The graphic design internship course is designed to allow students to gain professional experience working with real-world clients while engaging with the community. Many junior graphic design positions require candidates to have one to three years of professional working experience. This can be difficult for some students to achieve because many internship positions are unpaid and require a large time commitment. This internship course was piloted in the spring of 2018. Kristin Callahan, Art and Design faculty member, Maram Anoubani, graphic design student, and Brian Failing, community partner, share their experiences from the course.

FACULTY EXPERIENCE
KRISTIN CALLAHAN, ASSOCIATE PROFESSOR OF ART & DESIGN

I decided to work with the Office of Community Engaged Learning because of their network of community partners. Relying on this network relieved me and the students from having to solicit internship positions. It also ensured that the work that the students were doing was meaningful and supported the mission of the university.

This experience positively changed each student. As designers, they gained confidence in their technical and analytical skills. They became stronger creative problem solvers and were able to foster positive client relationships. Maram Anoubani, for instance, would light up each time she presented her work or discussed her internship in class. She is typically a shy and soft-spoken student, but she found her voice and the confidence to express it through her internship.

Maram was assigned to the Aurora Regional Fire Museum and was charged with creating fun and challenging projects. For example, she created a coloring book based on vintage photography. She looked forward to the work and put all into it. Toward the end of the semester she was exhausted but was committed to her partner. Her work was well-received by both the class and her partner. Maram was so proud to see it in use by the museum.

STUDENT EXPERIENCE
MARAM ANOUBANI, GRAPHIC DESIGN STUDENT

Aurora Regional Fire Museum is located in Aurora’s old Central Fire Station. This museum offers a variety of exhibits that are designed for children, families and firefighters. I am proud to say that I had the opportunity to be one of the graphic design interns at this museum. This internship has been one of the greatest experiences that I have had in my academic journey and has made me more excited to work in the graphic design field.

Being an intern at the museum increased my knowledge and insight within graphic design and gave me the chance to gain a lot of fruitful experience that I could not have learned in a classroom-structured setting. On the first day that I met the Executive Director of the museum, I mentioned to him that I had experience designing brochures, business cards, and flyers. In addition to this, I mentioned that I was eager to learn. The projects assigned to me were much more diverse than I would have expected. Through these projects, I have learned to illustrate, design and expand my way of thinking. This opportunity gave me the chance to be creative and to think outside the box, a valuable exercise for all graphic design students.

During the first couple of weeks of the internship, I was overwhelmed by the work and the responsibilities. However, Executive Director Brian Failing and Museum Assistant Cayla Wagner were really friendly and pleasant to work with. They helped increase my self-esteem and confidence and created an environment that was very encouraging. Because I was comfortable and supported in the work environment, I became more energetic and excited to show them what I could accomplish.

During the meetings, Brian and Cayla were open to hearing my perspective. I really appreciated that they always asked for my opinion on the projects and accepted my suggestions and ideas. There were no assigned deadlines for each project, which gave me the freedom to work on them at my own pace, helping me to integrate the work more easily into my schedule.

This internship developed and broadened my scope of thinking. It also showed me that I have chosen the right career path in design. As the famous saying goes, “Love what you are doing to do what you love” and I strongly believe in this.
COMMUNITY PARTNER EXPERIENCE
BRIAN FAILING, EXECUTIVE DIRECTOR OF THE AURORA REGIONAL FIRE MUSEUM

During the spring 2018 semester, we had the opportunity to work with Maram Anoubani as a design intern through our partnership with Lewis University’s Office of Community Engaged Learning. Over my tenure as Executive Director, the Aurora Regional Fire Museum has had an opportunity to work with a variety of Lewis courses and students; however, this experience has been one of the most beneficial to us and to the student with whom we worked.

Over the semester, Maram had an opportunity to develop several pieces that are now being used in the Museum. These include:

• **2018 Holiday Ornament** – This project required taking a historical image of one of our artifacts, a 1942 Fire Engine, and turning it into a line drawing. Ornaments will be available for purchase at the museum in November.

• **Street banners** – The street directly in front of the Museum had several light poles without banners on them. The City of Aurora was able to add brackets to hang a series of six street banners that Maram designed that included both modern and historical photographs of the fire department and fire museum.

• **Historic mascot** – The Museum’s collection consists of a variety of artifacts related to firefighting and the Aurora Fire Department. One such item is a ventriloquist dummy, Smoky Burns. In the 1930s–40s, the Aurora Fire Department used Smoky to teach children about fire safety. He looked rather creepy. Maram was able to turn him into a cartoon character that will be a mascot for the Museum.

• **Coloring pages** – Out of our collection of over 3,000 historic photographs, Maram took 10 and turned them into a series of coloring pages.

While this partnership afforded many needed marketing pieces for the Museum, it also provided us an opportunity to work one-on-one with a budding professional to help provide a wide array of experiences. Having the opportunity to enter into partnerships like this has allowed the Museum to further our reach and realize some new opportunities.

Through this experience, all of the work Maram created for the Museum is being used in some capacity. Rather than only working with one type of product, Maram had the opportunity to work across various mediums and purposes, creating marketing materials and designing products for our Museum Store.
REFLECTIONS ON PARTNERING WITHIN THE COMMUNITY ENGAGED LEARNING FACILITATOR (CELF) PROGRAM

GRETCEN HOGE, ASSISTANT PROFESSOR OF SOCIAL WORK

It may be 9 o’clock on a Friday morning in Benilde Hall, but bleary eyes gain clarity and yawns turn to smiles as we begin our weekly Community Engaged Learning reflection. It is on these days that our classroom community shines a bit brighter, particularly when Nicole Pratl, our Community Engaged Learning Facilitator (CELF), is present. I have had the honor of working together with Nicole since last Spring and her contributions have greatly enhanced the learning experience for students in my Introduction to Social Work course. Most recently, an exploration of empathy and compassion that Nicole facilitated gave me pause, as I watched the beauty that unfolds during peer-led reflection.

Much of our class is a fine dance between understanding social work as a profession and developing self-awareness and basic characteristics that foster human connection and growth. Each semester, I aim to create a space where students feel comfortable enough to discuss the realities of their community partnerships and how these connect to course materials and brave enough to share personal experiences that they may hold a bit closer to their hearts. Yet, there is something to be said about the importance of the messenger. This became even clearer to me as I watched Nicole guide students through a carefully crafted think-pair-share activity that resulted in rich conversation and participation from everyone in the class, even those students who always listen attentively but rarely speak. For students, Nicole makes a safe space safer allowing for vulnerability and authenticity that takes the learning experience to a new level. In this moment, I stifled my own desire to guide the conversation because I could see that the learning was already taking place. The connections were being made in a way that was best facilitated by my own silence and by allowing Nicole to step into her leadership role and take the reins.

Students are not the only ones that benefit from the presence of a CELF in a Community Engaged Learning (CEL) designated course. Nicole’s feedback on ways to integrate CEL more fully into Intro to Social Work has been invaluable to me as an educator. She has offered concrete ideas for reflection topics and activities and has served as a valued partner in the teaching and learning process. Her involvement has been a true gift. It has transformed the course from a class that requires community engagement hours to a class that truly integrates experiences with community partners to bring course materials to life and allow for reflection that fosters student growth in academic, personal, and professional ways.

NICOLE PRATL, COMMUNITY ENGAGED LEARNING FACILITATOR

My first time leading a reflection activity for Dr. Hoge’s Intro to Social Work class was daunting to me. How was I to get up in front of a class with 15 sets of eyes staring at me waiting for me to fill up the next 50 minutes with engaging content? No, no you see I am a student. I am the one learning, not teaching! Quickly I learned that being a CELF does not require having all the knowledge, nor does any other position of leadership I might find myself in. Being a CELF is having the tools to facilitate a discussion, a sharing of ideas and experiences, so we can all learn from each other. Sure, I was the one in front of the class with the PowerPoint and the questions, but I learned from the class as much as they might have learned from me and from each other.

Working with Dr. Hoge and her Intro to Social Work classes has been the perfect fit for me. Dr. Hoge has given me guidance and support every step of the way. She lets me have an entire class period to do a reflection activity with her class when I am on a roll, and she enters the conversation to help things get going when I find myself stuck. I know I can look at her with wide eyes when someone asks a question I don’t know the answer to and she will seamlessly step in. She lets me have as much freedom as I want and offers structure and input when I am unsure. Dr. Hoge has been an extraordinary mentor in my experience as a CELF.

My experience as a CELF has been one of the most transformative parts of my education at Lewis University. The tools and direction I have received from Dr. Hoge and Laura Wilmarth Tyna have helped me to understand that I do not have to have any specific set of qualities in order to be a leader. The traits that I do have can be used in my own leadership style. The traits that are important in leadership are the ones that help me relate to those I am working with. My casual and humorous nature, listening skills, and willingness to learn are traits that I possess and they are exactly what I use to do my job as a CELF effectively.

As a CELF, I don’t have to take on the role of a professor. I am a student and I am here to learn. The anxiety that I felt initially came from thinking I needed to have all the answers. In giving myself the freedom to say “Huh, I hadn’t thought of that” when a student brings up a new idea, I have been able to learn along with the class. To me, being a CELF is simply being the first spark that gets the flame going. My role is to create the space we all enter to learn from each other.
COMMUNITY PARTNER SPOTLIGHT: FAIRMONT AFTER SCHOOL COORDINATING COMMITTEE

LAURA WILMARTH TYNA, DIRECTOR OF COMMUNITY ENGAGED LEARNING

The Fairmont community is an unincorporated area of Will County located between the cities of Lockport and Joliet. According to Will County’s 2012 “Fairmont Neighborhood Plan”, the community includes approximately 2,500 residents in a two-square-mile area. The neighborhood was never fully developed and, despite being just off of Illinois Route 171, is isolated from many resources (e.g., grocery stores, restaurants, shops) and transportation options.

During the 2017–18 academic year, the Office of Community Engaged Learning began to develop a relationship with a variety of organizations in Fairmont, including the Fairmont School District 89 (Fairmont School) and the Fairmont Community Partnership Group (FCPG). This culminated in Lewis and Fairmont co-hosting a Lewis University May Institute session at the Fairmont Community Center engaging over 20 faculty members in learning about the community, its assets, and its challenges.

Over the summer, in an effort to narrow down the points for possible collaboration, Fairmont School and Lewis University convened a group of community leaders and educators who work with after-school programming and Lewis faculty and staff. The group, loosely named the Fairmont After School Coordinating Committee, is working to ensure that Fairmont youth in grades K–8 have safe, educational opportunities from 3–7 pm every night, Monday through Friday. This eliminates concerns about young children going home alone or participating in inappropriate activities.

Thus far, the results have included:

- Dr. Laura Quaynor’s graduate-level Cross Cultural Studies offering educational opportunities in the school during the first 8-week session of the semester.
- Dr. Jennifer Buss’s graduate-level reading course offering educational opportunities at Fairmont School during the second 8-week session of the semester.
- Dr. Jennifer Buntin’s undergraduate Diversity and Social Justice students engaging with youth through programs offering after-school activities.

While the road to partnership has been bumpy at times, we are slowly understanding more about how best to work together. We will continue to gather regularly to talk through these challenges, including communication, issues with scheduling, and navigating the surprises that can arise in any partnership. However, it is encouraging to see the energy and dedication of the group members who have committed to better serving the youth and greater community of Fairmont.

Organizations/Departments Represented on the Committee

- Fairmont School District 89 – https://www.fsd89.org/
- Lewis University Office of Community Engaged Learning – https://lewisuniversity.edu/
- Fairmont Community Partnership Group
- After the Peanut – a STEM education program, https://www.afterthepeanut.com/
- Play for Rings – an after school program focused on basketball and academics, https://www.premierhoops.net/playforrings/
- Shiloh Baptist Church – local faith community, which hosts Play for Rings
- Fairmont School Homework Club
- Cross of Glory Church – https://crossofglory.org/
- Lewis University Faculty Members
  - Dr. Jennifer Buntin
  - Dr. Jennifer Buss
  - Dr. Laura Quaynor
In January 2019, Lewis University will open a business incubator for the Will County region. The incubation program will offer customized support and services for entrepreneurs seeking to pursue, launch or scale their business. The services will be individualized and determined by the business owners' goals and experience. The focused environment and the open spaces to collaborate, experiment, and work allow the entrepreneur to acquire the skills needed to succeed and move the business opportunity forward. Some of the support options available are expert coaches and advisors, workshops, working space, and engaging with the Will County start-up ecosystem. An online intent form will be available soon. Note that nonprofit organizations are encouraged to apply. For more information, please contact Kristin Burton at burtonkr@lewisu.edu.
COLLEGE OF EDUCATION (COE): COLLABORATION WITH THE STEP PROGRAM

DR. JEN BUSS & DR. ELIZABETH STURM, ASSISTANT PROFESSORS OF SPECIAL EDUCATION

Opening up an opportunity for our students and community has been an amazing journey. We have collaborated with the Valley View School District STEP Program in Bolingbrook and the Lincolnway Transition Program in New Lenox for the last two years. Both programs are designed to meet the needs of students with disabilities. Setting goals with our partnering schools and developing these courses have been a pleasure. Both Dr. Buss and Dr. Sturm not only hope to continue the program but expand it into other courses within the colleges and university-wide. We thought in this submission that hearing from our learners would highlight their experiences or perceptions of this Engaged Learning opportunity.

JULIE WRIGHT, INSTRUCTOR FOR VALLEY VIEW SCHOOL DISTRICT STEP PROGRAM

Over the past two years, STEP students have been participating in the Lewis Partnership classes with Dr. Buss and Dr. Sturm. These experiences have been instrumental in developing self-confidence and positive social interaction for our students. Their confidence in themselves shows through in their cooperative learning and teaching experiences with their same-aged peers. The learning opportunities provided in this partnership are of great benefit to STEP and Lewis students alike.
With support from a grant from the Illinois Nurses’ Foundation and the Robert Wood Johnson Foundation, a group of six senior undergraduate nursing students are exploring an intervention guided at promoting desired patient health behaviors. With guidance from their community health faculty member, Dr. Nanci Reiland, these students participated in training sessions to increase their awareness and skills in motivational interviewing (MI). The purpose was to prepare them to act as health behavior coaches at the Will County Community Health Center, a federally qualified clinic in Joliet. In a past needs assessment, it was identified that providers had limited face-to-face time to discuss and develop self-management places with patients, especially those with chronic disease. Research has shown that people are more successful in making healthy behavior changes if they are involved in the planning and formation of their own self-management goals. The nursing students learned about change theory and the basics of MI, especially reflective listening techniques and guiding patients to self-identify their motivators, values and goals.

After their training, the students were teamed up and each pair spent two days at the health center. They were positioned in the waiting area of the primary care clinic with intriguing visuals about healthy choices. Patients were invited to talk with one of the students about their personal health goal and develop a SMART plan (specific, measurable, action-oriented, realistic and timely). If patients voluntarily consented to the project, the students explained the research project, offered the coaching session, provided the patient with a copy of the goal that they developed and gave them an incentive to help reach that goal (i.e. pedometer for increasing activity or cookbook for trying healthier food options). To assess the immediate impact of the coaching session, the participants were asked about their motivation and confidence level before and after the session.

The plan is to continue the project throughout this fall and the spring 2019 semester. So far, there is positive energy from both the student and patient participants. Senior nursing student Amy Carlson noted, “I really enjoyed communicating with clients in a relaxed atmosphere and allowing them to make their own decisions and take a step to better their lives.” In reflecting on how this experience met her professional goals, student Paige Dewane states, “I really want to be a nurse that helps and supports my patients and does not get angry when the patient is really unmotivated, but instead uses that as an opportunity to further educate and guide the patients to motivating themselves.”
INHERITING A COMMUNITY ENGAGED LEARNING COURSE
MIKE LEWIS, ASSISTANT PROFESSOR IN THE COMPUTER AND MATHEMATICAL SCIENCES DEPARTMENT

Getting started with community engaged learning (CEL) may feel overwhelming or unclear for a faculty member who is new to the pedagogy. This is especially challenging if the course structure was one created by a colleague and passed down. Dr. Mike Lewis, Assistant Professor in the Computer and Mathematical Sciences Department, shares his tips and experiences in inheriting the Software Systems Capstone course from Dr. Cindy Howard. Dr. Lewis has been very successful in his community-based collaborations over the past year after a smooth transition with his predecessor.

TIPS FOR A SMOOTH ACQUISITION OF A CEL COURSE:

1. Collaborate with the Office of Community Engaged Learning before starting the course.

   Talk with the Office of Community Engaged Learning months before the course starts. Together, explore and identify community partners that fit the course and projects that align with student learning outcomes. The office can connect faculty with new partners and give community partners a heads up that you are interested working with them in the upcoming semester.

2. Take in the wisdom of previous instructors who taught the course.

   As a new professor at Lewis, I am following this point in all areas of teaching and service, not just the Capstone. But with regards to the Capstone, it is important to understand the methods and structural organization of the course from others in your department who have taught it. Collaborate with the previous instructor of the course before the start of the class if you are going to take on some of their projects. I found that this is essential in order to create continuity for the projects that span multiple semesters, and to better guide the student’s progress to a final piece of professional work of which the student can be proud.

3. Communicate with your departmental colleagues.

   Fellow faculty members can offer ideas, relay potential partners, or share about collaboration with other departments. It is also good to organize all the projects within your department within some shared framework and to document it showing what projects are open, the project’s description, what projects can be accommodated, the participating partners and their contact information. (Note that the Computer Science faculty recently identified a colleague who will serve as liaison in identifying appropriate projects, and we feel that this will be particularly helpful moving forward.)

4. Understand the scope and breadth of the projects.

   By understanding the projects in advance, you can get an idea of the workload for students and the different outcomes desired. This will make it easier to assign an appropriate number of students to the projects available. Having the right balance of students to a project is important to the team’s efficacy. Also note that the mapping of students to projects is not a trivial process, especially when handling multiple sections. The sooner students can establish their teams for their assigned project, the faster they can get rolling on it!

5. Find ways to readily communicate with your students.

   Keeping a continuous interaction with each of your groups will keep the team motivated and on task throughout the semester. Using email or even blackboard group messaging to send suggestions and advice to your group on a continuous basis can be time consuming. I found it useful to use a messaging service like Slack for each group through which the groups can easily send their status to me, and I can easily reply back with advice. You can also schedule physical meetings with your groups, but note that this takes additional time and extra organizational planning.

Overall, despite the various challenges, I have found teaching via community engaged learning to be a win-win for students and most community partners, and a rewarding experience for me as well.
COMMUNITY PARTNER ADVISORY BOARD (CPAB) UPDATE
LAURA WILMARTH TYNA, DIRECTOR OF COMMUNITY ENGAGED LEARNING

The Lewis University Community Partner Advisory Board (CPAB) is a body of on and off-campus collaborators who gather three times a year to discuss the direction of the University’s community engagement strategy. Members include the Community Engagement Collaborative (CEC) offices, along with key community partners (see below).

The Board most recently came together in September to examine an important question: What role should Lewis University play in the community, locally and regionally? The rich conversation that followed will serve as a guide to the University’s future community engagement. The brainstorm lifted up some of the following ideas about the role Lewis should play in the community.

- Clearly articulating opportunities to partner with Lewis and what a community agency can expect from partnership
- Bringing together nonprofit and community organizations for networking
- Sharing information among community organizations and strategically bringing together those working in related areas
- Offering ongoing professional development opportunities to community partners (i.e., workshops, conferences)
- Creating relationships in which community partners are co-educators and curriculum is influenced by community needs

With these ideas and insights in mind, members of the CEC will continue to revise the existing strategic plan for community engagement. The group will then share their work with CPAB and other appropriate entities for feedback as Lewis continues to hone in on how best to collaborate with the regional community.

Community Partner Advisory Board
Member Organizations/Offices
- Athletics*
- Career Services*
- Catholic Charities
- Community Engaged Learning*
- Community Lifeline Ministries
- Facilities (Sustainability)*
- Heart Haven Outreach (H2O)
- Northern Illinois Food Bank
- Student Activities*
- United Way of Will County
- University Ministry*
- Valley View School District
- Will County
- Will County Habitat for Humanity
- Will County Veterans Commission
*Denotes members of the Community Engagement Cooperative
SPRING 2019 DESIGNATED COURSE LIST

Neuroscience & Neurodegenerative Disease (BIOL 39500.001)
Dr. Bill Chura
The main objective in this course is to explore the human brain and focus on basic anatomy and function. The course will also examine common neurological diseases and how these disorders affect brain functioning.

Supervisory Management (BSAD 38000.001)
Dr. James Krejci
This skill-building course stresses supervisory competencies: self-assessment, time and stress management, creative problem solving, motivation and performance, conflict management, power and influence, and team building.

Strategic Management Theories and Application (BSAD 46000.001, 002, LT1) Dr. James Krejci & Dr. Jeff Trask
Students use all the knowledge acquired from prior business courses, coupled with new strategic-management techniques learned, to chart the future direction of different organizations.

Public Relations Writing (COMM 33000.001)
Lisa O'Toole
Students learn theory and get practice in writing and preparing various forms of informational and promotional material used in public relations, such as news releases, fact sheets, blogs, media kits, and backgrounder.

Software Systems Capstone (CPSC 42000.001, LT1)
Dr. Cynthia Howard
This course will require students to incorporate knowledge from other core computer science courses to design, implement, and test a large-scale software project.

Computer Infrastructure Capstone (CPSC 49300.001, 002)
Dr. Khaled Alzoubi
This course will require students to incorporate knowledge from other core computer science courses to design, implement and test a networked computer system.

Field Experience 1: Community and School Immersion (ELED 20000.001) Ann O'Brien
This course helps develop pre-service teachers' abilities to view the total picture of the teaching profession.

Methods and Content of Teaching Social Studies (ELED/SPED 35400.001) Dr. Elizabeth Sturm
This course focuses on instructional strategies, resources, national curriculum standards, and the Illinois Learning Standards and CEC standards for social studies through engaged learning in the classroom.

Rhetoric for Writers (ENGL 30100.001)
Dr. Sheila Kennedy
Rhetoric for Writers invites students to apply established principles of rhetoric to both analyze and create compelling documents or media about social justice causes and/or other urgent community needs.

Writing Digital Media (ENGL 32100.001)
Dr. Jennifer Consilio
Writing Digital Media helps students to strengthen writing and design skills making participants more marketable to potential employers and graduate schools. Class projects will teach learning and applying design principles: creating real writing projects for real organizations; and learning new technologies including: image manipulation, web-authoring, and publishing software. Together, we will create a number of multimedia projects.

Marketing Strategy (MKTG 47000.001, 002)
Dr. James Oakley
Analyzing an industry and its companies in detail, and drawing on all aspects of marketing theory, students learn to develop and present a comprehensive ‘marketing plan’ – the centerpiece of marketing planning.

State & Local Government (POLS 21000.001)
Dr. Steven Nawara
This course will examine state and local governments in the United States. Students will partner with a local government agency or local non-profit that works with local governments.

ST: Community Engaged Learning Leadership Seminar (POLS 30601.001) Laura Wilmarth Tyna
This course provides an engaged learning and leadership development experience through the Office of Community Engaged Learning. Acceptance to this course is contingent on successful application and interview. Contact wilmarta@lewisu.edu for further information.

Diversity and Social Justice (SOCI 29000.006)
Dr. Jennifer Buntin
The primary goal of this course is to give students an understanding of the roles that race, class, gender, sexuality, and ability play in the social inequality experienced within the United States.

Introduction to Social Work (SOCW 10000.001, 002)
John Halloran & Dr. Gretchen Hoge
This course includes the historical development, diversity of services, key concepts, professional values, orientation, ethics and standards of social work. Students will have an opportunity to engage in service learning through volunteering and “shadowing” professional staff at selected agencies.

Content Area Reading Strategies (SPED 47100.001)
Dr. Jen Buss
This course examines the theories and the practices appropriate for balanced reading and language arts instruction and assessment in grades 4–12. The emphasis of the course is on functional techniques for improving student reading performance in the upper grades and incorporating reading into subject matter instruction.

Christian Social Teaching (THEO 26800.001)
Dr. James Burke
In this course, participants conduct a broad academic examination of the Catholic theology of social justice—its teaching themes, history, methods, and sources—with the intention of equipping students to make the world more just and peaceful.

Capstone: Peace Studies Seminar (THEO 45000.001)
Dr. Christie Billups
This capstone provides an integrative experience for the Peace Studies Minor offering students an opportunity to synthesize what they have learned in both course and field work. Students review and evaluate theory, models of practice, research, and experience to develop an understanding of the ways peacebuilding and conflict-transformation are engaged personally, spiritually, locally, regionally, and globally.

For questions or more information: contact Dr. Christie Billups, billupsch@lewisu.edu, 815-836-5829.
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