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PeaceJam University Scholars Program: Through the Lens of the Laureates

Kara Lundin
SIT Graduate Institute

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PeaceJam University Scholars Program:
Through the Lens of the Laureates

Kara Lundin
PIM 75

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of Arts in
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA

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Advisor: Linda Drake-Gobbo
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# Table of Contents

Abstract.................................................................................................................................................. 4  
Introduction ........................................................................................................................................... 5  
   Organizational Profile and Background................................................................................................. 6  
Program Rationale..................................................................................................................................... 9  
   Overview............................................................................................................................................... 9  
   Needs Assessment................................................................................................................................. 13  
   Theory to Practice ............................................................................................................................... 19  
Program and Participant Goals & Objectives ......................................................................................... 29  
Program Description ............................................................................................................................. 31  
Curriculum ............................................................................................................................................. 35  
Staffing .................................................................................................................................................... 41  
Marketing & Recruitment ....................................................................................................................... 42  
Admissions ............................................................................................................................................ 43  
Logistics .................................................................................................................................................. 44  
Health & Safety Plan ............................................................................................................................... 45  
Evaluation Plan ...................................................................................................................................... 45  
Budget .................................................................................................................................................... 49  
Conclusions and Further Applications ................................................................................................. 50  
References .............................................................................................................................................. 52  
Appendices A-L....................................................................................................................................... 56
Abstract

The PeaceJam Foundation is an international non-profit working with 14 Nobel Peace Prize Winners to increase peace education and social justice. The organization offers year-long programming for youth age 5-25 and hosts regional events such as the Youth Leadership Conference. This unique event brings together local youth who have been participating in PeaceJam programming throughout the year to meet a Nobel Peace Prize Winner and develop the knowledge and skills needed to create positive change in themselves, their community, and the world. While in most regions PeaceJam’s strength lies in its K-12 programming, findings indicate a gap when it comes to providing the same for college age youth.

This paper will present a pilot design for a PeaceJam Rocky Mountain higher education program, with a specific focus on a university level course. The design is based on SIT’s International Education Design & Delivery and Design Concepts & Evaluation courses and offers a way for Red Rocks Community College, a local institution interested in partnering with PeaceJam Rocky Mountain, a way to increase internationalization at home.

Research for this project was conducted through interviews with PeaceJam staff and Red Rocks Community College faculty. They provide support for the design of a college level course incorporating PeaceJam’s curriculum, a deep analysis of PeaceJam’s Nobel Laureates and their work, and student designed service learning projects. Community partners are selected for their connection to one of PeaceJam’s ten issue areas. In conclusion, this paper suggests how adding a study abroad component to this program in the future would add a rich international experience to the program.
Introduction

“Worrying about a problem is not a strategy for change.”

– Nobel Peace Prize Winner, Jody Williams

The rise of globalization has surfaced a greater realization that everyone on this planet is connected in more ways than people often realize. As this consciousness grows, so does the sense of responsibility for one’s actions and the feeling of subjection under the actions of those in power. Everyone has their perspective of how the world should be, but this often doesn’t include an understanding of how one came to this conclusion in the first place. A clash of perspectives and rigidity of behavior is ultimately the cause of conflict. This transfers into the education system as well. In the United States, education is primarily focused on the specialization of a subject by the time a college student graduates. Despite an attempt at a liberal arts education, critical thinking rarely includes the process of reflecting on how ego and worldview are a product of a larger systemic relationship with the environment and how it informs what is considered valuable when making choices and decisions. The potential of education to develop intentional and mindful action becomes essential with the ever-increasing push for development and innovation. Service Learning projects that are carried out with intention include reflective inquiry and provide students with a real-world context to develop their understanding of the impact their decisions have in this world. The difficulty is balancing student empowerment with critical consciousness. While courses focusing on the aspects of human interaction and oppression can cultivate an understanding of the hegemonic nature of
society, they don’t always do a good job of developing the skills students need to become motivated to make the change they wish to see in the world.

Looking back at Nobel Peace Prize Winner Jody Williams’s quote, worrying about a problem is not an effective strategy for change. What will ignite change is when individuals realize they can make a difference in moving towards a more peaceful society. People can learn a lot about peacemaking from studying the lives of the Nobel Peace Prize Winners. These individuals acted on social issues they believed to be oppressive and achieved peace through non-violent action.

The concept for the PeaceJam Fountain, the organization where I completed my practicum, arose from the idea that the leadership of the Nobel Laureates can inspire young people to become active global citizens. The framework PeaceJam has built is the foundation for my Capstone project, Through the Lens of the Laureates, a proposal for a pilot program to increase PeaceJam Rocky Mountain programming in institutes of higher education. This paper will present an outline for a program at Red Rocks Community College that includes a course centering on student designed service projects with local organizations and building a reflective learning community. This paper will conclude with the projection of an extended study abroad course in the future.

Organizational Profiles and Background

Organizational Structure

The PeaceJam Foundation is an international non-profit dedicated to increasing peace education, service learning, and social justice. It was launched in 1996 to provide participating
Nobel Laureates with a platform where they could work together and share their knowledge with youth around the world. It’s the only organization in the world that has so many Nobel Peace Laureates working together long-term for a common cause - the leadership development of our youth. PeaceJam’s mission is “to create young leaders committed to positive change in themselves, their communities, and the world through the inspiration of 14 Nobel Peace Laureates who pass on the spirit, skills, and wisdom they embody (PeaceJam Scholars University Club Toolkit, n.d.).” PeaceJam is built on a mentor model, starting with the mentorship of the Laureates, but ultimately youth mentoring youth. The Nobel Laureates are directly involved in developing curricula and mentoring youth and personally attend events around the world.

Programming is overseen by Headquarters and PeaceJam’s seventeen affiliate offices. International offices include Ghana, Liberia, South Africa, Guatemala, East Timor, India, Greece, Monaco, United Kingdom, Belgium, and Armenia. PeaceJam Rocky Mountain, Southeast, Northwest, New England (PeaceJam Maine and PeaceJam Connecticut), and Great Lakes serve their regions domestically. This Capstone will be centered on PeaceJam Rocky Mountain, referred to as the Rocky Mountain Region (RMR). Each office has developed a unique way to manage its region and all are fiscally separate, which results in varying capacities to host programming.

*PeaceJam Programming*

The PeaceJam Foundation provides a variety of educational programs as well as annual events for youth ages 5-25. The organization relies heavily on the mentorship college age
students provide for younger participants at its events. Headquarters, located in Arvada, Colorado, supports all affiliate offices. Most of this support is assisting regions that have the capacity to host annual events. These events include the Slam, a one-day youth conference in the fall to kick off the beginning of the school year, and the Youth Leadership Conference, a two-day event in the spring that brings a visiting Laureate to the region. Participants engage with local peers in small group dialogue, workshops, service projects, and probably the most exciting, presenting their service learning projects to a Nobel Laurate. Not all regions host youth conferences as a minimum of 200 students who have participated in year-long programming is required to put on an event.

Even if a region doesn’t have the capacity to host PeaceJam events, the organization has developed year-long programming that scaffolds participant learning from elementary to college. Students learn about the work of the Nobel Laureates and how they came to use peace and non-violence to achieve their mission. Through PeaceJam’s curriculum, students learn to assess their communities, analyze the root causes of an issue, develop leadership skills, and create service projects using PeaceJam’s service learning framework (See Appendix A). PeaceJam programming can be implemented in schools, community organizations, religious institutions, and other groups interested in using the curriculum. Programming is focused on building the leadership skills of elementary, middle, and high school students. PeaceJam has developed guidelines for students to form a University Scholars Club and discussion guides to accompany PeaceJam’s Nobel Legacy Film Series.

PeaceJam is not dedicated to just one issue area, rather it allows students to assess community needs and work towards making change. In 2014, the PeaceJam Foundation created
the “One Billion Acts of Peace” campaign. This campaign centers on ten critical social issues that the Nobel Laurates believe are the greatest challenges humanity must overcome (Figure 1.). Youth who participate in PeaceJam have the opportunity to work on issues they care about and are affecting their community. An online platform allows participating youth to log service projects, acts of kindness, and inspire others around the world to do the same. The campaign’s goal is to have one billion acts logged by 2020.


Program Rationale

Overview

As PeaceJam Rocky Mountain (RMR) continues to grow, maintaining quality university partnerships is important for the region because it is not housed within an institute of higher education like many affiliate offices. Discussing the current state of RMR’s tertiary level
programming will give insight into the rationale for this program. The next section will focus on a needs assessment. Interviews with PeaceJam administrators and Faculty at Red Rocks Community College, the host institution for this pilot program, provide qualitative data supporting Through the Lens of the Laureates. The last section highlights the theoretical foundations that support the design of this pilot program and demonstrates how these theories would be put into practice. The rationale for this pilot program is a combination of RMR’s need to secure financial resources and build a stronger foundation with its higher education partners to support PeaceJam’s mentor model, but also a general need in the field of international education for community colleges to increase internationalization at home through experiential learning.

Overview of PeaceJam Rocky Mountain’s University Programming

RMR relies heavily on its university partnerships and higher education resources to support its youth leadership conferences. The cost for hosting a Laureate at a spring conference is $15,000 and total conference costs are around $24,000. University sponsorship supports Laureate fees and the logistical costs of hosting a Nobel Peace Prize Winner while also helping to meet the minimum number of participants required to carry out a conference. For RMR, resources have been consistently scarce. Full Laureate fees were no longer being supported by a single university partner, causing RMR’s conferences to exceed its budget in 2016 and 2017. This has led the region to propose a restructuring of their partnership model for the fall of 2017. Instead of a single host institute, RMR is developing a partnership between three local institutes of higher education: Metropolitan State University (MSU), Regis University, and Red Rocks Community College (RRCC). The benefits of hosting a Laurate include a public talk, a
donor/VIP reception, and a student dialogue with the Laureate on campus. The laureate benefits are offered to each institution as a standard, but all are welcome to incorporate additional benefits that fit each institution’s goals. As partners, MSU, Regis, and RRCC are valuable in different ways, but Red Rocks Community College offers an incredible opportunity for PeaceJam Rocky Mountain to grow its tertiary level programming. The next sections will outline the mutual benefits of a partnership between RRCC and RMR.

Red Rocks Community College

RRCC, located in Denver, Colorado, has been interested in partnering with PeaceJam for over a year. The mission of RRCC is to provide students with opportunities for growth and development, self-directed learning, academic achievement, and career accomplishment. As part of the partnership, RMR is offering the benefits of hosting a Laureate alongside customizable programming based on the institution’s needs and vision. RRCC administrators and faculty have been in multiple meetings with PeaceJam staff, and have expressed interest in supporting PeaceJam in the development of college level programming, as well as hosting a Laureate on their campus. Both the Service Learning Center (SLC) and the new Non-Profit Pathway Program at RRCC are interested in incorporating PeaceJam programming to support their missions. Plans are also being developed to introduce a new Peace Studies Degree Pathway at RRCC. In a meeting with the college president, PeaceJam was well received and was invited back to discuss the possibilities of developing the partnership in the future.

Service Learning Center
RRCC is currently in the process of expanding its Service Learning (SLC) which is overseen by RRCC faculty Toni Nicolas and Wendy Bird. Campus Compact of the Mountain West (CCMW) is a national coalition of colleges and universities committed to the public purpose of higher education and building democracy through civic education and community development (2016). They have a strong presence on the RRCC campus and are working with RRCC Staff and Faculty to develop resources that standardize the service learning happening on campus and foster best practices. The SLC is envisioning how the inclusion of PeaceJam can support their mission to increase the understanding of the benefits of service learning for students as well as its use as an effective pedagogy for faculty.

Nonprofit Pathway Program

The Nonprofit Pathway is a certificate program that was created in partnership with Community First Foundation at RRCC. The Community First Foundation helps generous donors and innovative nonprofits come together to improve the quality of life and create positive change in Jefferson County, the Denver metropolitan area and beyond by serving as a connector, partner, collaborator and resource to fuel the power of community for the greater good (2017). The goal of this certificate program is to create a career path for passionate people to become change makers. It aims to help students build or expand the practical skills and knowledge in today’s nonprofit workforce and provide a transfer pathway for students looking to complete a bachelor’s degree or work in the nonprofit sector (2017). Many incoming freshmen may not know that nonprofit work is a career option. Though the Lens of the Laureates could introduce students to nonprofit work by exposing them to what working with community organizations and nonprofits entails.
Many students who have had meaningful service learning experiences in high school are looking to continue them during college. PeaceJam programming at RRCC would also be a draw for incoming freshman who want to continue their work with PeaceJam while gaining academic credit. Students who are interested in continuing their work in this sector and with PeaceJam could then move into this certificate pathway and eventually transfer to a four-year institution with the knowledge and skills they need to work within their community. Although *Through the Lens of the Laureate* will not be a part of this certificate program directly, the department is planning to support PeaceJam programming and is a valuable campus partner.

**Needs Assessment**

The purpose of this Capstone is to create a pilot program for RRCC that incorporates the findings from the following three interviews. The questions that were asked can be found in Appendix B. The interviews were specifically carried out in order, first assessing the need for an increase in college level programming for RMR with PeaceJam administrators. The next interview was with Darren Reiley at the University of Oregon to discuss his pilot PeaceJam program and course syllabus in order to gain an understanding of the structure of his design. Please see Appendix C for selected sections of his final syllabus. Finally, two faculty members, Toni Nicolas and Wendy Bird, were interviewed to learn about the efforts, accomplishments, and needs of the SLC, as well as how PeaceJam programming could benefit the college and what the limitations might be.

*Needs Assessment with PeaceJam Staff Kate Cumbo and Tamera Sakotas*
Interview results with Programs Director Kate Cumbo and PeaceJam Rocky Mountain Regional Coordinator Tamera Sakotas provided significant data supporting a pilot program at RRCC and an overall gap in college level PeaceJam programming was confirmed. When asked if they believed PeaceJam needs to increase its tertiary level programming, Kate and Tamera both responded yes. They both agreed that institutes of higher education are a cornerstone of the PeaceJam model, but that there is not much attention directed towards the academic possibilities at this level of education. They commented on both the enthusiasm of college students as well as the strong sense of community found on college campuses. Kate mentioned that PeaceJam is founded upon this kind of enthusiasm and she wants to see stronger service projects surfacing from students on college campuses. Developing stronger university role models would be a beneficial way to continue the mentorship model beyond conferences. While both Kate and Tamera see the need for increased programming at the tertiary level, they also agree that PeaceJam does not have the capacity to develop custom programs for individual institutions. They believe there is a benefit to having a pilot program that can be used as a sample of how institutions can use PeaceJam to create programming at the tertiary level.

Syllabus and Course Review with Darren Reiley

Daren Reiley, PeaceJam Northwest’s Regional Coordinator at the University of Oregon (UO), has taken the first steps in creating a college level course to support the coaching program he is building. Coaches are individuals who deliver PeaceJam curriculum to elementary, middle, and high school students. In an interview, he talked about how the course was originally designed to span across two trimesters and was initially designed as a training
program for PeaceJam coaches. Darren told me how the first section of the course was meant to provide a theoretical framework of PeaceJam’s curriculum, while the second part was going to be a practicum credit. Darren went on to mention that after receiving feedback he took out the practicum component and instead, structured the course on the theory of peace and non-violence through service learning to attract more students. His reasoning was that his colleagues told him this course was not attractive to students who were not interested in becoming coaches. The outcome of his course was a combination of PeaceJam curriculum and his own training in theories of non-violence. He also included a service project design assignment, although there was not enough time for students to implement it. Also because of the low enrollment, he had his students designed their projects individually. He told me that the course was not marketed well, and the total enrollment ended up being three students.

Darren commented on the limited focus on peace studies in many college curriculums, and how rare it was for the work of Nobel Laureates to be discussed in college classrooms. Like Red Rocks Community College, UO is also in the process of designing a Peace Studies Degree, and incorporating the study of the Nobel Peace Laureates would be a natural addition.

Overall, Darren felt this course was successful and he saw students effectively analyze the issues in their community while digging deeper and thinking critically about the root causes of these issues at the global level. One thing he brought up was the need to include a greater focus on PeaceJam’s Nobel Laureates throughout the course. Darren’s course is dependent on his depth of knowledge about peace and non-violent activism. It also is not deeply rooted in the work of PeaceJam’s Nobel Laureates. From my experience working directly with PeaceJam Headquarters, teaching directly about the life and work of the Laureates is an area that
Headquarters is trying to boost in their K-12 programming. I speculate that the same would be expected at the college level. During the interview, I found a variety of helpful ideas, additions, and modifications that can be adapted to make *Through the Lens of the Laureates* accessible to a wider variety of college instructors wishing to use PeaceJam’s curriculum at the university level in the future.

*Red Rocks Community College Faculty Interview*

An interview with RRCC faculty and founders of RRCC’s SLC Toni Nicolas and Wendy Bird exposed a wealth of qualitative data linking the benefits that PeaceJam can offer its higher education partners and help fulfill the needs of the institution. One issue that came up frequently during the interview is the need to increase the Service Learning Center’s visibly on campus and make it more accessible to students and faculty. Wendy mentions that creating systems that allow the SLC to assess and evaluate the impact that service learning is having on its students is another goal. Ultimately, they said their biggest focus right now is educating the RRCC faculty on best practices and creating a sustainable system that takes the burden and responsibility of logistics away from faculty.

Tony and Wendy discussed how one of the greatest challenges of incorporating service learning into more courses was that faculty don’t completely understand the difference between *service learning, volunteerism, and internships*. Without administrative support and the lack of the institutionalization of service learning as a pedagogy, it is difficult for the SLC to convince RRCC faculty to replace their current curriculum with a service learning model. They
believe that if there was an increase in quality service learning projects on campus, faculty might begin to see the value in it.

Despite numerous challenges, Wendy and Toni told me how even with the limited number of service learning courses that have taken place, those courses have had a huge impact on student engagement and retention at RRCC. They each gave examples of how their students have expressed an appreciation for real life experiences, and the school has seen an increase in engagement from the students working within the community. During the interview, they told me RRCC has already seen the benefits service learning is having on their campus and both faculty discussed how they have seen student perspectives change, biases broken down, students beginning to see why people are in the situations they are in, and an increased understanding of the root causes of the issues they are studying. But when asked if the service learning options at RRCC are meeting the needs of the entire student population, Wendy responded with an immediate and harsh no. She said that they do not have enough service learning courses to reach every degree pathway due to the lack of engagement from the faculty. After this interview, I concluded that a course that functions as a general education credit would reach a larger audience and provide service learning opportunities to a wider range of students.

The interviewees were asked what their opinions were on student designed projects. They expressed enthusiasm by saying that there is great value in students designing their own projects and the ownership over their work has the greatest impact on their learning. Wendy mentioned that the challenge is that faculty need to be prepared to facilitate the project, but also need to make sure that students are supported with a service learning framework to guide
them through the process. They mentioned that students often express that they wish they would have been able to design their own projects rather than having them pre-designed.

When asked if RRCC and the SLC would benefit from working with an international education nonprofit such as PeaceJam, the faculty mentioned both the positive aspects as well as some challenges. Obviously, the cost factor was one of the biggest obstacles. Most students use federal financial aid to cover their tuition. Courses that do not fall into the traditional curriculum or do not align with degree pathway requirements would probably see low enrollment and ultimately will not be counted towards their degree, proving them to be less valuable. They did mention that the international aspects of PeaceJam could easily fill the requirements for diversity and global learning criteria and would then align with RRCC’s learning outcomes. Designing a service learning course for a general education credit would most likely increase students’ interest in taking these often less desirable courses. See Appendix D for an overview of Colorado’s GT Pathway GT-SS3 (Human Behavior, Culture, or Social Frameworks) transfer criteria and competency requirements for general education credits transferable to a four-year institution (2016).

Using the life work of the Nobel Laureates as subject matter for a course was a well-received idea during the interview. When asked how incorporating the Laureates and peace studies into the curriculum would benefit RRCC, the interviewees brought up the fact that most of the student population had limited exposure to those types of voices and the impact in bringing them to the RRCC campus would be phenomenal. This quote from Wendy highlights a deeper rationale for a PeaceJam program at RRCC:
“We see a level of frustration and apathy and I hear from a lot of students that it doesn’t matter. They believe there are forces that are so much larger than them. The story of the Laurates, about people who made such a big difference is so important. It also enhances the reputation of the college. It sends a message to the community about who we are and what we care about; keeping standards high and sending out a message of excellence, quality and compassion.”

To summarize this section, the needs assessment interviews provide enough data to support the design of a PeaceJam program for RRCC. In addition to the interview, the theoretical foundations described in the next section will further support the rationale for this program and demonstrate how these theories can be put into practice.

Theory to Practice

This section will establish how the theoretical foundations of this program will be implemented. First it will focus on student engagement and how internationalization at home can development students’ intercultural competency on community college campuses.

Additional theories will provide a justification for student designed service learning projects and how they increase the development of self-authorship while learning. The final paragraph presents how the course employs Kolb’s Experiential Learning Theory.

Student Engagement

PeaceJam currently does not have standard programming for higher education programming beyond conference mentor training, film study guides and the University Scholars Club. The University Scholars Clubs are student led groups on college campuses where students engage in discussion about critical social issues, do service learning projects together, and host PeaceJam related student activities or events on their campuses. They are supported by a faculty advisor, but are primarily left to function on their own. In theory, this sounds like a great
club, but in practice, these clubs do not have a strong presence on RMR’s local campuses, and most clubs struggle to even form. It is hoped that as the *Through the Lens of the Laureates* program grows, the clubs will provide students who have taken the course with the space to continue participating in PeaceJam programming and inspire others to join their cause. Students who participate in the club will be encouraged to take the course if they wish to go deeper with their learning. In this way, as the clubs grow, they will begin to support recruitment efforts.

Another major problem is that RMR only spends time on college campuses during mentor recruitment season (once in the fall at the start of school and once in February before the Youth Leadership Conference in the spring). These efforts usually result in low mentor recruitment. Most students are not likely to commit to a random pitch they encountered while walking to class. Instead they need a sense of identity, belonging, and involvement in an institutional structure if they are going to become engaged (Zepke, 2017). The world is not just waiting to be discovered, but gets progressively shaped through people’s interactions (Ackerman, 2004). The host university is expected to provide enough mentors for the conference, but without an active club and a wealth of other service opportunities already established on college campuses, currently it seems like there is little interest in mentoring, let alone forming a PeaceJam club. In her article *Student Interest in International Education at the Community College*, Robertson discusses how it can be difficult to get students at community colleges involved outside of the classroom because of work schedules, family responsibilities, and financial burdens. She mentioned how student integration, or having a sense of belonging on campus is rarely achieved through participation in activities like student clubs (2015).
Students are not having the meaningful experience they need to engage with PeaceJam on their campuses. In general, PeaceJam’s partnerships need to move beyond universities only providing resources like funding, event space, mentors in exchange for PeaceJam bringing a Nobel Laurate, and begin to increase investment in the students on campus. This means sharing the unique resources that the PeaceJam Foundation has developed as well as the potential for innovation. In her book *Higher Education in Turmoil: The Changing World of Internationalization*, Knight highlights how traditional higher education institutions are no longer the only international deliverers of academic courses and programs (2008). The next section will discuss the importance of engaging community college students through internationalization at home.

*Community Colleges and Internationalization at Home*

If RMR truly wants engagement from its university partners, they need to create a mutually beneficial model and increase collective impact. Providing academically meaningful experiences for students would benefit both RMR and its campus and community partners. PeaceJam has the capacity to support universities with internationalization efforts at home using the curriculum already developed on the Nobel Laureates and connecting colleges to these international leaders of peace. As the interview with Darren confirmed, it is rare that the work of Nobel Laureates is studied, but as subject matter it is ripe with new perspectives on how to solve the world’s problems through an international lens. It is especially important for community college students to be exposed to international, and more specifically, non-Western perspectives.
RRCC does not have a strong emphasis on international programs in general, but this is not unusual. In 2010 Harder wrote that despite calls for more internationalization activities for students, and general gains in related activities seen in community colleges, internationalization efforts in two-year institutions lag behind their four-year counterparts. For many students whose education ends with their community college experience, the institution is likely to constitute the only formal academic opportunity to learn about other countries, cultures, and global trends (Harder, 2010). It is still the case that there is a lack of internationalization efforts at community colleges. A recent study found evidence that there is still a lack of understanding as to what internationalization entails and why it is important (O’Connor et al., 2013). The student population is diverse at community colleges, so traditional study abroad courses can be difficult for many to experience. Focusing on internationalizing curriculum by incorporating local opportunities to build students’ global competency can be a more accessible internationalization model for community colleges.

Designing a program at Red Rocks Community College is a logical first step for PeaceJam Rocky Mountain and would also benefit the college by offering service learning opportunities to more students. As mentioned in the needs assessment the institution offers six approved service learning courses, but unfortunately these courses do not focus on developing intercultural competency. Intercultural competence helps people live and work with people of diverse cultural backgrounds (Landis and Bhagat, 2013). According to Robertson, for many community college students, experiences of the world must be brought to them by faculty infusing the courses they teach with global and cross-cultural topics in order to build global knowledge and skills. In her study, Robertson concluded that community college students need
help understanding the connection of their lives in the larger context of the world. She suggests that based on feedback she received, it is critical that faculty make a deliberate attempt to demonstrate to their students how their lives are affected by what goes on in the world and how their personal choices collectively have global impact (2015). Bringle and Steinberg have done research showing a course that incorporates both cultural content and service learning had the highest percentage of students who moved from a dualistic view to a relativistic view of intercultural difference (2010).

Using the Laureate case studies provides students with an intercultural context while scaffolding a deeply meaningful experience in peace and non-violent conflict resolution. The intercultural learning goals of this program emphasize reflecting on one’s own cultural lens. Students must demonstrate an awareness of their own culture and the effect it has on their views of new cultures they encounter.

Student Designed Projects and Engaged Pedagogy

There are many different definitions of service learning as an engaged pedagogy. In her article Service Learning as a Counter-Hegemonic Practice, Susan Cipolle introduces the term service learning as “a method under which students or participants learn and develop through active participation in thoughtfully organized service that 1) is conducted in and meets the needs of a community, is coordinated by both the educational institution and community being served, helps foster civic responsibility and 2) is integrated into and enhances the academic curriculum and provides structured time for students or participants to reflect on the experience” (2004). A more recent definition of service learning comes from Michigan State
University. They define service learning as “a method that combines academic coursework with the application of institutional resources (knowledge, and expertise of students, faculty, staff, political position, buildings and land) to address challenges facing communities through collaboration with these communities” (2015). This section supports student designed service learning projects and how experiences that have been pre-designed continue to perpetuate power hierarchies in the classroom. The service learning portion of Through the Lens of the Laureates is strongly rooted in these theories.

An imbalance of power often arises as student-centered learning approaches are integrated into classrooms. Educators seeking to liberate are themselves surrounded and influenced by the climate that generates the idea of teacher as an expert, or as Paulo Freire calls it, the “banking” concept. Educators often do not see the effects of this power relationship and they utilize the same instrument in the effort to liberate (Freire, 1970). Even with the use of an alternative pedagogy like service learning, educators still run the risk of using the “banking” concept of education if they do not involve their students in the creation of the service learning experience. The idea behind a learner centered approach is that students will be able to generate meaning from the knowledge that they were actively involved in creating, develop critical skills and gain the ability to question (O’Sullivan, 2004). The starting point of authentic learning is not in instruction, but a question (Reardon and Snauwaert, 2011). Research has shown that student engagement increases when a curriculum allows students to make legitimate claims in a world of uncertainty and negotiate challenges to such claims and when they become aware of themselves and their potential to effect change (Zepke & Leach, 2010).
Being involved in the creation of the service learning experience from the start allows students to do the preparatory work that is vital to their understanding of the root causes they are trying to address. It is not only important for students to learn about the population they are planning to work with, but also to understand their own position within the context of the community. The work done prior to the implementation of the project is far more beneficial to students as it will take them beyond the notion of generosity and instead increase students’ ability to become self-reflective and responsive. Without guidance while they create a service learning project, students may have a vague sense of the impact their experiences have had on them, but will not be fully aware of the nature of their own learning, its sources, or its significance (Ash & Clayton, 2009).

Jumping directly into a project without working through issues like perspective, biases, and root causes and instead only focusing on linking course content to the project will not lead students to a higher level of reasoning. If there is not enough time in a course to fully process why students are carrying out this project, the effects it will have on the community, and time to reflect on its outcomes after completion, it should not be implemented. The nature of their relationship with the community includes getting to know who they are working with, and not prescribing what they believe to be the best solution based off what students think they know. Even if it is not possible for students to directly interact with people living in the community, it is important for them to at least understand that what might work for their communities, may not be the universal answer. If the project is pre-designed, students have no responsibility for the work they completed.
If we look at power hierarchies within the student-teacher relationship, the teacher traditionally holds the dominant position and has the power and authority to control how resources are allocated and define what is natural, good and true (Adams, et al., 2016, p. 9). A teacher who designs a service learning project for their students to carry-out is in a superior role and is assuming their connections to course content to be a more credible learning experience. Educators need to let go of the need for control and instead share authority, and trust their learners’ capabilities in order to interact interdependently with learners (Baxter Magolda, 2014).

If the learning outcomes of completing a service project are to develop student awareness of critical social issues through a conscious raising process in order to gain the ability to take action, then no decisions should be made without the full participation of those affected by the decision (Adams, et al., 2016). It is not enough for students to reflect on the result of their actions on the community they are working in. They also need to reflect on what implications their actions might have before they even carry them out. It is much simpler for an instructor to organize a service project they believe links course content and experience to achieve the learning outcomes. But if engaged pedagogy is to be used in its true form, educators must fully assume the responsibility of applying it in their classrooms. Engaged pedagogy emphasizes mutual participation because it is the movement of ideas, exchanged by everyone, that forages a meaningful working relationship between everyone in the classroom (hooks, 2010). Not involving students in the creation of a service learning project will continue the cycle of teachers presenting material, and students passively receiving what is given to them. Just as a critical approach to service learning aims to redistribute power within the
relationship between students and the community they are working in, by involving students in the process of creating a service learning project, educators are supporting students in understanding the consequences of service alongside the possibilities (Mitchell, 2008).

**Self-authorship and Meaning Making**

Baxter Magolda’s work on self-authorship provides theoretical background to support the case for student designed service learning projects. Although it takes time and effort for both the students and faculty, the benefits of growth and learning are worth it. Self-authorship is defined by Baxter Magolda as the internal capacity to construct one’s beliefs, identity, and social relations or the ability to understand how we know or decide what to believe, how we view ourselves, and how we construct relationships with others (2001). Self-authorship is the shaping of one’s own life with the materials and resources one possesses (Kalliris, 2017). In an interview Baxter Magolda states the central goal of higher education is promoting self-authorship. She goes on to say that college students face complex decisions about their belief systems, identities, and relationships. They have a reliance on external authority that creates numerous risks and therefore must have opportunities to develop self-authorship which involves intercultural maturity, critical thinking, wise decision-making, and responsible citizenship. When asked how colleges can help nurture self-authorship in their students, she replied that they should validate students’ capacity to know, situate learning in their experience, convey to them the importance of identity and its connection to knowledge construction, and define learning as mutually constructing meaning (2001). Students who learn in an inclusive climate recognize how to extract themselves from external self-definition and explore their identity in order to understand multiple perspectives, ultimately leading to a
greater appreciation of difference. When asked if she thought providing students with more choice in their learning sacrifices content, she responded no (2001). A more recent article co-authored with Magolda confirms her thinking and adds on by saying “in order to appreciate difference, students must have the capacity to internally generate their values, construct an identity that is strong enough to avoid perceiving others’ differences as a threat, and view relationship as mutual rather than acting to please others (Magolda, et., al, 2012).

Content is often learned temporarily when an instructor focuses on covering content instead of students having a more meaningful experience and holding some responsibility with what they are being asked to learn. Using PeaceJam Nobel Laureates’ personal stories as content presents students with real life case studies focused on people who use non-violent methods to achieve significant change. These inspiring stories give students context so they can analyze the skills, knowledge, and characteristics of an individual who has developed a strong sense of self-authorship. Moving forward they can define what is important to them and their communities, leading them to take action and work towards making the changes they believe to be important.

*Experiential Learning*

The development of an experimental, hypothesis-testing approach to action introduces tentativeness and flexibility which is needed in order for active commitment to responsible action in a world that can never be fully known because it is continually being created. (Kolb, 1984). Kolb’s beautiful statement is the essence of the student learning outcomes for this course. Kolb states that the experiential learning theory (ELT) focuses on the transaction between internal characteristics and external circumstances between personal knowledge and
social knowledge. He discusses how it is the process of learning from experience that shapes and actualizes development and that learning is a social process (Kolb, 1984). The process of moving through the cycle of the four modes of learning creates the abilities that need to be developed in order to learn (Figure 2.). When transactions among the four modes happen, learning and ultimately knowing is grasped (Kolb, 1984). Kolb’s structural model of learning illustrates how individuals form their ways of knowing by how they are conditioned, what choices and decisions they make, and how they transform the experiences they have into their definition of reality. Different emphases on each of the four modes is defined by Kolb as learning styles. See Appendix E for a detailed description of each of the four modes of learning and learning styles.

Program & Participant Goals and Objectives

*Through the Lens of the Laureates* is a program focused on surfacing the life work of Nobel Peace Prize Winners through PeaceJam’s service learning curriculum and using their stories to empower students to take action in their communities. This course asks students to deepen their understanding of the ten global issues the Nobel Laureates consider obstacles to a just and peaceful world (Refer to Figure 1.). The purpose of this pilot course is to build participants’ awareness of the root causes of these issues though developing multiple perspectives, stimulate an interest in the life work of the Laureates, and increase civic responsibility and global citizenship through peace studies and service learning.

Program Goals
• Introduce the work of PeaceJam’s Nobel Laureates and their commitment to non-violent action in order to develop both a global and local perspectives on the Billion Acts of Peace ten issue areas and their root causes.

• Facilitate a co-created learning environment where participants can link awareness to practice through engaged learning and reflection as they move towards the development of self-authorship.

Program Objectives

• To scaffold a learning environment that culminates in a well thought-out design and potential implementation of a service learning project for one of PeaceJam’s selected community partners.

• Increase awareness of peace and non-violence through community organization and non-profit site visits, guest speakers, group work, and critical reflections such as, but not limited to personal written reflections, online and in class discussions, and assignment revisions.

• Incorporate diverse perspectives by using a multidisciplinary approach to learning and using non-Western perspectives of social action and peace building through course readings, guest speakers, PeaceJam’s Nobel Legacy Films, and group discussion.

Participant Goals

• To develop a practice of refining perspectives, reflective inquiry, and understanding of the root causes of an issue to promote quality of thought.

• Enhance self-awareness, gain an understanding of cultural values and build cross-cultural empathy in order to communicate well with others and develop the ability to listen to divergent points of view.

• Increase the intrinsic motivation of individuals to support and engage in issues that matter and link their impact on both a global and local level.

Participant Objectives

• Critically examine cultural identity, background, self-awareness, and discuss the evolution of subjectivity and positionality while constantly refining perspectives of how
they are understanding the root cause of an issue through experiential activities, self-reflections, course readings, and group discussions.

- Describe the relationship between an issue at the global and local level through in-depth research and analysis of the root causes of a specific issue and design a service project targeting the issue at the local level.

- Identify the importance of context, power, and the challenges that arise from different perspectives, while realizing one's own contribution and enchanting a sense of their own responsibilities as citizens by staying conscious of their positionality.

- Gain new insight around social justice and non-violent conflict resolution as well as the power of an individual to make an impact through analyzing the personal stories of Nobel Laureates and the creative but critically reflective process of designing a service learning project in their community.

- Increase knowledge of civic engagement by understanding how to use the resources available to them and their communities, such as domestic and international non-profits, local and state governments, as well as institutional resources such as student clubs, the RRCC IDEA Lab, and intellectual material such as scholarly articles, and develop an intrinsic motivation to take action on their own.

Program Description

PeaceJam Rocky Mountain’s *Through the Lens of the Laureates* course is designed to build students’ knowledge, skills, and awareness of critical social issues, global competency, and to learn about the work of PeaceJam’s Nobel Laureates through experiential learning, ultimately resulting in a meaningful and well-planned student designed service learning project based on one of the ten focus areas from the Billion Acts of Peace campaign. The program incorporates PeaceJam’s current University Scholars Club, a credit bearing course with service in the community, PeaceJam’s Nobel Legacy Film Series, and the future application of a faculty-led study abroad program. The program is designed with the idea that college instructors can take the structure of the course, the service learning framework, the resources, and integrate it into any discipline, but the course can also stand alone.
This course will be structured using Kolb’s four modes of experiential learning (Figure 2.) and the service learning pedagogies that focus on student-centered learning including reflections, self-assessments, and practical application to form a strong learning community that develops a greater sense of self-authorship. A domestic mobility component rooted in service and peer facilitated class time will be included alongside a “service lab” and online coursework. In the article, *Improving Student Engagement: Ten Proposals for Action*, Zepke and Leach discuss several findings linking student engagement and learning communities. They discuss how active learning in groups, peer relationships, and social skills are important for engaging learners and students working in learning communities have an enhanced sense of belonging (2010).

**Figure 2. Kolb’s Four Modes of Learning**

<table>
<thead>
<tr>
<th>Mode of Learning</th>
<th>Achieved through:</th>
</tr>
</thead>
</table>
| **Concreate Experience (CE)** | Learners must be able to involve themselves fully, openly, and without bias in new experiences. 
(Feeling) |
| **Achieved through:** | group discussions on critical social issues, completing course work in a collaborative learning environment, working outside the traditional classroom, responsibility for analyzing their learning and arguing their final grade, make collective decisions for group designed service learning project, problem solve issues/conflicts that may arise in group work or learning on site |
| **Reflective observation (RO)** | Learners must be able to reflect on and observe their experiences from many perspectives. 
(Watching) |
| **Achieved through:** | written reflective essays on various themes throughout the course, actively listen to classmates during discussions, reflect on their own perceptions and relate them to others, reflect on the perspectives and work of Nobel Peace Prize Winners, use multiple perspectives to develop a service project design that fulfills the needs of the selected community organization |
| **Abstract Conceptualization (AC)** | Learners must be able to create concepts that integrate their observations into logically sound theories. 
(Thinking) |
<p>| <strong>Achieved through:</strong> | Research the root cause critical social issues, provide additional resources for classmates through reading groups and lead discussions that further the analysis of these resources, support service learning design with theoretical foundations |</p>
<table>
<thead>
<tr>
<th><strong>Active Experimentation (AE)</strong></th>
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<tbody>
<tr>
<td><strong>Skill:</strong> Learners must be able to use these theories to make decisions and solve problems. <em>(Doing)</em></td>
</tr>
<tr>
<td><strong>Achieved through:</strong> apply the understanding of peace and non-violent action used by Nobel Laureates and an understanding of globalization to create change in a local context through the design of a service learning project, apply the reading in class to build understanding of their own and other cultures and ways of knowing, apply course readings in the design of their service learning project, collective consensus and decision making of the realistic implementation of a service learning project</td>
</tr>
</tbody>
</table>

Figure 2. Shows the four modes of learning during the process of experiential learning and how learners will work through each during the course. Adapted from Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development* (pp. 25-33). Englewood, CA: P T R Prentice Hall.

The course is designed to take place over a 15-week spring semester at RRCC. It will be offered as a 4-credit course. The target enrollment is between 15-20 students. The course will include a two-hour seminar session once a week, a two-hour service lab once a week, online reading and assignments, and additional group work outside of scheduled class time (See Appendix F). Details will follow in the curriculum section.

Students will be expected to use time outside of the course to complete individual assignments and group work as well as incorporate additional work on their service learning project. This additional time will be based on the groups’ objectives and accounted for in the recommended hours of time spent on coursework outside of class time for a four-credit course.

The first three weeks will include an orientation to Social Justice and Experiential Learning as most students will not be familiar with these concepts. The orientation will introduce PeaceJam, its service learning framework, and an overview of the 14 Laureates. Students will also complete Kolb’s Learning Style Inventory and reflect on how they learn, and what they would benefit from working on.
The Nobel Laureate case studies will provide context for students to connect with and apply what they learn through course assignments. The first Laureate introduced will be the Dalai Lama during week four. Through his case study, students will focus on themes such as self-awareness, attitudes, beliefs, intercultural communication, and conflict resolution. A strong emphasis on teambuilding and co-creating a learning environment will be the initial focus of the service lab.

After the orientation period is concluded, students will begin a more in-depth look at the Laureate case studies. For example, they will study Leymah Gbowee and her work helping to end the civil war in Liberia. Students will focus on the outreach she did in rural communities and her ability to organize. Leymah Gbowee’s case study is an example of the power people have to impact their communities using limited resources. Through her case study, students will focus on themes such as describing the experiences of others, and analyzing social hierarchies and power structures. Student Learning Outcomes from the GT Pathway requirements will continue to be woven into the case studies for, Rigoberta Menchu Tum, Shirin Ebadi, and Oscar Arias.

During the service lab, students will explore issues that are important to them and begin the design of a service project. A community panel will feature partner liaisons invited to talk about the mission of their organization and will have agreed to support the service learning process throughout the semester. The organizations will be pre-selected and vetted to make sure students have a meaningful experience, but also because the community partner has expressed interest in a collaboration and has the capacity to host a service learning project. Although student outcomes are important, a well-designed service learning course also focuses
on how student and faculty involvement benefit the communities and partner organizations that host service learning students (Bringle & Steinberg, 2010).

Using the PeaceJam Service Learning Framework and project planning guide, students will design and implement a service learning project in partnership with a community organization or non-profit. The service lab will function as class time for students to work together on their project and is designed to become a flexible workspace for groups as they move into the full-time design/implementation of their service project. Desire2Learn (D2L) is RRCC’s online learning platform. Students will be able to access the course packet which includes assigned readings and other resources for them to use during the course. It also provides an online space for students to engage in ongoing discussions and upload course assignments and reflections. Students will continue to work through the themes presented in each of the Laureate case studies and connect them to both their projects and lives.

Curriculum

The scaffolded nature of the curriculum begins with a reflection of how students use meaning making and how the construction of their identities moves them through the world. This initial deep reflection on themselves will help students understand how they learn, make decisions, and work with others so they can experience how learning happens with both personal and social knowledge. The objective of this first section is to challenge students to become more reflective and to understand how often they simply accept how their environment influences them, rather than actively shaping their own experience. By deepening the ability to sense the implications of their actions, they can shift the use of a single
perspective, move towards the use of multiple perspectives, and begin to understand how their ways of knowing and meaning making have been blocked by an adaptive mode of learning. (Kolb, 1984, p.145)

The following weeks will be focused on learning from the Laurates and demonstrating that learning through the design and possible implementation of a service learning project. Students will problematize an issue that they feel is important and/or see happening and work to find solutions for it through a group designed service learning project. Implementation of student projects will depend on each group’s goals for their project. The construction of a learning community is an important curricular component for this program because it will give students the skills they need to make collective decisions. Looking back at the inspirational writing of Parker J. Palmer, he says “Students would learn more true lessons about the nature of life on all levels if we were to shape our schools around images of reality that are less individualistic and competitive and more corporative and communal (1993). To further this point, if students are only left with inward reflection without communal sharing, their learning becomes a meditative practice versus a reflective one (Reardon and Snauwaert, 2011). Rather than learning in an educational environment that rewards and punishes students for their work, interacting and learning from each other is how students will shape their views. Palmer also says that by learning the skills of observation and analysis, students are given freedom from conventions and appearances, thereby gaining independence of thought and action. The central goal of this curriculum is to develop students’ critical consciousness or their awareness and mindfulness of the social and political factors that create oppression and to take action to work democratically with others to reimagine and remake the world in the interest of all
(Adams, et al., 2016). The following sections of the course are outlined in detail below and correspond to the course schedule (Appendix F).

Credit Overview

*Through the Lens of the Laureates* will be offered as a four-credit course. The in-class portion will consist of a seminar and service lab session on campus. The remaining hours will be spread across individual and online assignments as well as group work on the design of a service learning project. Credit hours are defined as follows: 1 hour of instruction per week plus a minimum of 2 hours of out-of-class work per week over fifteen weeks equals 45 hours or 1 credit unit. A total of 180 hours must be completed to receive 4 credits.

**Seminar**

The seminar section of the course will be held once a week for two hours and provide students with the theoretical background required to explore social justice issues and non-violent action in conflict resolution. Using the Laureates’ personal stories as inspiration, students will examine their own cultural values, how values create the definitions of global and local problems, and what approaches can be used to solve these problems creatively. Lecturelettes and group dissuasions will focus on the case studies of the Dalai Lama, Rigoberta Menchu Tum, Leymah Gbowee, Shirin Ebadi, and Oscar Arias. An international perspective is conveyed through the story and country study of each Laurate, creating a diverse array of seminar topics aimed at engaging students in meaningful reflections about their own cultural
values and perspectives. The stories of the Laureates highlight how individuals can use non-violent action to solve problems even under the most difficult conditions. Students will directly link their learning in this section of the course to service lab and online assignments.

Service Lab

The service lab will take place each week after the seminar and offer a community learning environment that scaffolds the design of a service learning project. During the Service Learning Overview, students will learn about different types of service learning (direct, indirect, research, and advocacy based.) The first four weeks will be focused on introduction material and team building. Students will explore critical social issues that will allow them to connect with one they wish to work with the rest of the semester. The following weeks will turn into an open lab where students are offered time for group work with the support of the course facilitator and community partner liaison. Students will be responsible for managing this time in a way that works for all group members, and will be allowed to use this time to work off campus if needed. Students will be required to document hours and notify the course facilitator a week in advance if the group is planning on using the class time to do work off campus and provide the signature of their community liaison documenting that their hours are being completed on-site (See communication section in Appendix G- Logistics Plan).

RRCC offers a Makerspace in the IDEA Lab located on campus. This space provides students with real world projects and creative problem-solving solutions by supporting students who want to work on team-based projects or projects that are a part of a course. Some examples of what the IDEA Lab can offer students include 3D printing, programming
electronics, android app development, and organic gardening support. Students who wish to use this resource are welcome to do so, but must be responsible for meeting the IDEA Lab requirements.

**Online Coursework**

The online component of the course will be where students access course readings, submit assignments, continue discussions, and post self-reflections. Acting as an extension of the classroom, students will be able to keep their work organized digitally.

**Project Implementation/ Service Engagement**

In order for a course to be designated as *Service Learning*, students are required by RRCC to complete a minimum number of hours working on their project. It is suggested by the Service Learning Center that 20% of the contact hours (12 hours for a 4-credit class) must be completed in any combination of in-class or outside of class to fulfill the requirements (Center for Community Engagement and Service-Learning, n.d.).

There is no expectation for students to implement their project, but the opportunity to do so is highly encouraged. It is understood that each groups’ projects will vary in nature. Students will be expected to discuss the parameters of their project proposal with their community partner liaison and course facilitator early in the project design in order to agree on a timeline for the implementation of their project should they decide to carry it out. After presenting their proposal idea, feedback from the learning community will also give insight into the possibility of the group implementing the project. If the learning community agrees that it is possible to carry out, the group will use the following weeks to complete their project off site. A
post reflection will then ask students who implemented their project to provide a deeper analysis and how they might change, add on, and give suggestions for the future.

Groups who choose not to implement their project will spend more time on their proposal and be expected to create a detailed plan of action, and include reflections on why they chose not to carry it out, what obstacles they ran into, what they would have done differently. The reasoning behind this is for students to understand service learning with realistic expectations of their work. If the scope of their project is beyond the timeline of the course, students will be asked to justify why they chose this route. Ultimately, the goal of this student designed service learning project is to develop critical thinking and reflect on the implications their projects will have on the community.

Realizing the impact of their work is critical. The learning will happen through the process and deep analysis of their ideas rather than a focus on project implementation. Each group will give a final presentation during the last week.

*Individual Assignments*

Individual assignments will include reading responses, online discussion posts, personal reflections, and research essays. Students will be given a syllabus that outlines all individual assignments due dates and requirements. A personal learning plan will be created in the beginning of class and students will be asked to revisit it throughout the semester. At the end of the course, students will be asked to compile all their individual work into a final portfolio. Using their learning plan and portfolio, students will be asked to write a final reflection on their learning. Further discussion can be found in the evaluation section.
Staffing

A limited number of staff is needed for this program. One faculty member will be responsible for the facilitation of the course. The facilitator will be trained using PeaceJam’s online training material and will also be expected to be familiar with Kolb’s model for experiential learning and theories within Social Justice Education. They will be required to adhere to the requirements of RRCC’s service learning courses and complete all requested documents. Both the faculty and the students will have access to the SLC and RMR staff for additional support.

Personnel from each of the selected community partner organizations will provide a liaison. The liaison will be asked to support student work throughout the semester and attend agreed upon meetings with the students during the 15-week semester. They will work with a group of students who have chosen to serve their organization. The community partner liaison will receive a modest honorarium that will help cover travel expenses and for their commitment. This will encourage liaisons to meet as much as possible on the RRCC campus. They will also be given access to the online PeaceJam training and be asked to complete this training prior to working with students. It is important they understand the service learning framework in which the students are working as well as become familiar with the Laureates. Liaisons will be expected to provide student groups with an organization orientation preferably at the on-site location, be responsible for completing required assessments of student work during and at the end of the course, and support them with the design of their service learning project, especially during the needs assessment phase. Guidelines will illustrate what should be
include in the orientation, project parameters, and general expectations of community liaisons will be provided.

**Marketing and Recruitment**

Marketing and Recruitment will be critical, as it will be the first time PeaceJam pilots this higher education program. Since the course will be scheduled to take place during the spring semester, the fall semester will focus on marketing and recruitment strategies.

As part of the higher education partnership, RRCC will schedule showings of PeaceJam’s Nobel Legacy Film Series and host a community dialogue after the film. This will also be an information and tabling opportunity for RRCC’s participating departments (Service Learning Center, Non-profit Pathway) and PeaceJam Rocky Mountain. PeaceJam’s Higher Education Coordinator and the course facilitator will be there to help market the course and talk about PeaceJam before and after the film screening. These film screenings will be advertised around campus with flyers, and on RRCC and PeaceJam’s website and social media. PeaceJam’s community will also be invited through their monthly newsletters to participate and recruitment initiatives will target high school seniors who are looking to stay involved with PeaceJam after graduation. The first screening will take place in August before enrollment ends for the upcoming fall semester. Another film screening and information session will take place in November prior to students enrolling in courses for the spring semester. An academic advisor will be asked to participate and offer an opportunity for a Q&A session with students who are interested in how this course would fit into their schedule and degree pathway.
The course facilitator and PeaceJam’s Higher Education Coordinator will work together to organize a three-part learning lunch series during the fall semester. The series will be titled *Lunch Break with a Laureate* and will introduce students to the life work of one of PeaceJam’s Laureates in a twenty-minute interactive presentation during the lunch period. Two twenty-minute sessions will be offered on a Monday and again on a Tuesday. Students who are interested in learning more will be invited to discuss the upcoming course. The series will be advertised around campus with flyers as well as on social media. One of these will feature a short Skype session with a Laureate if they are available. This series will be part of larger PeaceJam higher education programming and contribute to campus internationalization efforts.

Community organizations participating in the program will be welcomed to table and/or organize events on campus. PeaceJam’s Higher Education Coordinator and the SLC will support organizations with logistics. Creating more visibility for community organizations will support their initiatives as well as give students a chance to learn about their upcoming involvement on campus. The Service Learning Center and Non-profit Pathway departments will also support this initiative, providing them with increased visibility on campus.

**Admissions**

The following criteria will be required to participate in the program:

- Meet the minimum requirements for admission to Red Rocks Community College.
- Completion of ENG 122 English Composition II: GT-C02 or equivalent. This course ensures that students can structure an academic paper and have a basic understanding of research and citation.
• **Availability** for full program participation (including working in non-traditional classroom environments and attending meetings located off campus)

Students will be encouraged to communicate with an academic advisor and the course facilitator prior to the course start date to make sure they follow the expectations of the course.

**Logistics**

PeaceJam’s Higher Education Coordinator and course facilitator will take the lead on the majority of program coordination prior to the start of the course. Their responsibilities will include connecting and vetting community partners who are interested in working closely with students to design a service project with their organization and providing an orientation for community liaisons to prepare them for their roles. A timeline for community partners will be provided.

Outside of scheduled seminars and service labs, students will be responsible for organizing site visits as necessary. They will be required to visit their site at least three times; once for an orientation, again for a needs assessment, and a final time for project wrap-up and evaluation. Each group will determine if additional visits are required for their project design. Students will be responsible for coordinating these logistics with their group and community liaison. See Appendix G for an outline of the logistics plan.

**Health & Safety Plan**

There is limited risk for students participating in this domestic service learning program.

RRCC and the SLC have already provided comprehensive and detailed policies and
documentation for students participating in a service learning course. They will be required to follow the procedures outlined by the SLC for all service learning courses and return the mandatory paperwork before add/drop deadlines in order to participate. Students will be required to read and sign RRCC’s Service Learning Assumption of Risk & Release of Liability waiver (See Appendix H).

Transportation safety to and from the site will be considered. Students who are driving must hold a valid licenses and auto insurance. Other liability issues will be discussed with community partners prior to finalizing a partnership to determine if the environment is safe for students. Generally, most instances will be covered under the college’s liability insurance, but it is mandatory that students are covered by individual health insurance.

All weather-related issues will be considered. Students will not be required to attend classes or site visits if the college is not open. Community liaisons will be expected to communicate any issues that may arise on-site to students and the course facilitator. Students will be notified of possible liabilities during their on-site orientation and must comply with each site’s, as well as RRCC’s health and safety measures.

Evaluation Plan

The evaluation plan consists of two parts. The first is a student evaluation designed to demonstrate the acquisition and application of student knowledge built over the duration of the course. The collective nature of this evaluation plan will demonstrate if participant goals and objectives were met. The second part is a general program evaluation and will demonstrate the overall effects of the program.
Student Assessments

Pre and post surveys will be used to measure the progress students made throughout the course. The first is RRCC’s Preflection Survey of Service-Learning Experience. Students will take a pre-service reflection survey to indicate their prior experience with service learning, (See Appendix I) and will inform the course facilitator of the level of experience each student has, what areas may need attention, and give them a focus for the final assessment of student learning. It will also be collected and given to the SLC for their overall evaluation of RRCC’s Service Learning courses. The course facilitator will compile the quantitative data into a bar graph so student can see how they compare to the rest of the class. This will be posted online for students to work from as needed.

The Global Awareness Profile (GAP) is an online assessment that is uses 126 questions to measure students’ knowledge and awareness about world geography, culture, economics, etc. It can help students recognize and appreciate the size, complexity and diversity so they are able to form an integrated worldview. The assessment creates a critical awareness of students’ gaps in knowledge about the world, and stimulates engagement (Global Awareness Profile, n.d.). Students will take this survey at the start of the course. The results of this measurement will inform students’ understanding of their own global awareness, how it compares to the rest of their classmates, and help them consider areas that they could explore and grow as they move through the course. (See Appendix J for sample results). Part of the rationale for using this online tool is that students can anonymously compare their results with the rest of the class. Students will incorporate their results into their learning plans as well as write a reflective essay based on the results.
Student Learning Plan

Students will create a simple learning plan based off their pre-evaluations and their GAP survey. Using the syllabus to indicate how they will utilize areas of the course, students will discuss how they plan to build on the areas they scored as low and how they plan to contribute to the course based on the sections that they scored as high. They will set some intentions and projections about what they hope to get out of the course and service learning project. During the semester, they will be asked to check back in with their learning plan and record their reflections. The learning plan will act as a working narrative as students build their final portfolios and will be a documentation of their progress. Guidelines for the learning plan will be upload to the online D2L platform.

Individual Student Portfolio and Grade

Students will be asked to keep a record of their work by building a portfolio which will be submitted online at the end of the course. All course assignments will be included in their portfolio including first and revised drafts, pre and post surveys, assignments, and written reflections. At the end of the course, students will be asked to finalize their portfolio and write a final reflection essay which includes their overall thoughts on their coursework, what they believe is their biggest area of growth, what they feel they need to work on, and finally an argument for the grade they believe they deserve and why. The portfolio is intended to compliment the final self-assessment essay, and students will be expected to reference the work in their portfolio as examples. Students’ requested grades will be considered alongside their group assessment (see below) and result in their final grade. It can be difficult for students
to articulate the ways in which they have changed, so a reflection on their experience and looking back on their work can help them reflect on their learning. Portfolios will be graded based off the Colorado Department of Education’s GT Pathway Rubrics (See Appendix K). These rubrics act as guide for faculty and are suggested by the department as a way to evaluate if the SLOs for the GT-SS3: HUMAN BEHAVIOR, CULTURE, OR SOCIAL FRAMEWORKS were met. Abridged versions on these rubrics will be outlined for students in the course syllabus under the portfolio grading criteria.

**Group Assessment**

A large portion of the class will be completed in students’ service learning groups. The success of students’ projects will require them to actively engage with one another and this includes the assessment of their group members’ contributions. A midway check in with each group will ensure that students are working effectively together. The course facilitator will meet with each group after the presentation of their proposal idea. Any complications will be resolved as needed. At the end of the course, students will be asked to write a short reflection on group dynamics and on their collective service learning experience. This piece will be included in their final portfolio.

**Program Evaluation**

At the end of the program, students will be sent an assessment survey by email. Questions will reflect those in the pre-survey. Community partner liaisons will be asked to complete an assessment of their experience working with students, RRCC and PeaceJam staff. The course facilitator, PeaceJam Higher Education Coordinator, and Community Partner Liaison
will participate in a debrief at the end of the course to document their overall reflections together, and discuss steps moving forward.

Facilitator

The course facilitator will be asked to write a one to two-page reflection about their overall assessment of the course and any trends in student learning they noticed. Their reflections will be based upon the themes in students’ final portfolios and service project presentations. This reflection letter will be shared with the students upon the return of their final portfolios along with their individual feedback. A record of the facilitator’s general course observations and feedback will be kept by PeaceJam Rocky Mountain and the SLC. They will eventually be used as part of a larger evaluation of the program as it grows.

Budget

The budget summary for this program will be broken into three sections. The first and second section will focus on RRCC and program participant costs. The second section will reflect costs and revenue for PeaceJam Rocky Mountain. The majority of the program will be supported through student tuition that is covered by federal financial aid. The remaining costs will be supported by PeaceJam’s Higher Education partnership agreement. Since this is a pilot program, the budget reflects anticipated costs. See Appendix L for the Budget Summary and Notes.

Conclusions and Further Applications
This Capstone reflects a unique partnership developing between a non-profit and an institute of higher education. It is sometimes difficult for non-profits to find new ways to partner with a college or university. Traditionally these types of partnerships are approached from the universities’ end looking for sites for their students to carry out service for course credit. It is rare that a community partner would have academic resources to contribute to a university or college. These institutions have little room to explore experimental courses with non-traditional subject matter that satisfies state credit requirements. For non-profits to partner with these intuitions, it takes a lot of negotiation and both parties finding loopholes of where outside programming might fit.

Despite the difficulties, it is important for both partners to think creatively and share the resources they can offer. The PeaceJam Foundation is not only able to offer their quality curriculum and films that focus on the life work of Nobel Peace Prize Winners, the chance to host a leader of peace on their campus, and enhance efforts to increase internationalization at home, but also an untapped possibility for study abroad.

With international affiliate offices in Ghana, Liberia, South Africa, Guatemala, East Timor, India, Greece, Monaco, United Kingdom, Belgium, and Armenia, the PeaceJam Foundation has a variety of opportunities to support colleges and universities looking to create global networks. Each affiliate office has its own connections to local organizations, colleges and universities, and youth. PeaceJam has the ability to support faculty-led study abroad programming in multiple academic disciplines. Adapting this program’s curriculum, students would have the opportunity to study in a Nobel Laureate’s home country and have a chance to learn on-site. Customizable options are possible such as semester-long courses that follow a
similar model to this Capstone project, short-term faculty-led courses over the summer or winter terms, as well as internships with local organizations or the Laureates’ foundations. A language objective could easily be added to each option as well as the chance for participants to study/live with local youth.

The possibilities are exciting and offer institutions of higher education a variety of options supporting internationalization efforts. Successful completion of a pilot program on campus would build the foundation for study abroad opportunities. Ultimately, the larger goal of Through the Lens of the Laureates is to provide partnering institutions with study abroad opportunities that focus on how global issues transfer back to the local level, and increase civic engagement through peace education.
References


How to Calculate: Credit Units, Class Time, Course Classifications and Faculty Workload. (n.d.). In *Humboldt State University*. Retrieved July 4, 2017, from


http://www.peacejam.org/media/1233/programs_toolkit.pdf


http://www.infactispax.org/journal/


Appendices

Appendix A – PeaceJam Service Learning Framework

PEACEJAM’S
SERVICE LEARNING FRAMEWORK

- **Pick an Issue:** Investigate
- **Make a Plan:** Research Issue & Create Plan
- **Take Action:** Do Project, Collect Data
- **Reflect and Evaluate:** Reference Learning Objectives and Project Goals
- **Demonstrate & Celebrate**

PEACEJAM.ORG
Appendix B – Needs Assessment Interview Questions

Needs Assessment with PeaceJam Staff Kate Cumbo and Tamera Sakotas

- Do you believe that PeaceJam programming needs to increase at the tertiary level? Why or why not?
- What have you tried at this level in the past? What were the outcomes?
- What are your visions for PeaceJam programming at the tertiary level?
- What benefits would a higher education institution gain from incorporating PeaceJam’s Nobel Laureates? How do you see them incorporated into college level academics?
- How can a university/college benefit (beyond the connection to the Laurates) from partnering with a non-profit? How about PeaceJam specifically?
- Would you like to see a university level course as part of this programming?
- What obstacles might make it difficult to integrate a PeaceJam course at a higher education institution?
- In the future do you think that PeaceJam would benefit from developing study abroad programming? How do you see Affiliate offices participating?

Syllabus and Course Review with Darren Reiley

- What led you to design a PeaceJam course for your institution?
- What gaps in the academic offerings at the University of Oregon did it fill?
- How many students participated? Did the course have adequate enrollment?
- What marketing and recruitment strategies did you use for student enrollment?
- Overall, was the course successful? What went well, and were there any surprises along the way?
- Are you planning to facilitate the course again? What improvements or changes would you make?
- What is your rationale for choosing the Laureates and course readings? Would you do anything differently if you could go back?
- To what capacity did you use already existing PeaceJam curriculum to develop your syllabus?
- Do you feel that students were able to achieve the learning goals and outcomes for this course? How did you measure these?
- Can you talk about the service learning portion of the course? How did the course help students develop the skills they needed? What did the practical application of these skills look like?
- How did collaborative learning happen during the course?
- Were you able to engage students in PeaceJam beyond the course (i.e. interest in becoming a PeaceJam Coach, mentoring at events, starting a PeaceJam Student Club on campus?)
• How would you adapt this syllabus to make it useful to all affiliate offices?
• Would this course benefit from a Faculty-led Study Abroad extension?

Red Rocks Community College Faculty Interview

• What is RRCC looking to increase in its service learning courses?
• What has been the biggest challenge in getting Faculty to incorporate quality service learning into their courses?
• Based off of student evaluations, what has been some positive trends coming from your service learning courses?
• In your opinion, are the service learning courses at RRCC currently meeting the needs of the entire student population?
• Are there any academic areas where it would benefit the institution to increase service learning opportunities?
• How might RRCC Service Learning Center benefit by partnering with an international education non-profit like PeaceJam? What might the challenges be?
Appendix C- Sample Sections of Darren Reiley’s Syllabus

FHS 408
Think Globally, Act Locally

<table>
<thead>
<tr>
<th>Instructor: Darren Reiley</th>
<th><a href="mailto:darrenr@uoregon.edu">darrenr@uoregon.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hrs: Tues, Fri 1pm-3pm</td>
<td>Office: Holden Center, EMU</td>
</tr>
<tr>
<td>Meeting Time: MW 2:00 – 3:20</td>
<td>Location: 117 ED</td>
</tr>
</tbody>
</table>

Course Overview:
This course is rooted in a philosophy that education is a radical act of self-transformation and therefore social transformation; it must be all at once active, engaging students in the real-life applications of skills, situated in their communities, and invocative of the innate desire to be a powerful agent of change in the world. In a paradoxical age of pervasive social networks and personal isolation, of the democratization of information and narrowing educational content, the need is greater than ever for real-life education that calls out social oppression, looks closely at institutionalized ideologies of violence and coercion, and provides us with the skills to create the changes we want to see in the world.

Structure of the seminar:
As a framework, this course will use the case study of PeaceJam, an international organization run collaboratively by 13 Nobel Peace Laureates. These Laureates have identified 10 Global Issues that they argue are crucial to humanity’s survival into the future. The seminar section asks students to study these Laureates’ lives and work, and to research the Global Issues to discover which issue they are most passionate about. The course offers theoretical frameworks for investigating the root causes of these issues, and strategies for developing service projects that address one or more of them at a local level. In the process, students will be challenged to explore personal issues of power, privilege, identity and conflict as they pertain to community, national and international human interaction.

Learning Outcomes and Goals: At minimum, students will:

- gain concrete skills to evaluate their own personal narratives regarding identity, privilege, conflict, and their power to effect change around them;
- study the wisdom and words of a pantheon of Nobel Peace Prize winners and influential peace and social justice activists;
- gain research and critical reading skills as they investigate the root causes of social inequity;
- develop historical perspectives of current international issues related to race, class, sex, gender, and international conflict;
- build tools to identify an issue they feel passionate about, relate it to one or more global issues in context, and develop a strategic service plan to address the root cause(s) of that issue;
Course Content:
It is important to understand that this course is experimental in a number of ways, most importantly in that it is co-created, meaning that we are creating together as we go. While I have materials, themes and topics prepared, the course is also intended to be responsive to the issues you wish to explore as members of a living learning community. In my opinion, process is as important as product. With that said, I will expect you to produce some materials throughout the term and to be responsible for your contributions to this community. Course requirements include:

- **Weekly Journals and self-assessments:** These will be in response to philosophical questions raised in the class. These are open-ended questions intended to inspire introspection and deeper thinking about the themes of the class, and therefore can only be assessed by you yourself; you may submit them via OBA or hand write them each week; 10%

- **Weekly readings and online responses:** Each week, I will post new reading assignments from such changemakers as MLK, Gandhi, Aung San Suu Kyi, Desmond Tutu, Jody Williams, Malala, and others. This online component will take place using OBA; you will be expected to post a short 50-100 response (thoughts, reactions, concerns, agreements or disagreements) to the course OBA page by the day we discuss the reading; 20%

- **Class Facilitation:** You and a partner will sign up for a day to run the class for 30 minutes, sharing your views, readings and analysis on one of the 10 Global Issues we are exploring this term. Your facilitation should include some time for discussion, 2-3 juicy Questions, some articles that you find to share with the rest us offering an important perspective on the issue. (Details will follow); 10%

- **Midterm Essay:** 4 pg essay exploring a global issue of your choice, its root causes and some research into the ways it manifests locally; 20%

- **Detailed Service Learning Project Proposal:** This will be will your plan to change the world, and will need to include a timeline, benchmarks, budget, and Community Context Analysis. (This will be your final for the course). 40%

### Weekly Schedule:

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Themes</th>
<th>READINGS/ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key terms and philosophies: service learning, social justice, nonviolent philosophies</td>
<td>Rawls, Stafford poem: “A ritual to read to each other” Billion Acts of Peace; Reading response (RR) 1 due</td>
<td></td>
</tr>
<tr>
<td>Establishing a framework for service learning/ globally minded local action</td>
<td>Essential Gandhi, Selections from MLK; (optional) interview with Satish Kumar; Class facilitation signup; RR 2 due</td>
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<tr>
<td>Conflict Theme: Begin Within</td>
<td>Aung San Suu Kyi “Freedom from Fear”, Tagore poem. RR 3 due; begin class facilitation.</td>
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<tr>
<td>WEEK 3</td>
<td>Understanding democracy and the power of individuals to affect change</td>
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<tr>
<td>WEEK 4</td>
<td>Organizing for Social Change, Conflict Theme: Identifying and assessing root causes</td>
<td>From Black Arts and Buddhists, “Organizing for Social Change”; finish class facilitations</td>
</tr>
<tr>
<td>WEEK 5</td>
<td>Identifying root causes for complex social issues</td>
<td>Midterm paper due National Youth Leadership Council Standards for Service Learning</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>Education and Human Security</td>
<td>“Do Good Well”; Terry Tempest Williams “Clan of the One-Breasted Women” BAO, chap 5; (Optional extra credit: view “A Bold Peace” film at Mills Inf1 Center</td>
</tr>
<tr>
<td>Conflict Theme: context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 7</td>
<td>Assessing your own strengths and those of your allies</td>
<td>Strengths Quest; Project Plan Phase 2; Timeline for Benchmarks; Community partners working on issues</td>
</tr>
<tr>
<td>Conflict Theme: Identity</td>
<td>Nadya “Communication Strategies for Social Change Advocacy”</td>
<td></td>
</tr>
<tr>
<td>WEEK 8</td>
<td>Creating Human Security</td>
<td></td>
</tr>
<tr>
<td>WEEK 9</td>
<td>Strategic Planning</td>
<td>Creating meaningful budgets, assessing potential adversaries and polishing your plan. Elevator pitches, hypotheses and vision statements.</td>
</tr>
<tr>
<td>WEEK 10</td>
<td>Finish presenting project plans</td>
<td>Final project plans due: Evaluations</td>
</tr>
</tbody>
</table>
Appendix D - Colorado Requirements for Guided Pathway Transfer Course Criteria and competencies

GT-SS3 (Human Behavior, Culture, or Social Frameworks)

GT PATHWAYS CONTENT CRITERIA: SOCIAL & BEHAVIORAL SCIENCES

GT-SS3: HUMAN BEHAVIOR, CULTURE, OR SOCIAL FRAMEWORKS

State-level Goal: Collectively, the general education requirements in Social & Behavioral Sciences are designed to help students acquire a broad foundation in social science knowledge and the ability to apply this understanding to contemporary problems and issues. Specifically, the Social & Behavioral Sciences requirement helps students:

1. Apply Social & Behavioral Science tools, approaches, and skills to complex social and global issues.
2. Analyze how individuals, groups, communities, or cultures relate or interact with each other and/or the natural world.

Content Criteria for Designating a Social & Behavioral Science Course as GT Pathways: The content of a GT Pathways Social & Behavioral Science course shall be designed to provide content knowledge in one of the following areas:

GT-SS3 (Human Behavior, Culture, or Social Frameworks) Students should be able to:

a. Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.

b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.

c. Understand diverse perspectives and groups.

All GT-SS2 & GT-SS3 courses shall include:

- GT Pathways competency in Diversity & Global Learning, including SLOs 1, 2 & 3.
- GT Pathways competency in Critical Thinking, including SLOs 1, 2 & 5.
- Additional Requirements for Designating a Social & Behavioral Science Course as GT Pathways: A course in the Social & Behavioral Sciences must show evidence of significant high impact educational practices such as writing, collaborative learning, immersive learning, community/civic engagement, or research. Assigned writing, for instance, need not be limited to polished paper writing but might include low-stakes write-to-learn or write-to-engage for purposes of enhanced learning. Research suggests that students learn and retain more when they write about what they are learning. Additionally, students can learn a great deal about content through revision processes associated with writing that focus on responding to a peer or instructor’s advice and revising to demonstrate their growing understanding of a subject.
GT Pathways competency in Diversity & Global Learning, including SLOs 1, 2 & 3.

Diversity & Global Learning Competency in diversity and global learning refers to a student’s ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities.

Student Learning Outcomes (SLOs) Students should be able to:

1. **Build Self-Awareness** (required for GT-SS2 & GT-SS3) a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

2. **Examine Perspectives** (required for GT-SS2 & GT-SS3) a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

3. **Address Diversity** (required for GT-SS2 & GT-SS3) a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Additional SLOs:

4. **Share Personal and Social Responsibility**
   a. Address ethical, social, and environmental challenges within local or global systems.
   b. Identify a range of actions or solutions informed by one’s sense of personal and civic responsibility.

5. **Understand Global Systems**
   a. Examine the historical and contemporary roles, interconnections, and differential aspects of human organizations.
   b. Explore impacts and actions on global systems within the human and the natural worlds.

6. **Apply Knowledge to Contemporary Global Contexts** (suggested for service learning/enrichment programs/study abroad) a. Incorporate multiple disciplinary perspectives (such as cultural, historical, and scientific) when identifying solutions to contemporary global challenges.
GT Pathways competency in Critical Thinking, including SLOs 1, 2 & 5.

Critical Thinking Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

Student Learning Outcomes (SLOs) Students should be able to:

1. Explain an Issue (required for GT-AH3, GT-SS1, GT-SS2 & GT-SS3) a. Use information to describe a problem or issue and/or articulate a question related to the topic.

2. Utilize Context (required for GT-AH1, GT-AH2, GT-AH3, GT-SS1, GT-SS2 & GT-SS3) a. Evaluate the relevance of context when presenting a position. b. Identify assumptions. c. Analyze one’s own and others’ assumptions.

5. Understand Implications and Make Conclusions (required for GT-AH1, GT-AH2, GT-AH3, GT-HI1, GT-SS1, GT-SS2 & GT-SS3) a. Establish a conclusion that is tied to the range of information presented. b. Reflect on implications and consequences of stated conclusion.

### Appendix E

**Detailed Description of Kolb’s Four Modes of Learning and Learning Styles.**


**Four Modes of Learning (p. 68-69)**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concrete Experience (CE)</strong></td>
<td>An orientation toward <em>concrete experience</em> focuses on being involved in experiences and dealing with immediate human situations in a personal way. It emphasizes feelings as opposed to thinking; a concern with the uniqueness and complexity of present reality as opposed to the systematic, scientific approach to problems. People with CE orientation enjoy and are good at relating to others. They are often good intuitive decision makers and function well in unstructured situations. The person with this orientation values relating to people and being involved in real situations, and has an open-minded approach to life.</td>
</tr>
<tr>
<td><strong>Reflective Observation (RO)</strong></td>
<td>An orientation toward <em>reflective observation</em> focuses on understanding the meaning of ideas and situations by carefully observing and impartially describing them. It emphasizes understanding as opposed to practical application; a concern with what is true or how things happen as opposed to what will work; an emphasis on reflection as opposed to action. People with a reflective orientation enjoy intuiting the meaning of situations and ideas and are good at seeing their implications. They are good at looking at things from different perspectives and at appreciating different points of view. They like to rely on their own thoughts and feelings to form opinions. People with this orientation value patience, impartiality, and considered, thoughtful judgment.</td>
</tr>
<tr>
<td><strong>Abstract Conceptualism (AC)</strong></td>
<td>An orientation towards <em>abstract conceptualism</em> focuses on using logic, ideas, and concepts. It emphasizes thinking as opposed to feeling; a concern with building general theories as opposed to intuitively understanding unique, specific areas, a scientific as opposed to an artistic approach to problems. A person with an AC orientation enjoys and is good at systematic planning, manipulation of abstract symbols, and quantitative analysis. People with this orientation value precision, the rigor and discipline of analyzing ideas, and the aesthetic quality of a neat conceptual system.</td>
</tr>
<tr>
<td><strong>Active Experimentation (AE)</strong></td>
<td>An orientation towards <em>active experimentation</em> focuses on actively influencing people and changing situations. It emphasizes practical applications as opposed to reflective understanding; a pragmatic concern with what works as opposed to what is absolute truth; an emphasis on doing as opposed to observing. People with an AE orientation enjoy and are good at getting things accomplished. They are willing to take some risk in order to achieve their objectives. They also value having an influence on the environment around them and like to see results.</td>
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</tbody>
</table>
Learning Styles (p. 77-78)

<table>
<thead>
<tr>
<th>The <strong>convergent</strong> learning style relies primarily on the dominant learning abilities of AC and AE. The greatest strength of this approach lies in problem solving, decision making, and the practical application of ideas. We have called this learning style the <strong>converger</strong> because a person with this style seems to do best in situations like conventional intelligence tests, where there is a single correct answer or solution to a question or problem. In this learning style, knowledge is organized in such a way that through hypothetical-deductive reasoning, it can be focused on specific problems. This style of learning shows that convergent people are controlled in their expression of emotion. They prefer dealing with technical tasks and problems rather than social and interpersonal issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The <strong>divergent</strong> learning style has the opposite learning strengths from convergence, emphasizing CE and RO. The greatest strength of this orientation lies in imaginative ability and awareness of meaning and values. The primary adaptive ability of divergence is to view concreate situations from many perspectives and to organize many relationships into a meaningful “gestalt.” The emphasis on this orientation is on adaption by observation rather than action. This style is called <strong>diverger</strong> because a person of this type performs better in situations that call for generation of alternative ideas and implication, such as a “brainstorming” idea session. Those orientated toward divergence are interested in people and tend to be imaginative and feeling oriented.</td>
</tr>
<tr>
<td>In <strong>assimilation</strong>, the dominant learning abilities are AC and RO. The greatest strength of this orientation lies in inductive reasoning and the ability to create theoretical models, in assimilating disparate observations into integrated explanation. As in convergence, this orientation is less focused on people and more concentrated with ideas and abstract concepts. Ideas, however, are judged less in this orientation by their practical value. Here, it is more important that the theory be logically sound and precise.</td>
</tr>
<tr>
<td>The <strong>accommodative</strong> learning style has the opposite strengths from assimilation, emphasizing CE and AE. The greatest strength of this orientation lies in doing things, in carrying out plans and tasks and getting involved in new experiences. The adaptive emphasis of this orientation is on opportunity seeking, risk taking, and action. This style is called accommodation because it is best suited for those situations where one must adapt oneself to changing immediate circumstances. In situations where the theory or plans do not fit the facts, those with an accommodative style will most likely discard the plan or theory. People with an accommodative orientation tend to solve problems in an intuitive trial-and-error manner, relying heavily on other people for information rather than on their own analytic ability. Those with accommodative learning styles are at ease with people but are sometimes seen as impatient and “pushy.”</td>
</tr>
</tbody>
</table>
### Appendix F - Program Schedule

<table>
<thead>
<tr>
<th>Section</th>
<th>Weekly Timeline</th>
<th>Seminar Themes</th>
<th>Service Lab Themes</th>
<th>Online Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Period</td>
<td>Week 1</td>
<td>Introduction and Course Overview</td>
<td>Service Lab Overview and Learning Style Inventory</td>
<td>Learning Style Reflections and Course Goals Essay</td>
</tr>
<tr>
<td></td>
<td>Week 2</td>
<td>Overview of PeaceJam’s Service Learning Framework</td>
<td>Ten Focus Areas- Billion Acts</td>
<td>Take Global Awareness Profile Online Assessment</td>
</tr>
<tr>
<td></td>
<td>Week 3</td>
<td>Introduction to PeaceJam’s Nobel Peace Laureates</td>
<td>Rockets and Sparklers-Intercultural Communication Activity</td>
<td>Distant Mirrors Reading Response GAP Reflections Due</td>
</tr>
<tr>
<td></td>
<td>Week 4</td>
<td>The Dalai Lama</td>
<td>Reading Groups (overview and formation)</td>
<td>Read and Reflect Plans Due</td>
</tr>
<tr>
<td></td>
<td>Week 5</td>
<td>Community Partner Panel</td>
<td>SL Groups form</td>
<td>Panel reflection</td>
</tr>
<tr>
<td></td>
<td>Week 6</td>
<td>Leymah Gbowee</td>
<td>Open Lab</td>
<td>Read and Reflect Needs Assessment Assignment Due</td>
</tr>
<tr>
<td></td>
<td>Week 7</td>
<td>Reading Group One: Topic Discussion</td>
<td>Open Lab</td>
<td>Root Cause Essay Due</td>
</tr>
<tr>
<td></td>
<td>Week 8</td>
<td>Leymah Gbowee and Service Learning Framework</td>
<td>SL Proposal Idea Presentation</td>
<td>Read and Reflect</td>
</tr>
<tr>
<td></td>
<td>Week 9</td>
<td>Reading Group Two: Leymah Gbowee Discussion</td>
<td>Open Lab</td>
<td>Read and Reflect</td>
</tr>
<tr>
<td></td>
<td>Week 10</td>
<td>Proposal Presentations: Session One</td>
<td>Proposal Presentations: Session Two</td>
<td>Learning Plan Revisions Due</td>
</tr>
<tr>
<td></td>
<td>Week 11</td>
<td>Watch RMT - Daughter of the Maya</td>
<td>Begin Project Implementation or Critical reflection</td>
<td>Film Response Due</td>
</tr>
<tr>
<td></td>
<td>Week 12</td>
<td>Reading Group Three: Shirin Ebadi Discussion</td>
<td>Project Implementation or Critical reflection</td>
<td>Finalize Portfolio, Self-reports of perceived learning</td>
</tr>
<tr>
<td></td>
<td>Week 13</td>
<td>Oscar Arias Visits RRCC Campus</td>
<td>Project Implementation or Critical reflection</td>
<td>Final Group Reflection Essay</td>
</tr>
<tr>
<td></td>
<td>Week 14</td>
<td>Community Partner Feedback Meeting</td>
<td>Finalize Final Presentations</td>
<td>Presentation Feedback Final Portfolio Due</td>
</tr>
<tr>
<td></td>
<td>Week 15</td>
<td>Session One: Final Presentations and Celebration</td>
<td>Session Two: Final Presentations and Celebration</td>
<td>Assessment Survey Due</td>
</tr>
</tbody>
</table>

### Appendix G - Logistics Plan Outline
1. **Communication:** All faculty and staff will be required to provide contact information such as email and a work/cell phone number. Students will be required to share their phone numbers with their group members, the course facilitator, and their community partner liaison. If students plan to work off-campus during open lab, they will be required to post their plan a week in advance on the D2L online platform to notify the class of their whereabouts and keep a record of their service hours.

2. **Transportation:** Students will be responsible for all transportation to and from the Red Rocks Community College Campus as well as the community partner sites. When choosing a site to work with, students should take their transportation situation into account. Public Transportation information will be provided. Students who need assistance with transportation should contact the Disability Services Office for accommodations. RRCC and PeaceJam staff will work with the office prior to the start of the course to make sure the course is assessable for everyone.

3. **Community Organizations:** Each community liaison will be responsible for their students if class time is being held off-campus. Liaisons will be required to sign off student hours each week.

4. **Facilities:** A designated classroom will be reserved for this course. The course facilitator will request a room that has enough space for students to move around. Desks should be set up into a horseshoe shape or small groups. Rooms will be equipped with a computer, projector, speakers, and a screen. Rooms will be reserved for special events such as the film screening and *Lunch with a Laureate.*
5. **Food:** Meals for the *Lunch with a Laureate* series and snacks for film showings will be purchased by PeaceJam’s Higher Education Coordinator the day of the event.
Appendix H-

Service Learning Assumption of Risk & Release of Liability
For Students

Caution: This is a release of legal rights. Read and understand it before signing.

Red Rocks Community College is a public educational institution. References to College ("College") include all of its officers, officials, employees, volunteers, students, agents, and assigns.

I ___________________, will be participating as a service-learning student in ____________ (course name, prefix, course & section number) from _________________ to _________________.

In consideration of my participation in this Course, I agree as follows:

RISK OF COURSE ACTIVITIES: I understand that my participating in the College Course specified above involves risks of physical harm and injury inherent in service activities including, but not limited to, working with people, participating in sports and recreation activities, cleaning and maintenance projects, preparing and serving food, and other service activities.

INSTITUTIONAL ARRANGEMENTS: I understand that College is not an agent of, and has no responsibility for, any third party that I may provide any Course services to. I understand that College provides guidance and facilitates my Course activities only as a component of my service-learning experience and that accordingly, College accepts no responsibility, in whole or in part, for loss, damage or injury to persons or property whatsoever, caused to me or others while participating in the Course.

WAIVER OF CLAIMS: I understand that College is not responsible or any loss, injury or damage I may suffer when I am participating in Course activities and that College cannot and does not guarantee my personal safety. In addition, I specifically acknowledge that in performing Course activities, I am doing so independently, and not as an employee or agent of College. I further waive any and all claims against the College which may arise from such Course activities; I acknowledge that workers' compensation benefits are not provided to me in my capacity as a student, and I will hold College harmless from any of my negligent acts. I further state that I am not in any way an employee of College in any capacity. I further agree that I am solely responsible for my own equipment, supplies, personal property and effects during the course of Course activities.

In addition, I agree that if I drive or provide my own motor vehicle for transportation to, during, or from the Course site, I am responsible for my own acts and for the safety and security of my own vehicle. I accept full responsibility for the liability of myself and my
passengers, and I understand that if I am a passenger in such a private vehicle, College is not in any way responsible for the safety for such transportation and that College’s insurance does not cover any damage or injury suffered in the course of traveling in such a vehicle.

**HEALTH AND SAFETY:** I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Course. I have obtained the require immunizations, if any. I understand that I may be required to pay for my medical expenses that I incur while participating in this Course. I recognized that College is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility therefore. College may (but is not obligated to) take any actions it considers to be warranted under the circumstances regarding my health and safety. Such actions do not create a special relationship between the COLLEGE and me. I release the COLLEGE, its officers, officials, employees, volunteers, students, agents and assigns from all liability for any bodily injury or damage I sustain as a result of any medical care that I receive resulting from my participation in Course, as well as any medical treatment decision or recommendation made by an employee or agent of the COLLEGE. I agree to pay all expenses relating thereto and release College and COLLEGE from any liability for any actions.

Participating in any activity is an acceptance of some risk of injury. I agree that my safety is primarily dependent upon taking care of myself. I understand that it is my responsibility to know what personal equipment is required (such as footwear, clothing, and other personal protective equipment) and provide the proper personal equipment for my participation in the Course, and to ensure that is in good and suitable condition. I agree to ask questions to make sure that I know how to safely participate in the Course activities, and I agree to observe the rules and practices which may be employed to minimize the risk of injury while participating in the Course activities. I agree to reduce the risk of injury to myself or others by limiting my participation to reflect my personal fitness level, wearing the proper protection as dictated by the activity, not wearing anything that would pose a hazard to myself or others. I agree that if I fail to act in accordance with this agreement that I may not be permitted to continue in the activity.

**ASSUMPTION OF RISK AND RELEASE OF LIABILITY:** I understand that I may be injured and lose or damage personal property as a result of participation in the Course. I assume all risks related to the Course activities. Knowing the risks described above, and in consideration of being permitted to participate in the Course. It hereby waives all claims I may have against the College or its employees for any injury, accident, illness, or death occurring during or by reason of participation in the Course. This waiver of claims will bar any claim or lawsuit against the College or its employees in the event the College acts in a negligent manner in connection with the Course.

**SIGNATURE:** I indicate that by my signature below that I have read the terms of conditions of participation and agree to abide by them. I have carefully read this Agreement and acknowledge that I understand it. No representation, statements, or inducements, oral or written, apart from the foregoing written statement, have been
made. This Agreement shall be governed by the laws of the State of California which shall be the venue for any lawsuits filed under or incident to this Agreement or to the Course. If any portion of this Agreement is held invalid, the rest of the document shall continue in full force and effect.

Signature of Course Participant  
Date

Signature of Parent or Legal Guardian (if student is a minor)  
Date
Appendix I-

PREFLECTION OF SERVICE-LEARNING EXPERIENCE

Please read each of the following statements and rate the extent to which you agree with each one of them by using the scale provided:


1. I have previously participated in one or more service-learning classes.
   1 2 3 4 5

2. I participate in the political process.
   1 2 3 4 5

3. I was already volunteering in the community before taking this course.
   1 2 3 4 5

4. Volunteering will allow me to gain a new perspective on things.
   1 2 3 4 5

5. I feel that the service I will do through this course will benefit the community.
   1 2 3 4 5

6. Volunteering will help me clarify my career plans or succeed in my own profession.
   1 2 3 4 5

7. The community participation aspect of this course will help me to envision how the subject matter I learn is relevant to everyday life.
   1 2 3 4 5

8. The service I complete will help me to better understand course content.
   1 2 3 4 5

9. I feel a personal responsibility to meet the needs of the community.
   1 2 3 4 5

10. I probably will volunteer in the community after this course.
    1 2 3 4 5

11. My interactions with the community partner will enhance my learning in this course.
    1 2 3 4 5

12. The idea of combining work in the community with course work should be practiced in more courses at this college.
    1 2 3 4 5

13. I am able to communicate effectively with people from diverse backgrounds.
    1 2 3 4 5

14. I understand the challenges faced by people from diverse backgrounds.
    1 2 3 4 5

15. I stand by my decisions even when others protest.
    1 2 3 4 5

16. When making a decision, I weigh the consequences of each alternative.
    1 2 3 4 5

17. When I listen, I regularly try to take someone else’s perspective.
18. When working in groups, I try to assure everyone’s voice is heard before a decision is reached.

19. Doing service in the community will help me become aware of my strengths and weaknesses.

20. The service I perform in this class will improve my relationship with the faculty member.

21. I am in part responsible for the quality and quantity of knowledge I obtain from the courses I take.

22. The community work involved in this course will make me more aware of my own biases and prejudices.

23. The work I perform in the community will enhance my ability to communicate in a “real world” setting.

24. The community aspect of this course will help me to develop my problem-solving skills.

25. When I am a leader, I am sure to recognize the accomplishments of others more than myself.

26. I feel comfortable in a leadership role.

27. I am confident I will meet my educational goals.

28. The course syllabus outlined the objectives of the service opportunities.

29. The other students in this class will play an important role in my learning.

30. I will take time to reflect on my service and its relationship to the course content.


1. Why did you choose to enroll in this Service Learning course?

2. What do you hope to personally gain from this class from the service-learning experience?

3. What fears, if any, do you have about working in the community?

4. What would you like to change about your community?
Appendix J - GAP Sample Results

https://globalawarenessprofile.wordpress.com/about/it-looks-like-this/
Appendix K- Sample Facilitator Rubrics

GT Pathways Matrix of Required Content Criteria and Competencies with Student Learning Outcomes. (2016).

**DIVERSITY AND GLOBAL LEARNING RUBRIC**

This rubric is meant to be an optional course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.

<table>
<thead>
<tr>
<th>Build Self-Awareness</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses and evaluates their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures while addressing significant issues in the natural and human world.</td>
<td>Analyzes their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures while addressing significant issues in the natural and human world.</td>
<td>Explains their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures while addressing significant issues in the natural and human world.</td>
<td>Identifies some connections between their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examine Perspectives</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluates and applies diverse perspectives to complex subjects within natural and human systems addressing multiple perspectives including possible conflicting positions (i.e. cultural, disciplinary, and ethical.)</td>
<td>Synthesizes and summarizes multiple perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.</td>
<td>Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.</td>
<td>Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address Diversity</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.</td>
<td>Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.</td>
<td>Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgment of power structures, demonstrating respectful interaction with varied cultures and worldviews.</td>
<td>Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews but does not acknowledge power structures.</td>
<td></td>
</tr>
</tbody>
</table>

**CRITICAL THINKING RUBRIC**

This rubric is meant to be an optional course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.

<table>
<thead>
<tr>
<th>Explain an Issue(s)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue/problem/question to be critically considered is stated clearly and described comprehensively, deliver all relevant information necessary for full understanding.</td>
<td>Issue/problem/question to be critically considered is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Issue/problem/question to be critically considered is stated but description leaves some terms undefined, ambiguous, unexplored, boundaries undermined, and/or connections unknown.</td>
<td>Issue/problem/question to be critically considered is stated without any clarification or description.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilize Context – Relevance of Context</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughly and carefully identifies and evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies several relevant contexts and offers a brief evaluation of their influences when presenting a position.</td>
<td>Identifies but does not evaluate relevant contexts when presenting a position.</td>
<td>Begins to identify some contexts when presenting a position.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understand Implications and Make Conclusions</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies a conclusion and thoroughly evaluates implications, conclusions and consequences, while addressing all of the presented assumptions, contexts, data, and evidence.</td>
<td>Identifies a conclusion and briefly evaluates implications, conclusions and consequences while addressing most of the presented assumptions, contexts, data, and evidence.</td>
<td>Identifies a conclusion, and summarizes implications, conclusions, and consequences while addressing a few of the presented assumptions, contexts, data, and evidence.</td>
<td>Identifies a conclusion that is inconsistently tied to implications, some of the presented assumptions, contexts, data, and evidence are oversimplified or not considered.</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix L- Budget Summary and Notes

### Through the Lens of the Laureates Budget Summary

<table>
<thead>
<tr>
<th>Cost Per Unit</th>
<th>Unit Type</th>
<th># of Units</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Red Rocks Community College</strong></td>
<td><strong>Fixed/Direct Costs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries/Compensation</td>
<td>Adjunct Faculty</td>
<td>$700.00</td>
<td>Per Credit hour</td>
</tr>
<tr>
<td></td>
<td>Community Partner Liaison</td>
<td>$1,000.00</td>
<td>Honorarium</td>
</tr>
<tr>
<td><strong>Other Direct Costs</strong></td>
<td>Laurate Skype Call</td>
<td>$500.00</td>
<td>Cost per Call</td>
</tr>
<tr>
<td></td>
<td>PeaceJam Membership Fee</td>
<td>$1,000.00</td>
<td>cost per membership</td>
</tr>
<tr>
<td></td>
<td>Lunch with a Laureate Call</td>
<td>$500.00</td>
<td>Cost for Spring Skype Call</td>
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<tr>
<td></td>
<td>Global Awareness Profile</td>
<td>$50.00</td>
<td>Cost for Group Registration</td>
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<td><strong>Marketing</strong></td>
<td>Film Flyers</td>
<td>$0.05</td>
<td>Single-side Color Print</td>
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<td></td>
<td>Social Media Post Boosts</td>
<td>$7.00</td>
<td>Cost per boost</td>
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<tr>
<td></td>
<td>Lunch with a Laureate Call</td>
<td>$500.00</td>
<td>Cost for Fall Skype Call</td>
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<td></td>
<td>Informational Brochures</td>
<td>$0.10</td>
<td>Double-side Color Print</td>
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<td></td>
<td>Lunch with a Laureate Meals</td>
<td>$5.00</td>
<td>Cost of meal per person</td>
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<td></td>
<td>Total for Laurate Lunch per Semester</td>
<td>$100.00</td>
<td>Total allowed</td>
</tr>
<tr>
<td></td>
<td>Refreshments for Film Showing</td>
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<td></td>
</tr>
<tr>
<td><strong>RRCC Total Costs</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Estimated Cost After Course Credit</strong></td>
<td>Min Resident Enrollment</td>
<td>$2,596.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Max Resident Enrollment</td>
<td>-$2,880.00</td>
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<tr>
<td><strong>Participant Costs</strong></td>
<td><strong>Variable Costs</strong></td>
<td><strong>Credit Costs</strong></td>
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<tr>
<td></td>
<td>Resident</td>
<td>$136.90</td>
<td>Cost per credit hour</td>
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<td></td>
<td>Non-Resident</td>
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<td>Cost per credit hour</td>
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<td></td>
<td>Minimum Enrollment Total (Resident)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maximum Enrollment Total (Resident)</td>
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<td></td>
</tr>
<tr>
<td><strong>Fixed/Direct Costs</strong></td>
<td><strong>Course Materials</strong></td>
<td>Mighty Be Our Powers Book</td>
<td>$15.00</td>
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<td></td>
<td>Incidentals</td>
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<td>Estimated</td>
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<td></td>
<td>Total Cost for Resident</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Cost for Non-Resident</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PeaceJam Rocky Mountain</strong></td>
<td><strong>Fixed/Direct Costs</strong></td>
<td></td>
<td></td>
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<tr>
<td>Higher Education Coordinator</td>
<td>$0.00</td>
<td>Cost per person</td>
<td>1</td>
</tr>
<tr>
<td>Printing/Office Supplies</td>
<td>$50.00</td>
<td>Cost per semester</td>
<td>2</td>
</tr>
</tbody>
</table>
### Budget Notes:

**Red Rocks Community College**

**Fixed/Direct Costs**: These are costs that are fixed and will not vary.

**Salaries/Compensation**

- Adjunct Faculty: This is the course facilitator. They will be hired externally and will be paid per credit hour. The course is 4 credits. A total of $2800 will be given for a semester course.
- Community Partner Liaison: An honorarium will be given to each participating community liaison. It is proposed that four liaisons will represent their organizations. RRCC offers a maximum of $1000 honorariums for outside staff. Travel expenses for liaisons will be folded into this cost.

**Other Direct Costs**

- Laureate Skype Call: $500 will be paid to PeaceJam Rocky Mountain for coordinating a Skype call with a Nobel Peace Prize Winner when available. Two Skype calls will be scheduled. One for the Laureate Lunch during the fall semester course marketing plan, and once during the course.
- PeaceJam Membership Fee: PeaceJam offers benefits of membership for all paying members. These benefits include coordination support, curriculum, online trainings, and access to the Nobel legacy Film series. Participating institutions are asked to pay an annual school wide membership fee of $1000 to receive benefits.
- Global Awareness Profile: A group registration of $50 will cover the costs for all enrolled students.

**Marketing**

- Promotional Material (Flyers, Social Media, and other informational materials): Printing costs will be covered by RRCC. An estimated number of materials is provided.
- Laureate Lunch Meals: As part of the marketing plan, three Lunch with a Laureate meals will be offered. Up to 40 student lunches will be provided after a 20-minute presentation on one of the Nobel Peace Prize winners. A total of $600 will be needed to cover costs.
• Film Refreshments: As part of the marketing plan, RRCC and PeaceJam will host a film showing and provide information on the upcoming program. PeaceJam will provide the film free of charge. RRCC will allow for $100 to be used towards refreshments.

RRCC Total Costs: These costs are dependent on student enrollment. A projected cost includes the minimum and maximum costs based off residential student enrollment. Final calculations will be reflected once registration closes. The total cost of the program for RRCC will be $10,810.00. This cost includes personnel’s salaries or compensations, all direct costs, and marketing costs. After course credit fees are accounted for, RRCC will be responsible for $2,596.00 if minimum enrollment is met. Although it is possible, this pilot program is not expecting maximum enrollment. This cost will be included in the Higher Education Partnership Agreement between RRCC and PeaceJam Rocky Mountain.

Participant Costs

Variable Costs: The cost for participants varies based on their residency status. Course Materials are kept at a low cost to make the course as affordable as possible.

Credit Costs:

• Resident/Non-Resident Credit Costs: The residential status of participants will reflect their anticipated costs. Course costs are based on the credit hours received. For residents enrolled in a 4-credit course, the total cost will be about $548. For a non-residential participant estimated costs are $2247 for the course. Travel expenses to site visits are not included in program costs. Students will be responsible for additional costs that relate to any travel expenses to community site visits. Public transportation assistance is included free of charge for RRCC students. When enrolling in this course, students are assuming the responsibility of covering their travel fees and should plan accordingly.

• Minimum Enrollment Total (Resident): This total reflects the estimated amount generated if the minimum enrollment of 15 students is met.

• Maximum Enrollment Total (Resident): This total reflects the estimated amount generated if the maximum enrollment of 25 students is met.

Fixed/Direct Costs

Course Materials

• Mighty Be Our Powers book: This will be the only text book students are required to purchase. The book is priced at $15, but may be purchased used at a lower price. All other reading materials will be provided online.

• Incidents: It is budgeted in that students can except to pay about $5 dollars for incidentals.

Total Participant Cost: The estimated total cost for participants is $568 for Colorado Residents and $2267 for non-residents. It is anticipated that students will use their Federal Financial Aid to cover these costs.

PeaceJam Rocky Mountain

Fixed/Direct Costs
• Higher Education Coordinator: There will be no additional costs for the support of the Higher Education Coordinator. They will incorporate this program under their already existing responsibilities.

Revenue: This section reflects the revenue that PeaceJam Rocky Mountain will receive from the Through the Lens of the Laureates program.

• School Wide Membership: PeaceJam Rocky Mountain has asset cost of $1000 for a school wide membership. This membership includes support and materials that were mentioned above.
• Merchandise: PeaceJam’s Nobel Legacy Films will be available for purchase at the community film showing during the fall semester. Films are priced at $25.00 per film. It is estimated that around films will be sold totaling $100. This money will not be kept by RMR and will go back to the Nobel Legacy Film Department.
• Laurate Skype Call: When it is available, PeaceJam can coordinate a Skype call with a Nobel Peace Prize Winner. It is projected that two Skype calls will be arranged, once in during fall marketing and will be held during the Laureate Lunch and another during the spring semester course. This money goes directly to the Laureate’s Foundation and will not be kept by RMR.

Estimated Total Revenue before expenses: It is projected that PeaceJam Rocky Mountain will receive $2100 in revenue before expenses are paid.

Estimated Total Revenue after expenses: It is projected that PeaceJam Rocky Mountain will receive $500 after all expenses are paid. This money will be allocated towards the Youth Leadership Conference Mentor Training Costs.

Appendix M- Program Timeline

Fall 2017

August- Red Rocks Community College shows first film from the Nobel Legacy Film Series (Tabling RMR, SLC, and Non-profit Pathway)

September- Higher Education partnership agreement signed and budget approved. University Scholars club forms and faculty advisor approved.

October and November- Program negotiations and GT Pathway course approval begins.

December- Winter Break

Spring 2018

January- Course Facilitator Approved

February - May- Course Facilitator and PeaceJam Higher Education coordinator develop course syllabus and online D2L content
June- Summer Break, Begin Community Partner negotiations.

Fall 2018

August- Red Rocks Community College shows newest Nobel Legacy Film, *Oscar Arias: Without a Shot Fired* (Tabling RMR, SLC, and Non-profit Pathway), Community Partners vetted and confirmed. GT Pathway course approval complete.

September- Semester begins, First *Lunch with the Laureate Series*: Rigoberta Menchu Tum. Community Partner Liaisons interviewed and confirmed.

October- First featured Community Partner tabling/event. Second *Lunch with a Laureate Series*: Shirin Ebadi.

November- Third *Lunch with a Laureate Series*: Skype Call with available Laureate. Spring Registration Begins.

December- Students have course overview meeting with Course Facilitator to discuss eligibility and commitment to course expectations.

Spring 2019

January- Through the Lens of the Laureates Course begins. Four-week course orientation. Community Partner student orientations happens on-site.

February-March- Service learning project design is taking place.

April- Laureate Arrives for Youth Leadership Conference and University events. Service Learning Project implementation or critical reflection period begins.

May- *Course Wrap up. Final assignments and presentations due. Evaluations take place.*

June- Summer break. Negotiations for future Study Abroad extension begin.