Creating Entrepreneurial and Innovative Fund Raising Opportunities

Through Service-Learning

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Abstract

The rapidly increasing enrollment in kinesiology programs recognizes the important role of our academic discipline in promoting future professionals within the physical activity, fitness, wellness, education, sport, and allied health domains. Unprecedented growth in student’s interest in kinesiology offers faculty and administrators in higher education both exciting opportunities and difficult challenges. One significant concern facing kinesiology faculty is maintaining high quality instruction within growing class sizes. Incorporating service-learning components within kinesiology curricula provides numerous benefits to students, faculty, institutions of higher education, and members of our local and global communities. In addition, service–learning has the potential to initiate innovative and entrepreneurial learning experiences and funding opportunities for students and faculty.

Keywords: underserved children, summer camp, grants, teaching games, physical education & coaching methods, fitness & assessment prescription
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Recent research in the literature indicates that the increasing enrollment in kinesiology programs across the country provide kinesiology faculty and students a plethora of opportunities to enhance the status of health, wellness, and physical activity levels of our society (Wojciechowska, 2010). The upsurge in kinesiology majors underscores the perceived value of our academic discipline to future professionals in the broad areas of allied health, education, fitness, and sport. However, the escalating number of undergraduate and graduate students also poses distinct challenges to administrators, faculty, and students (Thomas, 2014). Administrators are faced with issues encompassing the dire need for additional faculty and facilities. Students often encounter issues regarding availability of classes. Faculty are struggling with balancing increasing class size while maintaining a high quality of instruction. The adoption and implementation of service-learning within kinesiology courses offers faculty opportunities to provide students with exceptional hands-on learning experiences enabling students to reap the benefits of engaging in pragmatic learning environments.

Service-learning is a pedagogy that bridges academic study and civic engagement. A faculty member creates a learning environment that enables students to participate in meaningful community service that is directly linked to academic course content. Consequently, learning occurs in an authentic setting that empowers students to gain a deeper understanding of multifaceted theories, principles, and ideologies. These experiential learning involvements are then fortified via critical written and oral reflection activities and highlight the service-learning program’s relevancy to academic course content (Cress, 2005).
While service-learning has not always been the focus of the mission of institutions of higher education, several initiatives have amplified the need to expand service-learning programs in academia. The 1985 formation of the National Campus Compact was instrumental in providing training, education, and resources to faculty, students, and community members committed to service-learning (Rhodes, 1997). Additionally, Boyer (1990) revitalized the implementation of service-learning curricula in institutions of higher education. Most recently, support for an expanded definition of scholarship with “community engagement” underscored the recognition and importance of universities’ involvement with local, regional, and global populations. These initiatives have significantly enhanced the development and visibility of service-learning projects.

The practice of service-learning is founded on John Dewey’s work in the early 1900s that initiated dialogue examining the role of higher education in citizenship development (Dewey, 1938). In 1984, David Kolb transformed Dewey’s six-step inquiry process into a four-component learning cycle for experiential learning, and his model has been used widely to develop service-learning curricula (Kolb, 1984). In addition to experiential learning models, theoretical constructs, such as critical pedagogy (Ruiz & Fernandez-Balboa, 2005), social re-construction (Bondy & McKenzie, 1999), and civic responsibility (Wade & Yarbrough, 1997) have been used to investigate service-learning. Bandura’s (1986) social-cognitive theory has also been used to examine service-learning in the discipline of kinesiology (Meaney, Bohler, Hopf, Hernandez, & Scott 2008). Furthermore, a constructivist framework was used to study the impact of participation in the service-learning programs on pre-service educators and community participants (Galvan & Parker, 2011).
Faculty and students in the sciences, humanities, arts, education, and engineering have narrowed the gap between theory and practice through service-learning. The well documented benefits of student participation in service-learning include favorable influences on student’s personal outcomes such as heightened levels of self-efficacy, identity, and moral development; and social outcomes like reduced stereotypes and enhanced diversity appreciation (Eyler, Giles, Stenson, & Gray 2001). Many studies have documented that students can enhance their academic learning outcomes through service-learning involvement, but other investigations have reported little or no gain to students’ academic knowledge (Eyler et al., 2001). Even though findings in service-learning research were mixed, benefits may be directly linked to student’s academic learning outcomes through participation in public service. Furthermore, the positive outcomes of service-learning have been well-documented in kinesiology programs over the past decade (Cervantes & Meaney, 2013). Researchers have also found that service-learning increased engagement of kinesiology students, their positive attitudes toward children with disabilities, and in skills as pre-professionals (Roper & Santiago, 2014; Rukavina, Li, Shen & Sun, 2010).

In this paper, we select several exemplary service-learning initiatives from two universities (e.g., one in US and the other in Canada) and outline them in two parts. In the first part, we give an overview of Texas State University, detailed description of two Texas State summer camp programs incorporating service-learning and their entrepreneurial and fund raising strategies. Second, we provide an overview and strategic objectives of two service learning programs at Douglas College in British Columbia, Canada.

**Overview of Texas State University**

Texas State University’s current Carnegie classification is “R2 – Doctoral University: Higher Research Activity.” Texas State University is located in San Marcos, Texas. It is the
largest campus in the Texas State University System and among the largest in the state of Texas. Texas State University is a Hispanic serving institution with over 37,000 students and offers 97 undergraduate, 88 master’s, and 12 doctoral programs by 10 colleges. With a diverse campus community including 48% of the student body from ethnic minorities, Texas State is one of the top 13 producers of Hispanic baccalaureate graduates in the nation. Research and creative activities have led to growing success in attracting external funding support. However, even with an increased emphasis on research and grant procurement in the last decade, Texas State remains committed to providing high quality teaching and learning opportunities for both undergraduate and graduate students.

The Department of Health and Human Performance (HHP) at Texas State University is currently the largest department on campus with over 3,000 majors. The HHP department houses division of Athletic Training (260 students), Health Education (150 students), Recreation Administration (350) and Exercise and Sports Science (ESS). The ESS division includes 2,200 students pursuing careers in the fields of education, sport, fitness, and wellness. In addition, a significant amount of ESS majors are completing undergraduate pre-rehabilitation science studies with the aspiration of pursuing allied health graduate programs.

Keeping in line with the university, college, and departmental mission of providing high quality instruction to Texas State students, ESS faculty members have developed two innovative service-learning programs, the *Autism Summer Camp* and the *Fun & Fit 4 Life Camp*. Both programs incorporate teaching, research, and service to provide Texas State undergraduate and graduate students with unique hands-on learning experiences while meeting the needs of underserved children in San Marcos community. These two camps have provided innovative opportunities to facilitate social, communication, and physical activity for children, enhanced the
knowledge and skills of Texas State students, and also served as a venue for ESS faculty’s research investigation of service-learning and motor behavior patterns for low SES children.

**Autism Summer Camp**

Autism Spectrum Disorder (ASD) is a lifelong neurological developmental disorder. As the prevalence of children with ASD has increased over the past two decades (CDC, 2012), so has the awareness of the special needs of these underserved children. Research suggests that children with ASD exhibit fewer stereotypic behaviors after engaging in physical activity (Levinson & Reid, 1993; Liu, Fedak, & Hamilton, 2016; Petrus et al., 2008; Prupas & Reid, 2001; Sowa & Meulenbroek, 2012) and better academic performance (Nicholson, Kehle, Bray, & van Heest, 2011; Oriel, George, Peckus, & Semon, 2011). In addition, children with ASD face greater challenges than peers without disorder in combating obesity because of their limited social outlets for recreational activities that promote health and wellness (Egan, Dreyer, Odar, Beckwith & Garrison, 2013; Rimmer, Rowland, & Yamaki, 2007; Tsiros, Coates, Howe, Grimshaw, & Buckley, 2011). Children with ASD are in need of programs and services that address their unique needs, help them prevent additional health risk behaviors or conditions, and at the same time, promote leisure and recreational skills that may lead to physically active lifestyles. Unfortunately, limited community-based opportunities exist for physical activity and recreational programs among children with ASD in San Marcos, Texas.

To fill the needs, Texas State University’s *Autism Summer Camp* was established in 2010. It was the first of its kind in San Marcos to specifically focus on children with ASD. The mission of the camp is to serve children with ASD in San Marcos and surrounding community by targeting low-income families to provide them access to quality summer camp experiences while being sensitive to each child’s unique abilities. Our policy is to provide all children on the
autism spectrum a comprehensive camp program regardless of severity and socioeconomic status. This Autism Summer Camp is a partnership between the Texas State University’s Department of HHP and San Marcos Consolidated Independent School District. It provides many children access to a quality summer camp experience designed to accommodate the special needs of children with ASD. Texas State graduate and undergraduate students serve the same role as camp counselors and work with the campers one on one during the autism camp sessions. Camp counselors do not participate in recruitment of campers because the autism camp is well established and has been growing over the last six years. They assist campers in a daily schedule that provides time for dance, yoga, swimming, music, arts, crafts, games, physical recreation, and many other important camp activities. Counselors also assist in research projects to examine children with ASD’s fine and gross motor performance, and effects of interventions on children’s motor behavior changes. Furthermore, camp counselors participate in the service learning research, and many of the counselors reported that they gained tremendous amount hands on experiences with service learning.

Since 2010, 238 children with autism aged 4-12 living in central Texas the opportunity to participate in a developmentally appropriate summer program. About 35 Texas State students every year volunteer at the camp as part of a service-learning project providing students with experiential learning to meet genuine community need. Every summer, Texas State University students serve over 3,000 hours as camp counselors and work with children with autism one-on-one. Autism is a developmental disability that usually lasts throughout one’s lifetime. This camp includes a comprehensive program that addresses multiple developmental needs of children on the spectrum. The specially designed camp activities not only allow campers to improve their socialization skills, communication skills, fine and gross motor skills, language, and self-esteem,
but also assist campers in choosing appropriate physical, recreational and leisure activities that will contribute to successful integration into the community as they move through the education system. It is our intention to provide campers with an enjoyable summer program that will prepare them to succeed in integrated settings later in life.

Applied and translational research is also conducted in this camp for children with ASD. Our research not only documents the motor performance of children with ASD, but also investigates the effects of interventions on children’s motor and behavior changes. These prospective studies of the intervention used in the autism camp are vitally important in establishing benchmarks and evidence-based strategies for helping children with ASD (e.g., Breslin & Liu, 2015; Liu, 2012; Liu, 2013; Liu & Breslin, 2013a, Liu & Breslin, 2013b; Liu et al., 2016; Liu, Hamilton, Davis, ElGarhy, 2014; Scroggins, Litchke, & Liu, 2016).

**Fun & Fit 4 Life Summer Camp**

The *Fun & Fit 4 Life* program is a collaborative initiative between the Department of Health and Human Performance, Center for P-16 Initiatives at Texas State University, and the San Marcos Housing Authority (SMHA). Created in 2010, *Fun & Fit 4 Life* was founded on the belief that participation in the program would benefit both Texas State University students and children from low-income families residing in SMHA residences. A core principal of quality service-learning programs is reciprocal benefits.

The purpose of the *Fun & Fit 4 Life* Summer Camp is to provide innovative experiences and activities in positive youth development, physical activity, health, and college readiness. Most San Marcos children living in low-income households, have limited access to fun, beneficial, and purposeful activities during the summer months. *Fun & Fit 4 Life* Summer Camp fills a portion of that time with experiences and activities specifically designed to impact
approximately 100 campers’ attitudes and behaviors toward healthy choices, highlight the
importance of education to their futures, and communicate the benefits of demonstrating
cooperative and respectful behaviors. *Fun & Fit 4 Life* Summer Camp also affords approximately
35 students in Texas State University’s teacher preparation program invaluable experiences as
they develop and deliver age-appropriate curriculum to at-risk children.

*Fun & Fit 4 Life* incorporates a Mastery Motivational Climate (MMC) throughout
instruction in physical and wellness education, and college readiness activities. One of the basic
premises of MMC is to manipulate the learning environment by strengthening an individual’s
self-efficacy (Valentini, Rudisill, & Goodway, 1999). Specifically an MMC cultivates a positive
learning environment through the use of positive reinforcement, corrective feedback, and self-
referenced comparisons. Teachers nurturing an MMC consistently demonstrate their belief that
every child can learn and succeed. Components of an MMC include the following: 1) adapting
learning tasks to meet individual needs, 2) providing individual recognition to the learning
process, 3) minimizing social comparison and recognizing individual improvement, and 4)
allowing individual’s to have opportunities for autonomy and choice throughout the learning
process.

Since the summer of 2010, *Fun & Fit 4 Life* has provided summer day camps (2-3 weeks
in duration) at no expense to over 250 youth (5-17 years of age) participants. Texas State
University students preparing to be teachers and coaches provide fun-filled physical activity
experiences for our campers. Counselors working at the Texas State Center for P-16 Initiatives
engage the campers in exciting college-readiness activities. Undergraduate pre-service physical
education teachers have gained experience instructing physical activity to children and
adolescents. In addition graduate ESS students are provided opportunities to gain leadership,
fundraising, and experiences. In regards to leadership several ESS graduate students pursuing
teacher certification serve as “Head Coaches” throughout the camp. Head Coaches instruct the
first week’s instructional lessons to the campers. These lessons enable the pre-service teachers to
assist and observe high quality physical education instruction. The graduate students are also
charged with seeking donations from local establishments to provide healthy snacks and t-shirts,
and physical activity equipment (e.g., jump ropes, hula hoops, basketballs) for the campers to
take home. Graduate students have presented research projects associated with the Fun & Fit 4
Life program at state conventions (Carter, Green & Meaney, 2014). During the 2016 summer,
funding secured through a local agency is currently supporting three graduate students to assist
with data collection in our research project examining physical activity levels and psychosocial
outcomes of camper’s participation in Fun & Fit 4 Life.

Entrepreneurial and Fund Raising Strategies

Many entrepreneurial activities presented at the 2016 American Kinesiology Association
workshop were in line with Texas State summer camp programs’ fund raising strategies on
increasing funding. The innovative techniques we used to attain support for both the Autism
Summer Camp and Fun & Fit 4 Life camps can be best described as entrepreneurship in funding.
Our programs serve many children from low SES backgrounds. We have relied on non-
traditional external and internal funding streams to support the camp operations and keep costs
low or free for those underserved children. Our sources have included community-based funds
from the city, non-profit organizations and businesses in San Marcos, and institutional support.

Community-based funding for both camps has been attained from the city of San Marcos
Family and Youth Commission. We were able to demonstrate that our programs met the needs of
the family and youth in San Marcos through its Youth Master Plan. In addition, we tap into
funding sources from United Way. One of the trends of United Way programs is to align funding with community-based needs and open funding to programs who can meet the needs. We have also been successful at attaining funding through the local Lion’s Club. Our local Lion’s club provides support that enabled us to extend scholarships and support program operation costs. In addition, local businesses in the San Marcos area have provided us with gift cards, food, snacks, and necessary services to our campers. We, in turn, provide recognition for the funding agencies in the form of press releases and other types of acknowledgement. Institutional support has also been provided to our camps. We have been able to attain internal funding through diversity initiatives, service-learning fellowships, and support from a cooperating unit on campus: the Center for P-16 Initiatives. These sources of funding have been valuable to us in order to provide the services and support in establishing our camps.

Future Directions

Currently, the Autism Summer Camp is at capacity in terms of the number of children we are able to accommodate in our camp. The goal is to serve more children in Central Texas in the future by expanding our camp to the whole summer. Additional children attending our camps requires more counselors on site. Therefore we will seek funds to recruit more camp counselors and cover operation costs from existing and new funding sources. In addition, it is important to increase socialization opportunities for these underserved children within the community. We plan to offer more field trips and social events like going to movies, shopping at grocery stores, dinning in restaurants, and/or arranging horseback rides. Finally, we are considering integrating peer-to-peer programs in our camp. Through more socialization experiences, these underserved children will have opportunities interacting with their typically developing peers in a camp setting. By providing additional opportunities for interactions in the community and with peers,
children with ASD may develop the life skills necessary to succeed in integrated educational
settings now and in the future. Lastly, we will incorporate more serve-learning opportunities for
Texas State students by partnering with the campus aquatic science and nature program
specialists to include a nature trail explore program and many other sensory-rich educational
activities to help camp counselors gain invaluable sensory-motor hands on learning experiences.
Ultimately the primary goal of the Fun & Fit 4 Life camp focuses on offering the camp
year round. Although our summer program serves a vital need in the community, the children in
San Marcos raised in low–income households also have limited opportunities to participate in
high quality after–school physical activity programs. During the summer of 2016 Fun & Fit 4
Life is piloting an Outdoor Adventure program designed to promote physical activity and
leadership among the adolescent campers. Future plans encompass expanding this component of
the camp curriculum. Funding awarded from the San Marcos Family and Youth Commission
provided the financial resources to offer camp during the fall 2016 on a limited basis. In addition,
on-going data collection examining the physical activity levels and psychosocial outcomes
associated with participation in camp will assist us in submitting competitive grant proposals to
local, regional, and state foundations.

Overview of Douglas College
Douglas College is a post-secondary institution located in Metro-Vancouver, British
Columbia, Canada and was established in 1970. There are two main campuses (New
Westminster and Coquitlam) for the 14,000 students enrolling annually in credit courses and
10,000 students in short-term, non-credit career or personal development courses. Douglas
attracts an additional 2,200 international students from 80 countries each year. There are six
Faculties and the college has been offering baccalaureate degrees since 2007. There are
approximately 100 Bachelor of Physical Education and Coaching (BPEC) students enrolled per academic year at Douglas College.

Since the provincial mandate affording colleges the ability to offer degrees, Douglas College’s recent Strategic Plans (2010-2015 and 2015-2020) concentrated on increasing college enrollments and program diversity which incorporate experiential learning opportunities and engage with various external partners. During the growth phase, the academic foundation endorsed by the College supports preparing students to become career ready upon graduation to benefit themselves, local communities, and organizations of British Columbia. The Douglas College Strategic Plan 2015-2020 centralizes on the core purpose to inspire students to find an educational passion and to be good at what they love doing.

Currently, the Sport Science (SPSC) Faculty advance a number of the nine strategic objectives by creating external partnerships using a service-learning model to meet learning outcomes established for the BPEC students. These strategic relationships are created to serve the needs of various community-based groups. The impetus for relationship creation is to fulfill the plan’s key success indicator that “All Douglas students in applied programs will complete an internship, co-op placement, practicum, or service-learning opportunity in the community.” (Douglas College Strategic Planning Advisory Group and Senior Management Team, 2015). The SPSC department community service-learning opportunities provide BPEC students pre-service teaching opportunities with appropriate, authentic audiences as well they provide a positive impact on those involved from the community. By aligning curricular goals, student experiences, and servicing the community there exists mutual benefits for BPEC students and the recipients of these initiatives.
Currently, the SPSC Department fosters two on-going and course based service-learning initiatives, *Teaching Games for Understanding with Home Learners* and *Teaching Methods for Fundamental Motor Skills*. Both initiatives align with the current Strategic Plan as they inspire and challenge BPEC students to develop a broader definition of teaching, to problem solve in various instructional settings, and to cultivate metacognition strategies about their instructional approach. (Buchanan, Baldwin, & Rudisill, 2002). Faculty created these partnerships based upon the realistic identified needs of the various community groups as well as through their own practice as college instructors and elementary school educators. Time is the primary investment to operate these initiatives, nurture the partnerships, and coordinate the detailed logistics that ensure efficient service-learning implementation.

**Teaching Games for Understanding with home learners**

Twice per academic year, third and fourth year BPEC students enrolled in SPSC 3399 are partnered with the New Westminster Home Learners (NWHL) association. BPEC students develop instructional skills in a complex environment and test the TGFU model (assumptions, theory) with a group of 7-13 year olds (Storey & Lunn, 2009). At each session, four BPEC students work in a team (instructor, assistance instructor, observer, and videographer) to create and self-reflect on the execution of their TGFU lesson plans. This approach provides BPEC students an opportunity to practice this pedagogical model in a manner to formally shape their practice as physical educators (Butler & Griffin; 2010, Pill, 2011).

In addition, the NWHL do not typically participate in group physical education classes and thus their parents are keen to enroll their children in the unique program. There has been growing interest from other Metro Vancouver home learner’s associations to explore this mutually beneficial partnership. Using this specific curricular approach has been successful in
raising community awareness about the practical and applied expertise exhibited by BPEC students which further leverages the department building additional external relationships with community groups (Cervantes & Meaney, 2013).

Teaching Methods for Fundamental Motor Skills

Modelled on the TGFU service learning program, another SPSC Faculty member (a former public school high teacher) established a relationship between the SPSC 4199 class and the local school École Qayqayt Elementary for grades 3-5 primary students. The foundations to the partnership included developing the relationship with one keystone elementary school teacher and ensuring the principal was aware of and agreed to the partnership. Public school elementary teachers in British Columbia are typically not physical education (PE) specialists and receive sparse budget funding for PE equipment.

The elementary teachers identified a decreasing number of K-5 students able to adequately perform fundamental motor skills (FMS) and wanted to promote acquiring these skills as the foundation for lifelong development of physical activity (Stodden et al., 2008). Douglas College provides BPEC student-instructors (using various teaching strategies), the learning space, and PE specific equipment for the elementary students to practice FMS specific activities. The BPEC students manage logistics of actively transporting children from École Qayqayt to Douglas College (approximately 1km in distance), organizing and using available gymnasium space, and interprofessional communication with current public school teachers as well as their peers. Verbal feedback from the elementary students indicate the program activities are their favorite part of the week. The experiences created and attitudes demonstrated by the grade 3-5 elementary students are foundational to promoting the positive spiral of engagement for physical activity trajectories as noted in Stodden et al., (2008). These elementary students
have an opportunity to increase their positive health outcomes as their FMS improve from participating in this service-learning program (Stodden & Goodway, 2007).

The most important metric noted from the BPEC students is the improved self-efficacy gained through authentic, practical pre-service teaching experiences as well as the exposure to negotiating such community-based partnerships similar to the results summarized by Cervantes and Meaney, 2013. This service-learning program hones the BPEC students’ experiential and self-reflection skills and it promotes creative and innovative skill development for their further careers. For those entering public school systems they have an opportunity to heighten awareness and importance of the physical education curriculum for their generalist colleagues as well.

**Future Directions**

The current service-learning opportunities in the Sport Science Department at Douglas College align strongly with the 2015-2020 Strategic Plan and work to advance our mission into the local community. The triangulated dialogue among faculty, students, and community partners evoke a strong level of engagement as well as scholarship of discovery and integration (Boyer, 1990). From these department successes there are several identified future areas of service learning potential that encourage collaboration, innovative and alignment with the College’s strategic direction.

Funding for applied research would be explored through the Social Sciences and Humanities Research Council (SSHRC), specifically the Partnership Grant’s Talent Program and/or Connection program. This granting source would be ideal to explore a concurrent research approach to determine evidence based process for integrating social and applied physical sciences to improve fundamental motor skills. As explored through the qualitative movement diagnosis (Knudson, 2013) there is an integrated interdisciplinary explanation to the differences
in human movement performances. Allowing students, the opportunities to delve into exploratory research and service-learning opportunities in which they will explore their own process to build self-efficacy and identity while simultaneously serving the needs of community with children who have underdeveloped FMS but are wanting to participate in sport groups.

As BPEC students build their professional tool-kit as educators, coaches, and leaders, there is current interest in a more sustained partnership with local minor hockey and lacrosse associations. Specifically, generating partnerships with New Westminster Salmonbellies Lacrosse Minor and Senior athlete groups as well as the New Westminster Minor Hockey Association athletes to develop movement analysis and performance based tests. Sharing space and providing in-kind resources would be the first step to creating applied research and service-learning for BPEC students. Currently, there is sparse literature specific to biomechanics and performance based measures for lacrosse athletes and skills. BPEC students adept at applying qualitative movement diagnosis and knowledge to action frameworks would be well positioned to engage with sport-specific partnerships. (Knudson, 2013, Graham, et al., 2006). The previously mentioned SSHRC funding options would a funding options for these partnerships as they align well with the Canadian Sport for Life model (Sport for Life Society, n.d.).

Century House Association of New Westminster Parks and Recreation is a charitable organization for individuals 50 plus years of age with a mission to connect and support seniors in the community. This association would be an excellent service-learning partner for connecting undergraduate students interested in working with seniors to focus on aging health issues and active aging. The partnership vision would use a faculty-guided approach to create fitness testing, exercise prescription, and health and wellness workshops as service for the active senior population. The SPSC Department has been approached by the New Westminster Firefighters to
partner and apply for Lower Mainland United Way funding with Seniors Active & Aging Provincial Grants. The initiative is spurred by the Firefighters observations that many of their first responder calls are a result of elderly individuals falling. To prevent falls, increase active aging communities, the department will work to support student-led community-based research and service-learning initiatives for community seniors.

Douglas College Foundation has sponsored the funding of numerous Sport Science Awards/Scholarship. This year was a record $17,000 awarded to 15 exemplary BPEC students for academic success, community service, coaching, and leadership. Recently, the DC Foundation launched its first phone-a-thon contacting college alumni for fund-raising to build the college endowment. The Foundation partnered with the SPSC Department and will earmark, at the donor’s request, donated money to a SPSC award focusing on the service-learning achievements and impact on the community. As part of the SPSC department tactical planning for the next five years, one of the top three strategic priorities is strengthening the partnership with the Douglas College Foundation to build a broader alumni network for fundraising to support specifically service-learning opportunities and cross-disciplinary initiatives.

Summary

The programs at Douglas College and Texas State University provide examples of creating entrepreneurial and innovative fund raising opportunities through service–learning as well as highlight the benefits that service–learning brings to students, faculty, and communities. The extraordinary interest in the dynamic discipline of kinesiology over the last decade creates an optimal time to broaden our traditional methods of teaching and learning. Creating and implementing service-learning curriculum within kinesiology graduate and undergraduate courses has multiple benefits for diverse participants.
Service-learning offers kinesiology students pursuing careers in education, fitness, sport, and allied health professions engagement in authentic learning environments. These active-learning settings assist in promoting transfer of theory and evidence–based principles to practice. Faculty designing and incorporating service-learning in their academic courses are empowered with a new pedagogy to enhance student’s interest and learning. Community partners often receive much needed services provided by university students. Incorporating exceptional service-learning curricula within the academic courses also assists those involved within higher education to fulfill its mission of teaching, research, and service. Moreover, service-learning enables both faculty and students to unique opportunities to explore innovative and creative mechanisms for entrepreneurship and fund raising.
References


