

### Capacity-Building Projects

- In a Curriculum Theory and Engaging Pedagogy class (Tina Valtierra, Education), students apply theories by designing a curriculum for a community partner.
- In a Landscape Ecology class (Charlotte Gabrielsen), students supported mapping maternal polar bear den habitat, studying viewshed corridors for Alaska's wild and scenic rivers, and charting potential road routes that could minimize habitat and cultural disruption in the face of development.
- Twice a year, an Environmental Thermodynamics class did a home energy audit and retrofit project for a home in the community. The students worked together with technicians from the Energy Resource Center to conduct a preliminary audit of the house, then planned for and carried out the retrofit, finding simple and cost-effective ways to increase the energy efficiency of the home. (Lynne Gratz, Environmental Studies Program)

### Community-Engaged Research

- In a Doing Archaeology class, students completed work for the US Forest Service by documenting an archaeological site in the Manitou Experimental Forest. (Scott Ingram, Anthropology)
- In a Community-Based Research class, students learned about methodology and then contributed their research skills to a team project that benefitted Food to Power, a local nonprofit. (Florencia Rojo, Sociology)
- In a Community-Based Praxis course, students who have taken Research Methods were invited to an independent study half block experience (with the option to continue as a spring adjunct). Teams of students engaged in community-based research for multi-year community partnerships with local courts and Planned Parenthood. (Gail Murphy-Geiss, Sociology)
- In a Probability and Statistical Methods course, students analyzed demographic data of the city Parks & Rec program participants in an effort to ensure programs were inclusive and engaging diverse audiences. (Flavia Sancier-Barbosa, Math)

### Consulting for the Public Good

- In a Waging Nonviolent Conflict class, students workshopped the mission, tactics, and vision of local non-profits (Peak Partnership, Trails and Open Space Coalition, and Pikes Peak Justice and Peace Commission), enabling students to apply theory to practical social change. (John Gould, Political Science)
- In a Nonprofit Management class, students engaged in an applied literature review project in which student teams gathered information in response to questions posed by two local nonprofits – Community Health Partnership (CHP) and Inside/Out Youth Services (IOYS). (Kat Miller-Stevens, Economics and Business)

### (Co)creative Expression and Storytelling

- In a LGBTQ Social Movements in the US class students engaged in a Colorado Springs LGBTQ oral history project, learning oral history methods and interviewing community members (Rushaan Kumar, Feminist and Gender Studies)
- In The Story of Us Class, students partner edwith local archives to develop short documentary films that could become part of the "Story of Us" exhibit at the Pioneers Museum. (Amy Kohout, History; and Dylan Nelson, Film & Media Studies)
- In The Art of Songwriting class, students collaborated with inmates from the El Paso County Jail Veteran Ward. The students received lyrics written by the inmates and created new songs based on these texts. The project culminated with the students visiting the jail, meeting the inmates, and performing the new songs in front of the entire ward. (Iddo Aharony, Music)

### Learn From and With Community

- In Introduction to Japanese Language, CC students visited local elementary schools to introduce children to another language and culture different from their own. (Joan Ericson, Chinese, German, Italian, Japanese, and Russian Studies)
- In a Negotiation class, students learned about gender differences in negotiation and then taught elementary and middle school girls and boys how to negotiate. (Christina Rader, Economics and Business)
- A Philosophy for Children class was comprised of both CC students and local K12 teachers, who learned alongside one another. (Alberto Hernandez-Lemus, Philosophy)
- The Waging Nonviolent Conflict class was co-taught with two visitors, Srdja Popovic and Slobodan Djinnovic, veterans of the anti-Milosevic democracy movement in Serbia called OTPOR. (John Gould, Political Science)
- Christina Leza frequently brought community to campus as co-educators in her courses, hosting artists, activists, elders and leaders. (Christina Leza, Anthropology dept.)

### Place-Based Engagement

- In an Environmental Justice in the Southwest class, students analyzed environmental justice cases and engaged in experiential learning to better understand the complex relationships that lead to environmental injustices. They focused on how environmental justice is about scholarship and theory, and about action, organizing, and raising awareness (Karen Roybal, Southwest Studies)
- In the Marketing Practicum: The Coffee Marketing Challenge, student teams helped market, produce and sell packaged coffee sourced from growers in Nicaragua. Teams worked with a craft coffee roaster in the Colorado Springs area for production and packaging, then took a one-week trip to Nicaragua to live among and learn from coffee growers. (John Mann, Economics and Business)
- In Globalization and Immigration on the US-Mexico Border, students visited the US-Mexico border to inform their understanding and assessment of changing patterns of U.S. immigration; the conditions that have generated emigration to the U.S.; the nature/challenges of the migrant journey to the U.S.; and the role that Latino labor plays in the U.S. economy. (Eric Popkin, Sociology)

### Direct Service

- In an Economics of Inequality class, students worked with the El Cinco de Mayo Foundation on a Fiesta Car Show fundraising event, among several opportunities to engage in community work and learning to bring to life the lived experience of inequality.
- In Political Campaigning, students interned in primary and general elections, and then reflected on the experience through post-campaign written analysis. (Political Science).
- In Introduction to K12 Classroom Culture, students applied their theoretical understanding of how classroom culture shapes learning in a practicum experience in cooperation with local school personnel in the Colorado Springs area. Responsibilities varied according to the needs of the school, but emphasis was on individualized help to K-12 students. (Tina Valtierra, Education)