### Academic Service-Learning

#### 2013-2014 Year In Review

**Executive Director** • Judy Hutchinson, Ph.D. • Jhutchinson@apu.edu

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**Service Learning by the Numbers**

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departments participating in service-learning this year</td>
<td>20</td>
</tr>
<tr>
<td>Service-learning classes/sections</td>
<td>158</td>
</tr>
<tr>
<td>Students engaged in service-learning</td>
<td>3,306</td>
</tr>
<tr>
<td>Hours of service to the community through service-learning</td>
<td>47,340</td>
</tr>
<tr>
<td>Monetary value of service-learning student service-hours*</td>
<td>$1,246,936</td>
</tr>
<tr>
<td>Hours of service through community-based federal work study</td>
<td>13,070</td>
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<tr>
<td>Monetary value of community-based federal work study programs*</td>
<td>$344,263.80</td>
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</table>

*Based on 2013 calculation from the independent sector

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**AZUSA PACIFIC UNIVERSITY**
The Center for Academic Service-Learning and Research is an academic unit connecting APU’s Four Cornerstones through quality service-learning experiences across the campus and in the wider community. Service-learning builds community by developing positive, reciprocal relationships between Azusa Pacific University and the local, national, and international private and public sectors in order to enhance scholarship of faculty, students, and community partners through service activities, which integrate faith in Christ with service and learning.

Service-learning is intended to make a difference. Students in service-learning classes are challenged to predict the potential positive influence their interaction with the community could have. Discussions providing opportunities for personal and group reflection not only focus on learning experiences, but also allow students to discover the many ways that their service-learning activities have impacted them, the community, and APU.

Academic Service-Learning at Azusa Pacific University is an experientially-based teaching methodology, which combines classroom pedagogy with community action as an integrated aspect of the course. Service-learning gives students the opportunity to test and evaluate academic theories in real life settings. Students gain a larger perspective for the context of course materials which they are studying, and those subjects become more dynamic and authentic because of their experiences and observations.

Three Distinctives of Service-Learning at APU

Service-learning is different from charity or volunteerism in that it is an intentionally reciprocal effort. The community acts as a teacher by providing the student with tangible experiences, discussions, and observation related to course content. The student is also a teacher by providing services, knowledge, energy, and ideas to the community. In a true service-learning model, the community, the students, and the professor are all partners in the learning process.

What is Academic Service-Learning?

What is Academic Service-Learning? Academic Service-Learning at Azusa Pacific University is an experientially-based teaching methodology, which combines classroom pedagogy with community action as an integrated aspect of the course. Service-learning gives students the opportunity to test and evaluate academic theories in real life settings. Students gain a larger perspective for the context of course materials which they are studying, and those subjects become more dynamic and authentic because of their experiences and observations.

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Three Distinctives of Service-Learning at APU

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACCT332</td>
<td>Federal Taxes II</td>
<td>PE451</td>
<td>Methods in PE: 7-12</td>
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<tr>
<td>AES473</td>
<td>Fitness &amp; Exercise Prescription</td>
<td>PE452</td>
<td>Adapted Physical Education</td>
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<td>ART310</td>
<td>Fundamental Art Experiences</td>
<td>PE475</td>
<td>Tests and Measurements in PE &amp; Sports</td>
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<td>BIOL326</td>
<td>Neurobiology</td>
<td>PSYC345</td>
<td>Psy of Child &amp; Adolescent Dev</td>
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<td>BIOL400</td>
<td>Science and Children</td>
<td>PSYC362</td>
<td>Research Methods in Psychology</td>
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<td>BUSI100</td>
<td>Personal Finance</td>
<td>PSYC385</td>
<td>Health Psychology</td>
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<td>BUSI350</td>
<td>Business Internship</td>
<td>PSYC400</td>
<td>Cultural Psychology</td>
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<td>BUSI360</td>
<td>Principles of Marketing</td>
<td>PSYC410</td>
<td>Psychology of Exceptional Children</td>
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<td>BUSI448</td>
<td>Organization &amp; Admin Behavior</td>
<td>SOCW310</td>
<td>Human Behavior/Social Env I</td>
</tr>
<tr>
<td>COMM111H</td>
<td>Public Communication - Honors</td>
<td>SOCW311</td>
<td>Human Behavior/Social Env II</td>
</tr>
<tr>
<td>COMM211</td>
<td>Presentational Speaking</td>
<td>SOCW350</td>
<td>Aging: Imp Policy &amp; Practice</td>
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<tr>
<td>COMM330</td>
<td>Small-Group Communication</td>
<td>SOCW360</td>
<td>Soc Work Pract III (Groups)</td>
</tr>
<tr>
<td>COMM440</td>
<td>Persuasion and Attitude Change</td>
<td>SOCW400</td>
<td>Grant &amp; Proposal Writing</td>
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<tr>
<td>EDLS300</td>
<td>Intro Teaching as a Profession</td>
<td>SPAN101</td>
<td>Elementary Spanish I</td>
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<tr>
<td>EDLS302</td>
<td>Intro Teaching as a Profession 7-12</td>
<td>SPAN102</td>
<td>Elementary Spanish II</td>
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<tr>
<td>EDLS405</td>
<td>Diversity in the Classroom</td>
<td>SPAN201</td>
<td>Intermediate Spanish I</td>
</tr>
<tr>
<td>EDLS496</td>
<td>Senior Sem: Educ &amp; Prof Ethics</td>
<td>SPAN301</td>
<td>Advanced Spanish</td>
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<tr>
<td>ENGL406</td>
<td>Advanced Composition</td>
<td>SPAN450</td>
<td>Spanish Language Pedagogy</td>
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<tr>
<td>ENGL434</td>
<td>Children's Literature</td>
<td>TFT274</td>
<td>Story &amp; Character</td>
</tr>
<tr>
<td>ENGL99</td>
<td>College Reading &amp; Critical Thinking</td>
<td>UNRS105</td>
<td>Foundations of Nursing</td>
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<tr>
<td>GLBL355</td>
<td>Prin &amp; Prac of Commun Engagement</td>
<td>UNRS210</td>
<td>Nursing Care: Mat, Newborn, Wom Health</td>
</tr>
<tr>
<td>HEBB301</td>
<td>Intermediate Hebrew II</td>
<td>UNRS212</td>
<td>Nursing Care of Adults/Aging</td>
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<tr>
<td>JOUR430</td>
<td>Public Affairs Reporting</td>
<td>UNRS280</td>
<td>Life Cycle Nutrition</td>
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<tr>
<td>LDLS322</td>
<td>Leadership Strengths &amp; Skills</td>
<td>UNRS313</td>
<td>Restorative Nursing</td>
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<tr>
<td>MATH110</td>
<td>College Algebra</td>
<td>UNRS380</td>
<td>Transcultural Health Care Outreach - India</td>
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<tr>
<td>MATH115</td>
<td>Analytical Inquiry</td>
<td>UNRS380</td>
<td>Transcultural Health Care Outreach - Kenya</td>
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<tr>
<td>MATH120</td>
<td>Contemporary Mathematics</td>
<td>UNRS382</td>
<td>Community Health Nursing</td>
</tr>
<tr>
<td>MUS201</td>
<td>Introduction to World Music</td>
<td>UNRS314</td>
<td>Nrsng Care Children/Young Adults</td>
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<tr>
<td>MUS486</td>
<td>Opera Workshop: Lead &amp; Minor Roles</td>
<td>UNRS402</td>
<td>Nrsng Care in Maternal, Newborn &amp; Women</td>
</tr>
<tr>
<td>PE325</td>
<td>Motor Development &amp; Learning</td>
<td>UNRS404</td>
<td>Nrsng Care Children/Young Adults</td>
</tr>
<tr>
<td>PE450</td>
<td>PE in Elementary Schools, K-6</td>
<td>UNRS410</td>
<td>Community Health Nursing</td>
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</tbody>
</table>
Service-Learning Faculty for the 2013–2014 School Year

Thomas Allbaugh  
Nina Ashur  
Debra Baker  
Michael Barnett  
Marcia Berry  
Rachel Bodell  
Gail Bouslough  
Cheryl Boyd  
Nancy Brashear  
Constance Brehm  
Kimasi Browne  
Thomas Buckles  
Rachel Castaneda  
Janet Chandler  
Linda Crawford  
Stanley Deal  
Priscila Diaz  
Melinda Dicken  
Robert Duke  
David Dunaetz  
Wendi Dykes  
Patricia Esslin  
Catherine Fisher  
Paul Flores  
Melanie Galloway  
Amy Graley  
Janice Haley  
Wendy Hall  
Barbara Harrington  
Adele Harrison  
Jill Hartwig  
Ryan Hartwig  
Susan Hebel  
Catherine Heinlein  
Roxanne Helm-Stevens  
Skyla Herod  
Velisa Johnson  
Barbara Johnson  
Danielle Jorgenson  
Greg Kaiser  
Piljoo Kang  
Karen Kapadia  
Mary Anne Kilday  
John Landers  
Nancy Lyons  
Juan Mares  
Sharon McCathern  
Cheryl Mercurio  
Ryan Montague  
Grace Moorefield  
Francis Njoroge  
Tolulope Noah  
Kevin O’Donoghue  
Lynn Raine  
Karla Richmond  
Elizabeth Rivas  
Marcela Rojas  
Diana Rudulph  
Diane Sadoughi  
Karen Schaid  
Kristen Sipper  
Melissa Stava  
Theodore Szeto  
James Thompson  
Brooke Van Dan  
Jonathan Vermeer  
Sarah Visser  
Carrie Webber  
Ivy Yee-Sakamoto

Service-Learning Community Partners

ABCs for Me  
AbilityFirst  
Altadena Christian Children’s Center  
ARDENT Group  
Assemblies of God Covina  
Avila Gardens  
Azusa City Library  
Azusa Senior Center  
Azusa Unified School District  
Baldwin Park Unified School District  
Charter Oak Unified School District  
Christ’s Church of the Valley  
Church in the Park  
Claremont Public Library  
Community Day School  
Del Norte Campus  
Cornerstone Bible Church  
Cory’s Kitchen  
Covina Development Center  
Covina Public Library  
Covina-Valley Unified School District  
Duarte Unified School District  
eGood  
Elizabeth House  
Enactus  
Ethembeni  
First Christian Church of Glendora  
Empty Bowls Project  
First Church of the Nazarene of Pasadena  
Foothill Christian Pre-school  
Foothill Community Church  
Foothill Family Shelter  
Foothill Unity Center  
Give Her Life  
Glendora Community Church  
Glendora Community Conservancy  
Glendora Public Library  
Glendora Unified School District  
Hope Lutheran Church  
iThemba Projects  
Julia McNeil Senior Center  
La Fetra Senior Center  
Lamb’s Open Door Prison Ministry  
Monrovia Unified School District  
Neighborhood Wellness Center  
New Unto Others  
Ontario Christian Schools  
Our Neighborhood Homework House  
Pacoima Charter School  
Passion of Christ Ministries  
Pita Pit  
Pomona Unified School District  
Santa Anita Family Services  
Santa Teresita: A Neighborhood of Care  
School on Wheels  
Second Chance for Teens and Adults  
Shepherd’s Pantry  
Sonrise Christian School  
St. Frances of Rome School  
Stanton Elementary School  
The Let It Be Foundation  
Thematic Attic  
THINK Together  
Unitarian Universalist Community  
Church of Santa Monica  
United Methodist  
Preschool of Glendora  
West Covina Senior Center  
Westside Vineyard  
Christian Fellowship  
Young Life: South Central Los Angeles Chapter
Service-Learning Student Evaluation

The Service-Learning Student Evaluation asks students to assess their personal contribution to the service site, to consider the professor’s integration of the learning objectives, and to measure the effectiveness of in-class reflection time.

Seven Likert Scale questions quantify the success of the service-learning course in helping the students grow in foundational principles such as civic and community engagement, value for all people, Christian values, intercultural competence, and integration of personal faith.

The data come alive when student voices are pulled from the four additional open-answer questions which are then compared to the quantified results from the Likert Scale questions. It is clearly evident that service-learning creates significant learning opportunities that enhance individual scholarship and support the learning objectives of the course.

A decade of service-learning data collection has revealed an increased “awareness of others” adding to deeper respect for people with diverse cultural experiences. There is also strong evidence that students show deepened personal faith and increased capacity to live out Christian values in the community because of the service-learning opportunities and the students' belief that service is a component of biblical Christianity.

Each service-learning professor is provided the specific data from the evaluation, including a complete list of student essay responses. In support of APU’s Academic Vision 2022, the Center for Academic Service-Learning and Research makes this assessment data available on our website. While the report highlights outcomes around three particular issues (faith, civic engagement and diversity), it is possible to receive more detailed research from individual courses or disciplines by request.

Business Professor Earns Cornerstones Award

This year’s honored recipient of the annual Service-Learning Cornerstones Award, presented by the Academic Cabinet to a professor who best integrates Christ, Scholarship, Community and Service through service-learning, is Professor Roxanne Helm-Stevens, DBA, Associate Professor and Director of Management Programs in the School of Business and Management.

For more than a decade, Dr. Helm Stevens has led her students in Christ-like service to the community through programs such as Angel Sing (Christmas Caroling for homebound seniors) and the GATE/AVID Conference (for local middle-school children and their parents). She created life skills curricula tailored to the needs of alternative high school students. Every semester, her APU students present this valuable material to hundreds of students in Azusa, Glendora, Covina, Duarte, Monrovia, and Pomona.

As a pre-eminent service-learning scholar, Dr. Helm-Stevens has reinforced APU’s leadership in the field, with numerous conference presentations and over 11 publications further developing and raising the academic standards of the pedagogy.

Lead Scholar & Faculty Fellows: Under the leadership of Service-Learning Lead Scholar, Professor Karen Lang (Communication), this year’s Faculty Fellows research team is furthering the work of the Task Force on Experiential Learning. Members include Professors Pusztai (Nursing), Cox (Education), and Yamada (Psychology), as well as Julia Toothacre (Career Services).
Student Response

Students in service-learning courses reported how their service in the community supported their faith, their commitment to civic engagement and their own appreciation of diversity (% are for Agree and Strongly Agree).

Faith: This service-learning experience increased my capacity to live out Christian values in the community.

Civic: This service-learning experience has deepened my desire to be involved in the community in the future.

Diversity: The service-learning experience helped me better understand the worth of all people.

Faculty Response

Faculty responded to all three issues (% are for Agree and Strongly Agree responses).

Faith: My students were able to articulate how the service-learning experience supports their personal faith commitments.

Civic: My students provided evidence of increased civic engagement and community awareness through the service-learning experience/project.

Diversity: My students provided evidence of increased respect for others and a deepened understanding of the worth of all people because of the service-learning/community context.
**FAITH INTEGRATION**

**World Music:** My faith gave me a lens through which to find the meaning in the experience. It reminded me of what I feel called to do. I really feel strengthened in my ability to teach and my joy for it as well.

**Business, Options:** It held me to a higher level of accountability. I was able to gain strength and wisdom through my faith.

**Liberal Studies, C.H.A.M.P.:** It forced me to recognize what my true moral values are and how I as a Christian am supposed to love others.

**Psychology:** Knowing how patient God is with me throughout my life really challenged me to be patient with the kids I was working with.

**CIVIC ENGAGEMENT**

**Principles & Practice of Community Engagement**

**South Africa:** I learned that sometimes there are things in this world that we cannot control and cannot change. However, that does not mean we cannot have an impact on the world, and those around us.

**Communications:** I had a bit of a wakeup call. I realized I was selfish and being called to work hard for something bigger than myself and help each other and lift each other up.

**Social Work:** I feel like I am better able to respect leaders of nonprofits because I was able to witness the passions and hard work that they devote to their cause.

**Political Science:** The greatest value was actually being outside of the typical academic environment and engaged in the real world.

**VALUING PEOPLE**

**Theater, Film & Television:** No matter our journeys and where we are in our walks of life, we have a lot in common with all humankind and I think there is great value in that.

**Adaptive PE:** This was the first time I have been involved with kids that have disabilities. Seeing what the field of adaptive physical education is about was the greatest value. I would love to do this for my job.

**Math:** People are often stereotyped, but many stereotypes are wrong. You cannot truly get to know someone and understand them until you sit down and spend time with them.

**Nursing:** I now have a greater respect for the lives others lead and have grown in realization that I can learn from their experiences.
**2013-2014 Program Highlights**

Learning Together with Our Community

**Professor Lynn Raine, SOCW 310: Human Behavior in the Social Environment**

Cougar Pals is a mentoring program that connects Social Work students with at-risk middle school students. APU students provide academic support and positive encouragement for life goals and achievement. “The greatest value to me was developing a relationship based on trust and consistency with my Cougar Pal.”

**Professor Adele Harrison, BUSI 100: Personal Finance**

APU students host financial workshops for high school students in Azusa and Glendora. The workshops introduce students to principles of personal finance, such as budgeting, investing, and debt management. “The greatest value of this service-learning experience was being able to guide the students towards understanding the value of their money and introducing ways to do so.”

**Professor James Thompson, ART 310: Fundamental Art Experiences**

Students and faculty collaborate with 7th and 8th grade students from St. Frances of Rome School to prepare art projects for History Day L.A. Projects include an 8’ x 12’ paper quilt and a 30’ x 4’ ceramic mural that reflect the event’s theme: “Rights and Responsibilities in History.” “It was great to be out in the community and to talk to the people here, letting them know that the university is involved in Azusa and wants to take part in everything the community is doing.”
2013-2014 PROGRAM HIGHLIGHTS

Service-Learning and Medicine Abroad

Service-learning courses in international programs allow students to engage with the global community as they reinforce their vocational skills and increase their exposure to different cultures, people, and places.

UNRS 410 – Community Health Nursing

Through programs in South Africa and in China, nursing students with senior standing gain experience in community healthcare while utilizing their strengths and gifts through community-based partnerships and individualized projects. In this tangible expression of Christ’s love, students enrich their education, increase their exposure to international healthcare, and expand their worldviews.

BIOL 391 – Medical Missions Practicum

Dr. Todd Emerson trains pre-medical profession (medicine, physical therapy, pharmacy, and physician assistant) students in the various specialties of medicine, such as trauma, cardiology, and pediatrics; students gain practical skills such as taking blood pressure, suturing, and documenting complete medical history. Using this knowledge, Dr. Emerson and his students conduct mobile clinics in remote jungle villages of Ecuador, offering complete care (intake, vitals, medical history, consult, and pharmacy) to hundreds of patients that have limited access to medical care.

UNRS 380 – Transcultural Healthcare Outreach.

Nursing students shadow the staff at Calcutta Mercy Hospital in India as they broaden their understanding of the relationship between culture and medicine, especially in the areas of women’s health, infectious disease, chronic illness, and death. Students are also asked to assess the hospital, strategically brainstorming improvements for the hospital and creating professional presentations to present to the CEO of Mercy Hospital.
Community-Based Federal Work Study Programs

Mission Statement

The Office of Community-Based Federal Work Study at Azusa Pacific University strengthens campus-community relationships and supports the institution’s academic and civic engagement goals through the creation and support of sustainable programs that meet needs in the community and improve the quality of life for community residents while complementing and reinforcing the educational program of each student worker, engendering a sense of social responsibility and developing career-related leadership skills.

What are Community-Based Federal Work Study Programs?

The Office of Community-based Federal Work Study (FWS) Programs at Azusa Pacific University helps support the institution’s academic and civic engagement goals through sustainable programs that meet community needs and improve quality of life for local residents.

The office spends Federal Work Study monies to fund need-based programs that serve a two-fold purpose:

(1) To benefit the Azusa community and strengthen university-community relationships and

(2) To intentionally support educational development and goals of student workers involved in these programs

These community-based programs are created, implemented, developed, and managed through the office to bridge together community and university resources.

Student workers involved in these community-based programs are intentionally placed so that the positions enhance their educational goals and prepare them for a future career. Through community interaction, students develop leadership skills and an interest in public/community service while gaining hands-on experience that will shape a lifetime of civic engagement.

COMMUNITY-BASED WORK STUDY PROGRAMS

[Images of various programs]
“Azusa Reads, Writes, Counts was one of the highlights of my college career. Living on campus makes it very easy to get stuck in the ‘APU bubble’ and to forget about your surroundings, but working in the library with families from my community helped me to stay grounded and connected to Azusa.” — Azusa Reads Tutor

“Thank you for making this program available! My child feels much more confident with Algebra now that she has repeated the class and had the supplemental tutoring through Azusa Calculates.” — Azusa Calculates Parent

“BOKS is a great motivator for kids. They are truly excited to attend and often share the exercises they have learned with me. This was consistently the highlight of their day. I saw kids doing many of the stretching exercises whenever they were given a break during class.” — BOKS Program Teacher

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Student Workers</th>
<th>Number Directly Impacted</th>
<th>Community Partner</th>
<th>Faculty Partner</th>
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<tbody>
<tr>
<td>AVID</td>
<td>13</td>
<td>390</td>
<td>Azusa Unified School District (Tom Vogt, AVID Coordinator)</td>
<td></td>
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<tr>
<td>Azusa Reads</td>
<td>17</td>
<td>282</td>
<td>Azusa City Library (Reed Strege &amp; Leila Hassen)</td>
<td>Amber Parks, Ed.D. School of Education</td>
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<tr>
<td>Azusa Writes</td>
<td>13</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Azusa Counts</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Azusa Calculates</td>
<td>9</td>
<td>26</td>
<td>Azusa Unified School District (three middle schools and Gladstone High School)</td>
<td>Diana Rudulph, M.A. Exercise and Sports Science</td>
</tr>
<tr>
<td>BOKS</td>
<td>8</td>
<td>84</td>
<td>Azusa Unified School District (Gladstone St. Elementary &amp; Powell Elementary)</td>
<td>Diana Rudulph, M.A. Exercise and Sports Science</td>
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<td>Computer Lab Tutoring</td>
<td>2</td>
<td>145</td>
<td>Azusa Recreation &amp; Family Services</td>
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<tr>
<td>Girls on the Move</td>
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<td>Azusa Recreation &amp; Family Services</td>
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<tr>
<td>Kids on the Move</td>
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<td>Azusa Recreation &amp; Family Services</td>
<td>Diana Rudulph, M.A. Exercise and Sports Science</td>
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<tr>
<td>Our Neighborhood Homework House</td>
<td>5</td>
<td>175</td>
<td>Our Neighborhood Homework House</td>
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<tr>
<td>THINK Together</td>
<td>8</td>
<td>190</td>
<td>THINK Together (AUSD middle and high schools)</td>
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Carnegie Engaged Campus
2010-2020

In 2010, APU joined the select group of only 310 campuses in the United States who have ever received the prestigious Carnegie designation for “excellent alignment among mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement.”

Presidential Honor Roll with Distinction

For six of the past seven years, APU has been recognized by the President of the United States for “the extraordinary and exemplary community and service contributions of its students, faculty, and staff in meeting critical community and national needs.” APU is one of only two institutions in California and 13 in the nation to have received this level of acknowledgement five or more times.

SERVICE LEARNING STUDENT LEADERS & STAFF

Judy Hutchinson, Ph.D.
Executive Director

Cindy Montgomery, M.Ed.
Associate Director

Stacey Kim, M.A,
Program Manager of Community-based Federal Work Study

Debra Fetterly, M.A,
Coordinator for S-L Evaluation & Research

Catherine Wade
Office Manager

2013-2014 Service Learning Advocates and Graduate Interns
Bethany Weatherill
Brandt Mabuni
Brittney Placensia-Saldana
Brooke Nagel
Fatima Elali
Jessie Gomez
Justeen Montelongo
Katie Russo
Ladonna Rodriguez
Lauren Maki
Lily MacKay
Meripa Leaea
Reade Tillman
Tyler Nakamura