at the beginning of each semester, to inform students about the different sorts of campus service activities.¹¹⁴⁸

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
ENGAGEMENT PROGRAMS: PUBLIC ACHIEVEMENT FOR COMMUNITY TRANSFORMATION**

Public Achievement for Community Transformation (PACT) is the CSU branch of Public Achievement’s community organization project. PACT is co-sponsored by SLiCE, the School of Education, and the School of Social Work. In PACT, “youth are empowered to make a difference within their community through service-learning projects and community action with the support of college student coaches.” As at CU-Boulder, “PACT coaches ... guide the youth through the six

¹¹⁴⁶ Colorado State University, Lory Student Center, “SLiCE Engagement Programs: CSU Serves - Service Saturdays,” <http://lsc.colostate.edu/slice/slice-engagement/csu-serves-service-saturdays/>.

¹¹⁴⁷ Colorado State University, Lory Student Center, “SLiCE Engagement Programs: CSUnity,” <http://lsc.colostate.edu/slice/slice-engagement/csunity/>; Colorado State University, Lory Student Center, “SLiCE Engagement Programs: CSUnity Alumni,” <http://lsc.colostate.edu/slice/slice-engagement/csunity/csunity-alumni/>.

¹¹⁴⁸ Colorado State University, Lory Student Center, “SLiCE Engagement Programs: Involvement Expo,” <http://lsc.colostate.edu/slice/slice-engagement/involvement-expo/>.

stages of Public Achievement, ending with a community action project in the spring that brings positive, constructive change to their community. These stages ensure learning, growth, and the development of essential skills of dialogue, deliberation, research, campaigning, and exercising the vocabulary of citizenship.” PACT is supposed to model continuing activism: “youth can replicate their PACT experience using the six steps they learned here and continue to make positive, long-lasting change in their own neighborhoods.”

PACT “prides itself in its commitment to diversity and multiculturalism,” students in PACT “learn acceptance of multiple identities, cultural competence, and emphasize the importance of having an open mind,” and free student labor for progressive non-profits is phrased as “Assisting an existing organization or service in completing their goals to address a community issue.” Examples given of community action include creating “an End Racism Now event and Recycle It! environmental campaign.” The End Racism Now event receives further mention as a PACT Success Story: “Public Achievement for Community Transformation (PACT) youth and staff were invited to facilitate an “End Racism Now” workshop at the High School Diversity Conference this October held at Colorado State University. PACT offered two one-hour sessions about healing racism and ending discrimination. Six PACT youth co-facilitated the workshop with three staff members and PACT college student coaches.”

PACT explicitly contrasts its activities with ordinary community service, such as “tutoring, picking up trash, or making holiday cards for troops.”¹¹⁴⁹

STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE): ENGAGEMENT PROGRAMS: PRAXIS

PRAXIS coordinates, provides training for, and funds up to \$2,000 for student “community service or action” projects. These projects are two to four semesters long, and are meant to involve “leadership training and service-learning experiences” and collaboration “with a local community partner (e.g., non-profit agency)” to be selected from a list of appropriate community partners provided by the SLiCE office.¹¹⁵⁰ PRAXIS requires student project teams to take part in two training sessions (“leadership training retreats”), a mission clarification session (“learning circle”), an after action report (“reflection circle”), and a publicity event (“PRAXIS Showcase”).¹¹⁵¹

1149 Colorado State University, Lory Student Center, “SLiCE Engagement Programs: Public Achievement for Community Transformation,” <http://lsc.colostate.edu/slice/slice-engagement/public-achievement/>; Colorado State University, Lory Student Center, [“Home,”] <http://www.pact.chhs.colostate.edu/>; Colorado State University, Lory Student Center, “About,” <http://www.pact.chhs.colostate.edu/about.aspx>; Colorado State University, Lory Student Center, “Success Stories,” <http://www.pact.chhs.colostate.edu/success.aspx>.

1150 Colorado State University, Lory Student Center, “SLiCE Engagement Programs: PRAXIS,” <http://lsc.colostate.edu/slice/slice-engagement/praxis/>.

1151 Colorado State University, Lory Student Center, “PRAXIS Requirements,” <http://lsc.colostate.edu/slice/slice-engagement/praxis/praxis-rquirements/>.



Chosen issues “can be local, national, or global in scope but must affect the Fort Collins community in some tangible way”; SLiCE’s “Examples of local issues include housing/homelessness, health, drugs/alcohol, transportation, and working with special populations like senior citizens, youth, and people with disabilities. Some national issues with local impact include environmental sustainability and immigration.” SLiCE also provides a sample list of projects:

- A youth community garden project aimed at promoting environmental sustainability
- A financial literacy program for high school seniors
- Cross-denominational dialogue groups
- Construction projects that increase access for the disabled
- Educational campaigns about alcohol and drugs
- Conflict-resolution training programs for disadvantaged youth

SLiCE prefers “projects that are structured, sustainable and specific.” It will not support “Fundraisers, political campaigns, and projects that have the potential to cause harm.”¹¹⁵² A quote from Paulo Freire’s *The Pedagogy of the Oppressed* is the motto on the PRAXIS webpage: “PRAXIS’ is defined as reflection and action upon the world in order to transform it.” This may be taken as the keynote of CSU’s PRAXIS.¹¹⁵³

PRAXIS-funded projects include

- “No More Injustice/Enslaved ... a two day event, [during which] 527 participants walked through a human trafficking simulation highlighting sexual slavery, war slavery, and work slavery. After the simulation, participants were encouraged to connect with various nonprofit agencies tackling this issue”;
- “RamCycle ... providing education to first-year CSU students on safe bicycling practices in order to reduce the number of bicycle crashes and injuries on campus and in the community and to create a safer and more conscientious transportation environment”; and
- the creation of “T.G.I.F. (Thank Golly it’s Friday!) ... created to provide youth with disabilities the opportunity to connect with other youth and CSU students for fun and friendship. This program benefits the community by raising awareness regarding issues of ability and disability.”¹¹⁵⁴

1152 Colorado State University, Lory Student Center, “PRAXIS Proposals,” <http://lsc.colostate.edu/slice/slice-engagement/praxis/praxis-proposals/>.

1153 Colorado State University, Lory Student Center, “SLiCE Engagement Programs: PRAXIS,” <http://lsc.colostate.edu/slice/slice-engagement/praxis/>.

1154 Colorado State University, Lory Student Center, “PRAXIS Highlights,” <http://lsc.colostate.edu/slice/slice-engagement/praxis/praxis-highlights/>.

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
ENGAGEMENT PROGRAMS: PROJECT HOMELESS CONNECT**

Project Homeless Connect coordinates student volunteers to spend one day helping local homeless “with access to vital services such as: rapid re-housing, basic medical exams, legal advice and much more. ... The role of the volunteer is to guide the client through services, schedule appointments, etc.”¹¹⁵⁵

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
ENGAGEMENT PROGRAMS: RAMS AGAINST HUNGER**

Some eligible poor students receive 75 free meals at the residence hall dining centers.¹¹⁵⁶

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
ENGAGEMENT PROGRAMS: T.G.I.F.**

TGIF (Thank Golly it’s Friday!) coordinates student volunteers to aid disabled local teenagers, with an emphasis on “social activities including scavenger hunts, bowling, Halloween fun, CSU athletic events, swimming, movie nights, crafting, fun at Inspiration Park, and, everyone’s favorite – Prom!”¹¹⁵⁷

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
ENGAGEMENT PROGRAMS: TO GIVE OR RECEIVE HELP**

Slice coordinates student volunteering “with local community organizations, non-profits and local government agencies.” SLiCE directs students to United Way of Larimer County for information on local volunteering, and also lists as Immediate Volunteer Opportunities organizations including Kids at Heart Fundango Event; Loveland Habitat for Humanity; Mentor/Tutor for elementary/middle school students; Volunteer Planning Committee for HPI Basketball Tournament; Down Syndrome Support Group; Colorado Achieve With Us Film Festival; and NoCo is Slammin’ Famine!¹¹⁵⁸

1155 Colorado State University, Lory Student Center, “SLiCE Engagement Programs: Project Homeless Connect,” <http://lsc.colostate.edu/slice/slice-engagement/project-homeless-connect/>.

1156 Colorado State University, Lory Student Center, “RAMS Against Hunger,” <http://lsc.colostate.edu/slice/slice-engagement/rams-against-hunger/>.

1157 Colorado State University, Lory Student Center, “SLiCE Engagement Programs: T.G.I.F.,” <http://lsc.colostate.edu/slice/slice-engagement/tgif/>.

1158 Colorado State University, Lory Student Center, “SLiCE Engagement Programs: To Give or Receive Help,” <http://lsc.colostate.edu/slice/slice-engagement/to-give-or-receive-help/>; Colorado State University, TILT Service-Learning Program, “Immediate Volunteer Opportunities,” <https://sliceservicecentral.wordpress.com/category/immediate-volunteer-opportunities/>.

STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE): TILT SERVICE LEARNING PROGRAM

OVERVIEW

The Institute for Learning and Teaching (TILT) hosts Colorado State’s Service-Learning Program.¹¹⁵⁹ TILT provides a list of 132 courses that “have historically offered experiential, service-learning components.” These generally have innocuous names, such as *ART 456 Advanced Illustration* or *INTD 476 Interior Design Project*; a few have more progressive titles, such as *ERHS 498 Independent Study – Improved Cookstove Intervention for Nicaraguan Families* or *ETST 365 Global Environmental Justice Movements*.¹¹⁶⁰ The list is incomplete: it does not mention courses such as *AGRI270/IE270 World Interdependence: Population and Food*, which (at least in its Spring 2014 iteration) included a service-learning option.¹¹⁶¹

Below we will discuss TILT’s Service-Learning Faculty Manual, Programs, and Funding.

STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE): TILT SERVICE LEARNING PROGRAM: SERVICE-LEARNING FACULTY MANUAL

CSU’s *Service-Learning Faculty Manual, Fourth Edition (2007)* allows us to examine the principles that lie behind the program as a whole.¹¹⁶² The types of service-learning include *direct service*, *indirect service*, *community-based research*, and *advocacy*. *Community-based research* is defined as “a partnership of students, faculty, and community partners who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change.” *Advocacy* “requires students to lend their voices and talents to the effort of eliminating the causes of a specific problem and to making the public aware of the problem.”¹¹⁶³ The *Manual* presents “Grassroots Community Action” as one of the models for a service-learning course, presumably as an example of advocacy. In this sort of course, “Students work on pressing social issues along with or independent from a community agency.” The *Manual* provides two examples. *S205: Contemporary Race and Ethnic Relations* “involves students in research and action on topics of racial injustice, including sweatshops, police brutality, third world debt, immigration and educational retention of people of color.” *SP420: Political Communication* “involves students in creating written materials and campaign

1159 Colorado State University, TILT Service-Learning Program, “Explore the Service-Learning Program,” <http://tilt.colostate.edu/service/>.

1160 Colorado State University, TILT Service-Learning Program, “Service-Learning Courses,” <http://tilt.colostate.edu/service/facultyInfo/courses.cfm>.

1161 *AGRI270/IE270 World Interdependence: Population and Food*, <http://webdoc.agsci.colostate.edu/DARE/Syllabi/AGRI270%20Graff%20SP14.pdf>.

1162 Colorado State University, TILT Service-Learning Program, “CSU Service-Learning Faculty Manual, Fourth Edition – 2007,” <http://teaching.colostate.edu/guides/servicelearning/>.

1163 Colorado State University, TILT Service-Learning Program, “Types of Service-Learning,” <http://tilt.colostate.edu/service/news/typesOfSL.cfm>.

literature for politically charged topics such as human rights, bilingual education, family planning, housing, environment or public servant elections.”¹¹⁶⁴

The benefits of service-learning are partly the training they provide students in becoming community activists: “Service-learning projects help students develop the tools that will help them become effective and knowledgeable leaders in the diverse community where they will work and live. ... Developing relationships with community members and a deeper understanding of the root causes and broader social issues that contribute to community problems, students develop an understanding of specific issues, assets, and the processes for making change happen.” Broken down into the different components of the community-activist job description, service-learning,

Develops research, critical thinking, and interpersonal skills.

Provides understanding of how to access the larger community as a resource for skill-building and learning.

Helps students identify multiple stakeholders and their interests and to see multiple viewpoints.

Allows interaction with diverse populations.

Provides career experience.

Engages students in community problem solving at local, national, and international levels.

Allows for commitment and service to the community.

Service-learning also allows students to contribute to progressive non-profits immediately: “Working with community organizations, students engage in real-world issues and social problems, becoming part of the solution.” In short, “service learning helps students learn, understand and engage with others, while developing the necessary skills and attitudes to become multicultural community builders in a rapidly changing, diverse world.”¹¹⁶⁵

The *Manual* also addresses an important issue for faculty: will their work in service-learning contribute to their professional career? The *Manual* assures them of this. They can do research on service-learning with the knowledge that there are many journals that accept articles on the subject: the *Manual* lists 6 journals on Service-Learning and Experiential Education; 30 journals on Education and Higher Education; 22 Discipline Specific journals; and 5 Miscellaneous journals.¹¹⁶⁶

1164 Colorado State University, TILT Service-Learning Program, “Grassroots Community Action,” http://teaching.colostate.edu/guides/servicelearning/programs_models_grassroots.cfm.

1165 Colorado State University, TILT Service-Learning Program, “Benefits of Service-Learning,” <http://tilt.colostate.edu/service/news/benefits.cfm>.

1166 Colorado State University, TILT Service-Learning Program, “Appendices: Publications which have Accepted Articles Related to Service-Learning,” http://teaching.colostate.edu/guides/servicelearning/appendices_pubarticles.cfm.

STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE): TILT SERVICE LEARNING PROGRAM: PROGRAMS

TILT sponsors Community Engagements Leaders (CELS), “an interdisciplinary academic program that supports a select group of sophomore and junior level community-engaged students interested in linking their passion for service-learning and community action with their academic major. ... CELS fosters building a more peaceful, compassionate, and sustainable world through local and global community initiatives.” CELS students “engage intellectually and experientially with significant community issues (education, environmental stewardship, public health, civility, justice, youth development, poverty, sustainable development, elder care, etc.)”; they also “participate in a community-based service experience with a non-profit or nongovernmental organization of their choice.” This program provides activism training: “Through an integration of academic, experiential, and public service components, students chosen as CELS will have the opportunity to develop and realize their potential as community leaders and scholarship in local, national, and global levels.”

The CELS requirements include “a one-credit introductory seminar” and “6 credit-hours in approved service-learning classes.” The certificate also requires “150 hours of service in partnership with an approved community organization of your choice,” as well as “a final service-learning project report.” The CELS webpage notes that Campus Connections Learning Community course *HDFS 497 Special Projects Assistants* “allows you to complete your service hour requirements and earn academic credit.”¹¹⁶⁷

TILT also recommends the following programs as ways to get involved in service-learning: United Way, AmeriCorps, Student Leadership, involvement & Community Engagement (SLiCE), PRAXIS, Key Service Community, Alternative Semester Breaks, and Service@CSU.¹¹⁶⁸

STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE): TILT SERVICE LEARNING PROGRAM: FUNDING

TILT provides mini-grants, usually \$500 to \$1,000, which “fund the development of new service-learning courses or initiatives, the improvement of existing ones, and[/]or the implementation of community-based research projects.” Two top awards in Fall 2015 were \$1000 to Maricela

1167 Colorado State University, TILT Service-Learning Program, “Community Engagement Leaders,” <http://tilt.colostate.edu/service/studentOps/cel.cfm>; Colorado State University, TILT Service-Learning Program, “Community Engagement Leaders: An Undergraduate CSU Service-Learning Certification Program,” [http://tilt.colostate.edu/service/studentOps/pdfs/celBrochure2015%20\(without%20app%20deadline\).pdf](http://tilt.colostate.edu/service/studentOps/pdfs/celBrochure2015%20(without%20app%20deadline).pdf); Colorado State University, Learning Communities CSU, “Campus Connections Learning Community,” <http://www.lc.colostate.edu/campus-corps.aspx>.

1168 Colorado State University, TILT Service-Learning Program, “Get Involved,” <http://tilt.colostate.edu/service/studentOps/getInvolved.cfm>.

DeMirjyn, Ethnic Studies, for her course on *Borderlands Healing Practices*, and \$2,000 to Karina Cespedes and Ernesto Sagas, Ethnic Studies, for their course *Human and Environmental Sustainability Service-Learning in Cuba*.¹¹⁶⁹

Colorado State provides several awards for undergraduates, including one \$250 CSU Bookstore Gift Card for excellence in service-learning. (The Graduate School also provides two \$250 RamCash Express Cards as Diversity and Social Justice Awards, “For top scholarship in the area of diversity and social justice.”)¹¹⁷⁰ TILT itself also “presents one CSU student or student group with a \$200 award and plaque in recognition of their remarkable social or environmental contributions achieved through an academic service-learning course, a supervised internship or professional project, or community-engaged research.”¹¹⁷¹

STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE): LEADERSHIP PROGRAMS

STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE): LEADERSHIP PROGRAMS: OVERVIEW

SLiCE coordinates a variety of campus leadership programs.¹¹⁷² These include:

1. Campus Step Up
2. CSU/UADY Leadership Experience
3. LeaderShape
4. The REAL Experience
5. Leadership Development Community
6. President’s Leadership Program

1169 Colorado State University, TILT Service-Learning Program, “Service-Learning Info for Faculty,” <http://tilt.colostate.edu/service/facultyInfo/>; Colorado State University, TILT Service-Learning Program, “Faculty Service-Learning Mini-Grants,” <http://tilt.colostate.edu/service/facultyInfo/miniGrants.cfm>; Colorado State University, TILT Service-Learning Program, “Past Service-Learning Mini-Grant Winners,” <http://tilt.colostate.edu/service/facultyInfo/winners.cfm>.

1170 Colorado State University, TILT Service-Learning Program, “Celebrate Undergraduate Research and Creativity,” <http://curc.colostate.edu/>.

1171 Colorado State University, TILT Service-Learning Program, “Exceptional Achievement in Service-Learning Student Awards,” <http://tilt.colostate.edu/service/studentOps/awards.cfm>.

1172 Colorado State University, Lory Student Center, “SLiCE Leadership Programs,” <http://lsc.colostate.edu/slice/slice-leadership/>.

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
LEADERSHIP PROGRAMS: CAMPUS STEP UP**

Campus Step Up is a university-funded weekend retreat where students “expand their awareness on issues of diversity and cross-cultural communication. ... participants ... spend time in a safe environment focusing on self-reflection, education, and personal growth regarding their perceptions of social justice, multicultural, and global issues. Campus Step Up’s ultimate goal is to give students the skills to act on the issues and causes that they are most passionate about.”

In other words, Campus Step Up uses CSU money to fund a weekend of progressive advocacy and activism training.¹¹⁷³

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
LEADERSHIP PROGRAMS: CSU/UADY LEADERSHIP EXPERIENCE**

CSU/UADY Leadership Experience is a service-learning collaboration with the Universidad Autónoma de Yucatán (UADY). Goals include “Engaging students in experiences of domestic and international diversity,” “Exploring and applying the concepts of leadership and service to practical projects,” “Strengthening Spanish language skills,” “Learning about community needs in Fort Collins and Yucatan,” and “Creating a sustainable, long-term student exchange between CSU and UADY students.”¹¹⁷⁴

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
LEADERSHIP PROGRAMS: LEADERSHAPE**

Colorado State collaborates with LeaderShape, a national organization that hosts six-day conferences for college students nationwide. The national LeaderShape organization has some progressive affiliations: one of its Community Partners is the Social Justice Training Institute. Colorado State’s LeaderShape affiliate pays all food and transportation costs for students to attend a six-day session at the YMCA of the Rockies; 550 students have taken one of these sessions in the last 12 years.

LeaderShape largely advertises itself in the intellectually null vocabulary of the Leadership discipline, inflected with progressive phraseology: “You’ll begin the second day in an experiential team building activity. By working your way through a series of initiatives and discussions, you’ll discover how relationships, trust, and problem solving can be enhanced in a supportive group setting. ...You’ll also participate in exercises which explore the concept of “inclusive leadership” and how to create communities which value respect, openness, and diverse opinions.”

1173 Colorado State University, Lory Student Center, “Campus Step Up,” <http://lsc.colostate.edu/slice/slice-leadership/campus-step-up/>.

1174 Colorado State University, Lory Student Center, “CSU/UADY Leadership Experience,” <http://lsc.colostate.edu/slice/slice-leadership/csu-uady-leadership-experience/>.

LeaderShape includes what appears to be community organization training: “you’ll begin work developing your own vision for the future which defines a bold change for your community, group, cause, or organization back home.” Some progressive advocacy may be included as well: “You will discuss how core ethical values, thoughtful decisions, and courage all play critical roles in sustaining integrity and fostering trust and respect. During the afternoon, you’ll have open time to discuss ‘burning issues’ before you prepare for a creative Family Cluster LeaderShape® Revue in the evening.” Where LeaderShape is not devoted to progressive advocacy, it is devoid of intellectual content.¹¹⁷⁵

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
LEADERSHIP PROGRAMS: THE REAL EXPERIENCE**

REAL provides eleven leadership workshops for students, twice a semester; in Spring 2016 these workshops were *What is Leadership?; Branding Yourself; Being A Person of Integrity; Resiliency and Grit: You’re Stronger than You Think; Ethics for the End of the World; Power, Privilege, & Leadership; Leading Through Service; Leading Through Conflict; Don’t Be Scared: Giving and Receiving Feedback; Situational Leadership; and Teamwork Makes the Dream Work.*

Students can earn a Leadership Preparation Certificate, by attending 10 core workshops from the list of 11 workshops above, as well as “two leadership coaching meetings.” The Leadership Preparation Certification provides students a variety of Leadership Competencies, including *Community Engagement* and *Multicultural Competence*.¹¹⁷⁶

**STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE):
LEADERSHIP PROGRAMS: LEADERSHIP DEVELOPMENT COMMUNITY**

Leadership Development Community (LDC) is a residential learning community in Colorado State’s Durward Hall that “provides you with a safe, inclusive, and fun learning community in which you are supported through the college transition with like-minded individuals.” LDC students “have the opportunity to continue the development of their leadership skills through a variety of involvement opportunities and participation in service projects, peer facilitation, and experiential learning. ... Students have an opportunity to strengthen and expand their own knowledge of ethical

1175 Colorado State University, Lory Student Center, “LeaderShape,” <http://lsc.colostate.edu/slice/slice-leadership/leadershape/>; LeaderShape, “Community Partners,” <https://www.leadershape.org/Community/Partners>.

1176 Colorado State University, Lory Student Center, “The REAL Experience,” <http://lsc.colostate.edu/slice/slice-leadership/the-real-experience/>; Colorado State University, Lory Student Center, “REAL Experience Workshop Schedule,” <http://lsc.colostate.edu/slice/slice-leadership/the-real-experience/real-experience-workshop-schedule/>; Colorado State University, Lory Student Center, “Leadership Preparation Certificate,” <http://lsc.colostate.edu/slice/slice-leadership/the-real-experience/leadership-preparation-certification/>.

leadership and civic engagement.” The LDC is associated with the REAL Experience leadership program and the Leadership Preparation Certification. LDC students gain competences that include *Multicultural and Intercultural Competence*.¹¹⁷⁷

LDC students are supposed to “Complete a REAL Leadership Preparation Certification,” “Fulfill 20 hours of community service in the fall semester, and an additional 20 hours of community service or a pre-approved involvement activity during the spring semester,” and “Lead one ‘leadership facilitation’ each semester.”¹¹⁷⁸

STUDENT LEADERSHIP, INVOLVEMENT AND COMMUNITY ENGAGEMENT (SLICE): LEADERSHIP PROGRAMS: PRESIDENT’S LEADERSHIP PROGRAM

The President’s Leadership Program (PLP) is “a three year, fourteen credit leadership development experience for undergraduate students. In addition to traditional classroom learning, students participate in retreats, service projects, and internships that allow them to apply their knowledge and training.”¹¹⁷⁹

Students take six courses worth 14 credits: *IU 170* – A Call to Lead: Theories and Foundations (2 credits)*; *IU 171 – A Call to Lead: Social Change Model (2 credits)*; *IU 270* – Leadership Styles I: Personal Application (2 credits)*; *IU 271 – Leadership Styles II: Prominent Leadership (2 credits)*; *IU 470* – Effective Leadership I: Success as a Leader (3 credits)*; and *IU 471 – Effective Leadership II: Vision and Change (3 credits)*. *IU 470* and *IU 471* require “collaboration with Homeward 2020-Fort Collins’ ten year plan to end homelessness.”

Students may also take the Leadership Minor—the *Interdisciplinary Minor in Leadership Studies*—which requires students to take 2-3 further courses: one qualifying “capstone experience” course from the student’s major for 3 credits, and 1-2 semesters of *IU 486, 487 or 498 Practicum/Internship/Research* for 4 credits. The Leadership Minor as a whole requires a total of 21 credits. The Minor “reflects a modern interpretation of leadership as a *process* of people working together to effect positive change, rather than a *position* of one person or the powerful elite. ... Each class has a significant service-learning component that addresses pressing societal issues such as poverty and sustainability. ... , both experiences in, and commitments to, civic engagement and multicultural competence are required.” Students who complete the Minor have skills that include the ability

1177 Colorado State University, Lory Student Center, “Leadership Development Community,” <http://lsc.colostate.edu/slice/slice-leadership/leadership-development-community/>; Colorado State University, Lory Student Center, “Community Outcomes,” <http://lsc.colostate.edu/slice/slice-leadership/leadership-development-community/community-outcomes/>.

1178 Colorado State University, Lory Student Center, “Responsibilities,” <http://lsc.colostate.edu/slice/slice-leadership/leadership-development-community/responsibilities/>.

1179 Colorado State University, Lory Student Center, “President’s Leadership Program,” <http://lsc.colostate.edu/slice/slice-leadership/presidents-leadership-program/>.

to “Engage in principled dissent, accepting and appreciating other world-views,” “Practice humanitarian skills and value social responsibility towards current social issues,” and “Practice collective efficacy and civic responsibility.”¹¹⁸⁰

PLP provides several scholarships to incoming first-year students to help them to minor in leadership studies. Students who apply for these scholarships “must be high school seniors identified as finalists for one of the following scholarships: Anschutz, Boettcher, Daniels, Monfort, Puksta, National Achievement, National Hispanic Recognition, or National Merit,” and must also have “significant participation in high school leadership and service activities, and a commitment to leadership, service, and scholarship in college.” These scholarships include 5 Albert C. and Ann E. Yates Scholarships “for “students who strive to embody integrity and leadership” (\$1,000 at \$500 per semester), 1 Bill Neal Scholarship for “students who demonstrate compassion, vision, and a commitment to service through leadership” (\$1,000 at \$500 per semester), and 2 El Pomar Foundation Scholarships for “students interested in non-profit and community development through extended leadership training throughout the year” (up to \$4,000 at \$1000 per semester for up to two years completion).¹¹⁸¹

1180 Colorado State University, Lory Student Center, “Leadership Minor,” <http://lsc.colostate.edu/slice/slice-leadership/presidents-leadership-program/leadership-minor/>; Colorado State University, Lory Student Center, “President’s Leadership Program Courses,” <http://lsc.colostate.edu/slice/slice-leadership/presidents-leadership-program/presidents-leadership-program-courses/>.

1181 Colorado State University, Lory Student Center, “President’s Leadership Program Scholars,” <http://lsc.colostate.edu/slice/slice-leadership/presidents-leadership-program/presidents-leadership-program-scholars/>; Colorado State University, Lory Student Center, “President’s Leadership Program Scholarships,” <http://lsc.colostate.edu/slice/slice-leadership/presidents-leadership-program/scholarships/>.

Office for Service-Learning and Volunteer Programs

OFFICE FOR SERVICE-LEARNING AND VOLUNTEER PROGRAMS: OVERVIEW

The Office for Service-Learning and Volunteer Programs (SLVP) coordinates service-learning classes and volunteer programs; it operates out of the Lory Student Center, where it also maintains a database and resource library.¹¹⁸²

SLVP also supplies a Teaching Guide, focused on writing-intensive courses,¹¹⁸³ with extensive background information on the nature of service-learning and practical guidance on how faculty should integrate service-learning into their classes and careers.¹¹⁸⁴ This guide first defines service-learning, then justifies it, and finally lists the benefits to participants.¹¹⁸⁵ While a detailed examination of the guide would be redundant at this point, the reader should note that the Teaching Guide uses the national definition¹¹⁸⁶ and pedagogical justification¹¹⁸⁷ of service-learning. It also echoes the national conception of service-learning's benefits for students,¹¹⁸⁸ faculty,¹¹⁸⁹ the community,¹¹⁹⁰ and academic institutions.¹¹⁹¹ In addition, the Guide lists progressive beneficiaries for service-learning.¹¹⁹² The SLVP's Teaching Guide confirms that service-learning at CSU conforms to the progressive characteristics of service-learning nationwide.

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- 1182 Colorado State University, Writing@CSU, "Office for Service-Learning and Volunteer Programs," http://writing.colostate.edu/guides/teaching/service_learning/slvp.cfm.
- 1183 Colorado State University, Writing@CSU, "Service-Learning in Writing Courses," http://writing.colostate.edu/guides/teaching/service_learning/writing.cfm; Colorado State University, Writing@CSU, "Service-Learning and Writing: A Happy Marriage," http://writing.colostate.edu/guides/teaching/service_learning/marriage.cfm; Colorado State University, Writing@CSU, "Benefits of Service-Learning in Writing Courses," http://writing.colostate.edu/guides/teaching/service_learning/comben.cfm.
- 1184 Colorado State University, Writing@CSU, "Teaching Guide: Using Service Learning in Writing Courses," http://writing.colostate.edu/guides/teaching/service_learning/index.cfm.
- 1185 Colorado State University, Writing@CSU, "Introduction to Service-Learning," http://writing.colostate.edu/guides/teaching/service_learning/intro.cfm.
- 1186 Colorado State University, Writing@CSU, "Definition of Service-Learning," http://writing.colostate.edu/guides/teaching/service_learning/definition.cfm.
- 1187 Colorado State University, Writing@CSU, "Pedagogical Implications of Service-Learning," http://writing.colostate.edu/guides/teaching/service_learning/pedagog.cfm.
- 1188 Colorado State University, Writing@CSU, "Benefits to Students," http://writing.colostate.edu/guides/teaching/service_learning/stuben.cfm; Colorado State University, Writing@CSU, "Benefits of Reflection," http://writing.colostate.edu/guides/teaching/service_learning/refben.cfm.
- 1189 Colorado State University, Writing@CSU, "Benefits to Faculty," http://writing.colostate.edu/guides/teaching/service_learning/facben.cfm.
- 1190 Colorado State University, Writing@CSU, "Benefits to Community," http://writing.colostate.edu/guides/teaching/service_learning/communben.cfm.
- 1191 Colorado State University, Writing@CSU, "Benefits to Community [sic]," http://writing.colostate.edu/guides/teaching/service_learning/acadben.cfm.
- 1192 Colorado State University, Writing@CSU, "Sample Service-Learning Assignments for Writing Courses," http://writing.colostate.edu/guides/teaching/service_learning/sample.cfm.

We discuss the following SLVP programs below:

1. Service Integration Project
2. CM Cares (Service Learning)
3. Service-Learning or Volunteer Abroad

OFFICE FOR SERVICE-LEARNING AND VOLUNTEER PROGRAMS: SERVICE INTEGRATION PROJECT

The Service Integration Project (SIP) coordinates service-learning for the SLVP. Its components include a Faculty Scholars Program (“a six-week training program including a stipend for participation and implementation of service-learning”), a Faculty Fellow Program (“a ten-month fellowship to engage faculty in service-learning teaching, research, professional service, dissemination of outcomes, and peer mentoring”), disbursement of faculty/community mini-grants, and training, information, and awards.¹¹⁹³

OFFICE FOR SERVICE-LEARNING AND VOLUNTEER PROGRAMS: CM CARES (SERVICE LEARNING)

The Department of Construction Management hosts the CM CARES service-learning initiative. In the CM Leadership Course (CON464), “Student project leaders complete a Construction Leadership course and serve as leaders for the service projects.” In the graduate-level Leadership of Sustainable Community Projects (CON577), students manage “a small community-based construction project through the engagement of local at-risk youth to complete the hands-on construction projects.” Industry partners are asked to sponsor CM Cares projects by providing “a minimum \$5000.00 financial contribution toward the project start-up fund and/or an in-kind materials equivalent,” a “designated mentor,” administrative and technical assistance, and volunteers.¹¹⁹⁴

OFFICE FOR SERVICE-LEARNING AND VOLUNTEER PROGRAMS: SERVICE-LEARNING OR VOLUNTEER ABROAD

CSU students can engage in service-learning and volunteering while studying abroad. Service-learning programs affiliated with Colorado State include Alternative Break, Global Sustainability & Service in Nicaragua (non-credit), Community Education & Health in Zambia, Comparative Education in Panama City, Panama (non-credit), Human & Environmental Sustainability in Cuba (non-credit), Integrated Social and Ecological Field Methods in Belize, Integrated Social and

¹¹⁹³ Colorado State University, Writing@CSU, “Service Integration Project,” http://writing.colostate.edu/guides/teaching/service_learning/sip.cfm.

¹¹⁹⁴ Colorado State University, Construction Management, “CM Cares (Service Learning),” <http://www.cm.chhs.colostate.edu/cm-cares/>; Colorado State University, Construction Management, “Industry Involvement,” <http://www.cm.chhs.colostate.edu/cm-cares/industry-involvement.aspx>.



Ecological Field Methods in Kenya, Learn and Serve in Ghana, West Africa, Peace Corps, and SLICE Alternative Breaks. Unaffiliated programs mentioned on the Education Abroad website include Transitions Abroad, World Volunteer Web, Community Development in Uganda, Aid Workers Network, Volunteers for Prosperity, Idealist, Volunteer Abroad, Go Overseas: Volunteer Abroad, International Volunteer Programs Association (IVPA), United Planet, United Nations, Winrock International, ACDI/VOCA, Geekcorps, Concern America, Sage Program, Africa Impact, Bridges to Community, and International Service Learning Alliance (ISLA).¹¹⁹⁵

CSU's Doctor of Veterinary Medicine Program also includes a service-learning course at the Todos Santos Center in the Universidad Autónoma de Baja California Sur.¹¹⁹⁶ Colorado State's volunteer organization partner, African Impact, also recently organized a service learning program in Zambia that provided service in community education and public health.¹¹⁹⁷

1195 Colorado State University, Office of International Programs, "Service-Learning or Volunteer Abroad," <http://educationabroad.colostate.edu/service-learning-or-volunteer-abroad/>.

1196 Colorado State University, Source, "Veterinary program offers service learning at Todos Santos," <http://source.colostate.edu/veterinary-program-offers-service-learning-todos-santos-center/>.

1197 Colorado State University, Source, "Rams abroad: CSU launches service-learning program in Zambia," <http://source.colostate.edu/rams-abroad-csu-launches-service-learning-program-in-zambia/>.

University Honors Program

CSU's University Honors Program (UHP) provides an "enriched" program of study for *ca.* 400 academically talented students in each class of CSU undergraduates—smaller classes only open to honors students and separate Honors sections of regular courses, the possibility of living in a dedicated Residential Learning Community, and a scholarship.¹¹⁹⁸

The New Civics bureaucracy has infiltrated this program, and made *leadership* and *community service* part of the UHP.¹¹⁹⁹ Honors students can add an Enriched Academic Experience to a regular course by means that include a "service-learning activity."¹²⁰⁰ In the Upper Division Honors Program, Honors students are required to undertake an "in depth study" that may include "an applied or civically engaged project."¹²⁰¹ The UHP provides an Enrichment Award that may be applied to "Leadership development programs" and "Community service activities." Several recent Enrichment Awards have subsidized participation in Alternative Spring/Winter Breaks.¹²⁰² The UHP's Gladys S. Eddy Scholarship goes to a student who has "demonstrated leadership, citizenship, and service to the community and the University," while the Students First Scholarship "recognizes the active participation of an Honors senior in campus and/or community service organizations."¹²⁰³ The Honors Student Association's goals "include organizing and participating community service projects."¹²⁰⁴ As a result of all these efforts, CSU judges that Honors students are more likely than their peers to "Perform volunteer work or community service as part of a class."¹²⁰⁵

Honors courses are frequently exercises in progressive advocacy—for example, *HONR 192 Lannea's Puzzle: Understanding Human Sustainability*; *HONR 192 The Global Environment*; *HONR 192 Peacemaking: Skills for Negotiating Life*; *HONR 192 You Are What You Eat*; *HONR 392 If You Are So Smart...? Economic and Social Class in Contemporary America*; and *HONR 392 Why Do They Hate Us? Understanding the Myths, Realities and Limits of the American Empire*.¹²⁰⁶ Some are also vehicles for the New Civics. *HONR 492-001 Philanthropy in Action – Passion to Service*

1198 Colorado State University, University Honors Program: "Home," <http://www.honors.colostate.edu/> ; "Honors Advantage," <http://www.honors.colostate.edu/honors-advantage>; "Freshman Application Process," <http://www.honors.colostate.edu/freshman-application-process>.

1199 Colorado State University, University Honors Program, "Home," <http://www.honors.colostate.edu/>.

1200 Colorado State University, University Honors Program, "Honors Option," <http://www.honors.colostate.edu/honors-option>.

1201 Colorado State University, Honors Program, <http://www.unco.edu/honors/>.

1202 Colorado State University, University Honors Program, "Enrichment Award," <http://honors.colostate.edu/enrichment-award>.

1203 Colorado State University, University Honors Program, Honors Student Handbook," <http://www.honors.colostate.edu/studenthandbook>.

1204 Colorado State University, University Honors Program, Honors Student Handbook," <http://www.honors.colostate.edu/studenthandbook>.

1205 Colorado State University, University Honors Program, "Student Life," <http://www.honors.colostate.edu/student-life>.

1206 Colorado State University, University Honors Program, "Honors Courses (Fall)," <http://www.honors.colostate.edu/honors-fall-courses>.



“empowers students to maximize their potential to serve others through the lens of assisting in alleviating material poverty” by “practical hands-on experience.” Honors Study Abroad in Zambia centers around “purely experiential learning” and “community projects.”¹²⁰⁷ Meanwhile all HONR 192 courses include “an orientation component,” a one-hour orientation class that account for 20% of the grade for the class. The orientation class gives students “an active learning environment that enhances student connections to other honors students, the campus, and the Honors curriculum. Peer mentors conduct weekly sessions that emphasize campus engagement, activity, and community.”¹²⁰⁸

CSU’s Honor’s Program does not require the New Civics, but it “encourages” Honors students to participate in “significant community service and leadership activities throughout your college career.”¹²⁰⁹

1207 Colorado State University, University Honors Program, “Honors Courses (Summer),” <http://www.honors.colostate.edu/honors-courses-summer>.

1208 Colorado State University, University Honors Program, “Peer Mentors,” <http://www.honors.colostate.edu/peer-mentors>.

1209 Colorado State University, University Honors Program, Honors Student Handbook,” <http://www.honors.colostate.edu/studenthandbook>.

Department of Communication Studies

The Department of Communication Studies sponsors two programs associated with civic engagement: the Rhetoric and Civic Engagement track, and the Center for Public Deliberation.

DEPARTMENT OF COMMUNICATION STUDIES: RHETORIC AND CIVIC ENGAGEMENT

The Department of Communication Studies includes a track of Rhetoric and Civic Engagement, which focuses upon “the ways that public discourse is used to persuade and influence others. Faculty and students in this area explore a wide array of communication practices, ranging from political speeches to social movements.” Courses include *SPCM201 Rhetoric in Western Thought*, *SPCM300 Advanced Public Speaking*, *SPCM311 Historical Speeches on American Issues*, *SPCM Freedom of Speech*, *SPCM401 Rhetoric in Contemporary Social Movements*, *SPCM407 Public Deliberation*, *SPCM408 Applied Deliberative Techniques*, *SPCM411 Contemporary Speeches on American Issues*, *SPCM415 Rhetoric and Civility*, *SPCM520 Rhetoric and Public Affairs*, and *SPCM601 History of Rhetorical Theory*.¹²¹⁰

DEPARTMENT OF COMMUNICATION STUDIES: CENTER FOR PUBLIC DELIBERATION

Our discussion of the Center for Public deliberation will include:

1. Overview
2. Theoretical Background
3. Deliberative Practices Specialization
4. Student Associate Program
5. Current Initiatives
6. Deliberative Resources

DEPARTMENT OF COMMUNICATION STUDIES: CENTER FOR PUBLIC DELIBERATION: OVERVIEW

The Department of Communication Studies founded the Center for Public Deliberation (CPD) in 2006. The CPD is “Dedicated to enhancing local democracy through improved public communication and community problem solving.” It serves as an impartial resource for the northern Colorado community to assist in community problem-solving. We analyze issues, design public participation events, host forums that students facilitate, and write reports on key issues while working with a wide variety of local institutions, including city, county, and state government, school districts, and

¹²¹⁰ Colorado State University, Communication Studies, “Rhetoric and Civic Engagement,” <http://communicationstudies.colostate.edu/rhetoric-civic-engagement/>.



campus and community organizations.” The CPD further specifies that “Deliberation requires safe places for citizens to come together, good and fair information to help structure the conversation, and skilled facilitators to guide the process, and the CPD is dedicated to providing these three key ingredients to Northern Colorado.”¹²¹¹

The CPD defines *public deliberation* as “an approach to politics in which citizens, not just experts or politicians, are deeply involved in community problem solving and public decision making.” In public deliberation, “Working with trained facilitators who utilize a variety of deliberative techniques, citizens come together and consider relevant facts and values from multiple points of view; listen to one another in order to think critically about the various options before them and consider the underlying tensions and tough choices inherent to most public issues; and ultimately seek to come to some conclusion for action in the form of a reasoned public judgment.”¹²¹²

DEPARTMENT OF COMMUNICATION STUDIES: CENTER FOR PUBLIC DELIBERATION: THEORETICAL BACKGROUND

The CPD’s self-description above is not entirely revealing. Since CPD is essentially a one-man project by Professor Martín Carcasson, we may deepen our understanding of CPD by examining Carcasson’s writings, posted to the CPD website as *CPD Publications*. These writings have received the CPD’s official imprimatur, and they provide insight as to what Carcasson intends by *public deliberation*.¹²¹³

Most relevant is Carcasson’s *Beginning with the End in Mind: A Call for Goal-Driven Deliberative Practice*.¹²¹⁴ Carcasson lists six goals of deliberation: *issue learning, improving democratic attitudes, improving democratic skills, improving institutional decision making, improving community problem solving—and improving community action*. Public deliberation, in other words, aligns with the Alinskyite community organizing focus of other parts of the New Civics agenda. There is some tension between public deliberation’s focus on process and community organizing’s focus on progressive ends, “between serving as an impartial resource and as a catalyst for action.”¹²¹⁵ But Carcasson takes public deliberation to serve the long-term goals of community action. Public deliberation helps community organization to coordinate and collaborate with one another, and to become more effective by avoiding simplified adversarial tactics: “*deliberation can not only lead to more individual and community action on common problem, but also to a more collaborative*

1211 Colorado State University, Center for Public Declaration, “Welcome,” <http://cpd.colostate.edu/>.

1212 Colorado State University, Center for Public Declaration, “What Is Public Deliberation?,” <http://cpd.colostate.edu/about-us/what-is-public-deliberation/>.

1213 Colorado State University, Center for Public Declaration, “CPD Publications,” <http://cpd.colostate.edu/resources/cpd-publications/>.

1214 Martín Carcasson, *Beginning with the End in Mind: A Call for Goal-Driven Deliberative Practice* (Center for Advances in Public Engagement at Public Agenda, Occasional Paper No. 2., 2009), http://www.publicagenda.org/files/PA_CAPE_Paper2_Beginning_SinglePgs_Rev.pdf.

1215 Carcasson, *Beginning with the End in Mind*, p. 11.

*and inclusive kind of individual and community action.*¹²¹⁶ Public deliberation is more theoretical than community organization: “Action is not the ultimate goal of deliberative practice; the ultimate goal is increasing the community’s capacity to solve problems.”¹²¹⁷ Nevertheless, it is supposed to work as a complement: “Deliberative practitioners may very well be community organizers in many ways, but they are community organizers with a particular long-term focus and a value set that prioritizes inclusion and equality.”¹²¹⁸

Carcasson’s conclusion re-emphasizes the complementary roles of public deliberation as process and the progressive ends of community organization: “improving community problem solving, as well as the concepts of democratic or collaborative governance, transcend the distinction between community action and institutional decision making, making them less relevant. ... part of the long-term goal for our field is to bring them together and erase the distinction.”¹²¹⁹

The vision behind public deliberation is progressive political action.

DEPARTMENT OF COMMUNICATION STUDIES: CENTER FOR PUBLIC DELIBERATION: DELIBERATIVE PRACTICES SPECIALIZATION

Undergraduates who take *SPCM407 Public Deliberation* learn the theory behind public deliberation; those who take *SPCM408 Applied Deliberative Techniques* receive credit for work with the CPD. Any graduate student may take *SPCM 508 Deliberative Theory and Practice* and also receive credit for work with the CPD. The Department of Communication Studies also hosts an associated Deliberative Practices Specialization in its MA program, “designed for those who want to emphasize public deliberation and work extensively with the CPD.” There are usually 3 graduate students admitted to the track each year, and they contribute to the CPD’s research and projects. Among the course requirements for the Deliberative Track, those which are designed to tie directly to the CPD are *SPCM 408 Applied Deliberative Techniques*; *SPCM 508 Deliberative Theory and Practice*; 6 credits in connection with the applied research project, *SPCM 695 Independent Study*; *SPCM 686 Practicum*; and “an applied research project supervised by faculty experts in public deliberation.”¹²²⁰

1216 Carcasson, *Beginning with the End in Mind*, pp. 10-11.

1217 Carcasson, *Beginning with the End in Mind*, p. 11.

1218 Carcasson, *Beginning with the End in Mind*, p. 11.

1219 Carcasson, *Beginning with the End in Mind*, p. 14.

1220 Colorado State University, Center for Public Declaration, “Advisory Board,” <http://cpd.colostate.edu/about-us/advisory-board/>; Colorado State University, Communication Studies, “Graduate Program,” <http://communicationstudies.colostate.edu/grad/>; Colorado State University, Communication Studies, “Graduate Program,” “Graduate Program Requirements,” <http://communicationstudies.colostate.edu/grad/graduate-program-requirements/>; Colorado State University, Communication Studies, “Rhetoric and Civic Engagement,” <http://communicationstudies.colostate.edu/rhetoric-civic-engagement/>; Colorado State University, Center for Public Declaration, “Student Associate Program,” <http://cpd.colostate.edu/student-associate-program/>.

**DEPARTMENT OF COMMUNICATION STUDIES: CENTER FOR PUBLIC DELIBERATION:
STUDENT ASSOCIATE PROGRAM**

The CPD relies heavily on unpaid undergraduates who earn course credit for their work: “Students accepted into the program earn upper level SPCM credits while acquiring a wide range of critical 21st century skills and experiences that will be applicable to many contexts, including facilitating collaborative problem-solving, issue analysis, convening, community organizing, meeting design, and reporting.” 30-40 undergraduates at a time work for the CPD, with an intake of about 15 new students each semester. New students receive 3 credits their first semester for *SPCM 408 Applied Deliberative Techniques*, and at least 1 credit their second semester for *SPCM 486 Practicum*. Students may continue to work for the CPD and receive an indefinite number of credits by repeating *SPCM 486 Practicum*.¹²²¹

**DEPARTMENT OF COMMUNICATION STUDIES: CENTER FOR PUBLIC DELIBERATION:
CURRENT INITIATIVES**

The CPD works on 5-10 projects every semester. Current projects as of the fall 2015 semester were:

CSU Employee Housing: “CSU has formed a task force to examine the issue of affordable housing for CSU employees. The CPD is assisting the Affordable Housing Initiative.”

Fort Collins Community Issues Forum: CPD and the city of Fort Collins jointly hosted a Community Issues Forum. In Fall 2015, the Forum focused “on the issue of behavioral issues downtown and building upon the work on Neighborhood Leadership issues over the last year.”

Larimer County Waste Removal and Resource Recovery: CPD, Larimer County, Fort Collins, Loveland, and Estes Park, and the Larimer County Facilitation jointly organized “an all-day stakeholder event ... focused on future planning as the current Larimer County landfill reaches capacity in 10 years.”

Partnership for Age-Friendly Community/Senior Transportation Coalition: CPD co-founded and helps run the Senior Transportation Coalition. CPD and the Coalition are now co-sponsoring “a candidate forum focused on aging issues,” the 2015 Aging Summit, and further events associated with policies that will facilitate transportation of the elderly in the Fort Collins area.

Community Issues Forum with the City of Fort Collins: CPD and the city of Fort Collins jointly hosted a Community Issues Forum “focused on the concept of “tackling wicked problems,” and applying those concepts to three current issues the city is working on: downtown behaviors, short term rentals, and community engagement at the neighborhood level.”

1221 Colorado State University, Center for Public Declaration, “Student Associate Program,” <http://cpd.colostate.edu/student-associate-program/>.

United Way of Larimer County – Community Forum for Change: CPD, United Way, and Bill Fulton of Colorado Civic Canopy jointly hosted the Community Forum for Change at the FC Senior Center.

K-12 Education: CPD trains high school students in Poudre School District in a Think Tank, which “helps shape school policy decisions, serving as a voice of students and acting as a liaison to leadership groups like the PSD Board of Education, Superintendent’s Cabinet and City of Fort Collins.” Most recently, “Think Tank students assisted with the National Conversation on Mental Health projects.”

Parent Engagement in the 21st Century: CPD Director Martin Carcasson work with the St. Vrain Valley School District, the 27J School District in Brighton, and the Adams 12 School District in Thornton on parent engagement training programs. “CPD students have also assisted with numerous projects over the years with the St. Vrain school district, including a process on classroom technology in spring 2015, and forums on school safety in spring 2014.”

Higher Education: CPD works with CSU students on how to improve the Communication Studies major. In fall 2015, students received credit for this project by working on it in their capstone class.

SPCM 207 Forums: “Every semester CPD run forums in all sections of *SPCM 207: Public Argumentation*.” In Fall 2015, the forum discussed “the new NIF discussion guide on substance abuse: Over the Edge.”

ASCSU processes: CPD and ASCSU (Colorado State’s student government) jointly work “to engage the city council and other city leaders on issues of relevance to both the students and the city.”¹²²²

DEPARTMENT OF COMMUNICATION STUDIES: CENTER FOR PUBLIC DELIBERATION: DELIBERATIVE RESOURCES

CPD notes that the following national groups provide resources for public deliberation.

COLORADO STATE UNIVERSITY, CENTER FOR PUBLIC DECLARATION, “DELIBERATIVE RESOURCES”

The National Coalition for Dialogue and Deliberation (NCDD) serves as the primary umbrella group that brings together multiple perspectives on dialogue and deliberation (CPD Director Martin Carcasson serves on the Board of Directors for NCDD). ...

¹²²² Colorado State University, Center for Public Declaration, “Current Initiatives,” <http://cpd.colostate.edu/current-initiatives/>.



One of the most useful resources developed by NCDD is their Resource Guide on Public Engagement, which provides information and links to numerous other key resources and organizations.

The Kettering Foundation is a research foundation focused on the question of “What does it take to make democracy work as it should?” They serve as a key convener to bring together groups working on many different aspects of deliberation, and support numerous research projects on improving deliberation.

The National Issues Forum Institute supports deliberation on multiple topics by providing discussion guides on key issues, serving as a hub for the NIF network (of which the CPD is a part), and providing training for moderators and issue framers.

Public Agenda is a nonprofit, nonpartisan organization that helps diverse leaders and citizens navigate divisive, complex issues and work together to find solutions. CPD Director Martin Carcasson has served as a “senior engagement fellow” for Public Agenda since 2010.

Everyday Democracy is an organization that supports extended processes, with a particular focus on issues related to race and social justice. Formerly known as Study Circles, their website includes numerous case studies and wonderful discussion guides on tough issues.

Colorado State University, Center for Public Declaration, “Deliberative Resources,” <http://cpd.colostate.edu/resources/deliberative-resources/>.

Miscellaneous Initiatives

MISCELLANEOUS INITIATIVES: CIVIC ENGAGEMENT SCHOLARSHIPS

Colorado State University offers several citizenship-related scholarships. It sponsors the Puksta Scholar Program, designed to “provide financial resources to upstanding, civic and socially minded Colorado students attending college in the state of Colorado.” The Program trains students “to become change agents and active leaders in the global community.”¹²²³ The Julia Klug Scholarship provides several \$2,400 awards for students who, among other qualifications, demonstrate “involvement in volunteer civic activities.”¹²²⁴ The Gladys S. Eddy Scholarship makes awards of \$3,000 and up to Colorado State University upperclassmen with good grades who have “demonstrated leadership, citizenship (*very important*), and service to the community and the University” [emphasis in the original].¹²²⁵ Colorado State University also offers the Bedell World Citizenship Fund to students who have “demonstrated interest or contribution in diversity and cultural awareness.”¹²²⁶

MISCELLANEOUS INITIATIVES: KEY SERVICE COMMUNITY

Key Service Community (KSC) is an equivalent to the Residential Academic Programs at CU-Boulder: “The Key Service Community is a first-year residential learning community developed around the theme of ‘student leadership and civic engagement.’” The Key Service Community is comprised of 76 students who live together in Braiden Hall and co-enroll in linked courses in groups of 19. In this community, students take advantage of year-long service opportunities while building connections with faculty and community organizations.” In KSC, “Through discussion, service, and reflection, students develop a personal philosophy about their role in our world. Students also assess how they can contribute to a more civil society while becoming more active and positive role models within university life and beyond.” Key Service Values include *Student Leadership through Civic Engagement, Active Campus and Community Involvement, Appreciation of Diversity, and Academic Success*.¹²²⁷

KSC students take 2 Service Cluster classes together their first semester: “a 3-credit Introduction to Service-Learning class, combined with a 3-credit focused course that relates to the theme of your cluster, and meets requirements for the All-University Core Curriculum.” Students may choose from 4 possible Service Clusters. All KSC students also take “a 3-credit introduction to

¹²²³ Colorado State University, Opportunity Scholar Programs, Puksta Scholarship. <http://osp.casa.colostate.edu/puksta-scholarship.aspx>.

¹²²⁴ Colorado State University, Student Financial Services Scholarships. http://sfs.colostate.edu/data/sites/1/pdf/csusa_sfs_scholarships1314.pdf.

¹²²⁵ Colorado State University, University Honors Program, Continuing Students Scholarships. <http://honors.colostate.edu/continuing-students-scholarships>.

¹²²⁶ Colorado State University, Bedell World Citizenship Foundation (BWCF) Scholarship <http://central.colostate.edu/scholarships/bedell-world-citizen-foundation-bwcf-scholarship/>.

¹²²⁷ Colorado State University, Key Service Community, “Home,” <http://keyservice.lc.colostate.edu/home.aspx>.



service-learning course: *KEY 192 Public Problem Solving through Service-Learning*.” KSC students generally “become involved not just in social issues but in relationships with others across the service-learning partnership. Ideally, a student serving in a community develops a relationship with community members and at the same time develops a deeper understanding of the root causes and broader social issues that contribute to community problems.” Their service-learning “is intended to help students learn and care about others and develop the skills and attitudes to become “multicultural community builders” in our rapidly changing, diverse world.

The Key Service Cluster seminar requires students to “incorporate service projects and activities that will help you meet the minimum of 1-2 hours of service required per week for your participation in the community.”¹²²⁸ During the fall 2013 semester, for example, students in the Education and Diversity cluster took *KEY192: Public Problem-Solving Through Service-Learning* and *ETST205 Ethnicity and the Media*.¹²²⁹

KSC states that service-learning, in addition to its purely academic benefits, “Enhances students’ beliefs in their ability to work for the public good,” “Addresses a vast variety of social problems,” “Creates and strengthens connections between people,” “Serves the needs of the community as a whole,” and “Serves as an important part of a student’s civic education, including development of political action skills, communication skills, critical thinking skills and tolerance.” Previous service projects include Ram Serve, a service trip to Colorado State’s Environmental Learning Center, Colorado State’s Reach Out Program, The Sustainability Living Fair, and United Nations World Food Day.¹²³⁰

MISCELLANEOUS INITIATIVES: CYFAR SUSTAINABLE COMMUNITY PROJECT

Colorado State University Extension’s Children, Youth, and Families at Risk (CYFAR) initiative has a variety of goals, including to “Support comprehensive, intensive, community based programs developed with active citizen participation in all phases.” Colorado State’s component of the national CYFAR initiative, which is funded by the United States Department of Agriculture – National Institute for Food and Agriculture (USDA-NIFA), has one current project: The Colorado Family Leadership Training Institute (FLTI). FLTI “is a family civics program designed to help parents, youth, and community members develop skills to become effective leaders in their communities on behalf of children, youth and families.” CO-FLTI aims to *provide leadership/civics training for parents and family members, deliver a complementary youth training, provide continued program connections for FLTI alumni, and build a network of partners ready to provide opportunities to engage family and youth voices*. A 20-week program aims “to bolster family

1228 Colorado State University, Key Service Community, “Academics,” <http://keyservice.lc.colostate.edu/academics.aspx>.

1229 Colorado State University, Key Service Community, “Service Opportunities,” <http://keyservice.lc.colostate.edu/serviceopportunities.aspx>.

1230 Colorado State University, Key Service Community, “Service Opportunities,” <http://keyservice.lc.colostate.edu/serviceopportunities.aspx>.

involvement and leadership skills. The cornerstones of the program are respect, validation, and a belief that when the tools of democracy are understood, the public will become active participants in communities.” FLTI does this by facilitating “learning environments for youth and adults to explore leadership and civics within their own peer group and additionally through joint learning opportunities to develop youth/adult partnerships. Together in community they become leading advocates for children, youth and families.”¹²³¹

The Colorado Family Leadership Training Institute’s website states that FLTI “prepares families to become leading advocates for children. Families’ opinions are often unheard. Although families may lack advocacy skills, their strong motivation and will to change their children’s lives are apparent. The FLTI teaches families, who wish to improve the lifelong health, safety and learning of children, how to become practiced change agents for the next generation.”¹²³²

1231 Colorado State University, Online, “Children, Youth, and Families at Risk (CYFAR),” <http://cyfar.colostate.edu/index.php>; Colorado State University, Online, “Projects,” <http://cyfar.colostate.edu/projects.php>.

1232 Colorado Family Leadership Training Institute, “The FLTI Story,” <https://fti.wordpress.com/fti/the-fti-story/>.