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4	Creating Entrepreneurial and Innovative Fund Raising Opportunities
5	Through Service-Learning
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Abstract

23 The rapidly increasing enrollment in kinesiology programs recognizes the important role of our academic discipline in promoting future professionals within the physical activity, fitness, 24 wellness, education, sport, and allied health domains. Unprecedented growth in student's interest 25 26 in kinesiology offers faculty and administrators in higher education both exciting opportunities 27 and difficult challenges. One significant concern facing kinesiology faculty is maintaining high 28 quality instruction within growing class sizes. Incorporating service-learning components within kinesiology curricula provides numerous benefits to students, faculty, institutions of higher 29 30 education, and members of our local and global communities. In addition, service-learning has 31 the potential to initiate innovative and entrepreneurial learning experiences and funding 32 opportunities for students and faculty. 33 34 Keywords: underserved children, summer camp, grants, teaching games, physical education & 35 coaching methods, fitness & assessment prescription

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Creating Entrepreneurial and Innovative Fund Raising Opportunities

Through Service-Learning

45 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 46 to enhance the status of health, wellness, and physical activity levels of our society 47 (Wojciechowska, 2010). The upsurge in kinesiology majors underscores the perceived value of 48 our academic discipline to future professionals in the broad areas of allied health, education, 49 fitness, and sport. However, the escalating number of undergraduate and graduate students also 50 poses distinct challenges to administrators, faculty, and students (Thomas, 2014). Administrators 51 are faced with issues encompassing the dire need for additional faculty and facilities. Students 52 often encounter issues regarding availability of classes. Faculty are struggling with balancing 53 increasing class size while maintaining a high quality of instruction. The adoption and 54 implementation of service-learning within kinesiology courses offers faculty opportunities to 55 56 provide students with exceptional hands-on learning experiences enabling students to reap the benefits of engaging in pragmatic learning environments. 57

58 Service-learning is a pedagogy that bridges academic study and civic engagement. A 59 faculty member creates a learning environment that enables students to participate in meaningful 60 community service that is directly linked to academic course content. Consequently, learning 61 occurs in an authentic setting that empowers students to gain a deeper understanding of 62 multifaceted theories, principles, and ideologies. These experiential learning involvements are 63 then fortified via critical written and oral reflection activities and highlight the service-learning 64 program's relevancy to academic course content (Cress, 2005).

65	While service-learning has not always been the focus of the mission of institutions of
66	higher education, several initiatives have amplified the need to expand service-learning programs
67	in academia. The 1985 formation of the National Campus Compact was instrumental in
68	providing training, education, and resources to faculty, students, and community members
69	committed to service-learning (Rhodes, 1997). Additionally, Boyer (1990) revitalized the
70	implementation of service-learning curricula in institutions of higher education. Most recently,
71	support for an expanded definition of scholarship with "community engagement" underscored
72	the recognition and importance of universities' involvement with local, regional, and global
73	populations. These initiatives have significantly enhanced the development and visibility of
74	service-learning projects.
75	The practice of service-learning is founded on John Dewey's work in the early 1900s that
76	initiated dialogue examining the role of higher education in citizenship development (Dewey,
77	1938). In 1984, David Kolb transformed Dewey's six-step inquiry process into a four-component
78	learning cycle for experiential learning, and his model has been used widely to develop service-
79	learning curricula (Kolb, 1984). In addition to experiential learning models, theoretical
80	constructs, such as critical pedagogy (Ruiz & Fernandez-Balboa, 2005), social re-construction
81	(Bondy & McKenzie, 1999), and civic responsibility (Wade & Yarbrough, 1997) have been used
82	to investigate service-learning. Bandura's (1986) social-cognitive theory has also been used to
83	examine service-learning in the discipline of kinesiology (Meaney, Bohler, Hopf, Hernandez, &
84	Scott 2008). Furthermore, a constructivist framework was used to study the impact of
85	participation in the service-learning programs on pre-service educators and community
86	participants (Galvan & Parker, 2011).

87 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 88 benefits of student participation in service-learning include favorable influences on student's 89 90 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, 91 Stenson, & Gray 2001). Many studies have documented that students can enhance their academic 92 learning outcomes through service-learning involvement, but other investigations have reported 93 little or no gain to students' academic knowledge (Eyler et al., 2001). Even though findings in 94 service-learning research were mixed, benefits may be directly linked to student's academic 95 learning outcomes through participation in public service. Furthermore, the positive outcomes of 96 service-learning have been well-documented in kinesiology programs over the past decade 97 (Cervantes & Meaney, 2013). Researchers have also found that service-learning increased 98 engagement of kinesiology students, their positive attitudes toward children with disabilities, and 99 in skills as pre-professionals (Roper & Santiago, 2014; Rukavina, Li, Shen & Sun, 2010). 100 101 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 102 part, we give an overview of Texas State University, detailed description of two Texas State 103 summer camp programs incorporating service-learning and their entrepreneurial and fund raising 104

strategies. Second, we provide an overview and strategic objectives of two service learning
programs at Douglas College in British Columbia, Canada.

107 Overview of Texas State University

108 Texas State University's current Carnegie classification is "R2 – Doctoral University:
109 Higher Research Activity." Texas State University is located in San Marcos, Texas. It is the

110 largest campus in the Texas State University System and among the largest in the state of 111 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 112 113 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 114 activities have led to growing success in attracting external funding support. However, even with 115 an increased emphasis on research and grant procurement in the last decade, Texas State remains 116 committed to providing high quality teaching and learning opportunities for both undergraduate 117 118 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 heath 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

134 research investigation of service-learning and motor behavior patterns for low SES children.

135 Autism Summer Camp

Autism Spectrum Disorder (ASD) is a lifelong neurological developmental disorder. As 136 the prevalence of children with ASD has increased over the past two decades (CDC, 2012), so 137 138 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 139 (Levinson & Reid, 1993; Liu, Fedak, & Hamilton, 2016; Petrus et al., 2008; Prupas & Reid, 140 2001; Sowa & Meulenbroek, 2012) and better academic performance (Nicholson, Kehle, Bray, 141 & van Heest, 2011; Oriel, George, Peckus, & Semon, 2011). In addition, children with ASD face 142 greater challenges than peers without disorder in combating obesity because of their limited 143 social outlets for recreational activities that promote health and wellness (Egan, Drever, Odar, 144 Beckwith & Garrison, 2013; Rimmer, Rowland, & Yamaki, 2007; Tsiros, Coates, Howe, 145 146 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 147 at the same time, promote leisure and recreational skills that may lead to physically active 148 149 lifestyles. Unfortunately, limited community-based opportunities exist for physical activity and recreational programs among children with ASD in San Marcos, Texas. 150

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

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156 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 157 Department of HHP and San Marcos Consolidated Independent School District. It provides 158 159 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 160 role as camp counselors and work with the campers one on one during the autism camp sessions. 161 Camp counselors do not participate in recruitment of campers because the autism camp is well 162 established and has been growing over the last six years. They assist campers in a daily schedule 163 that provides time for dance, yoga, swimming, music, arts, crafts, games, physical recreation, 164 and many other important camp activities. Counselors also assist in research projects to examine 165 children with ASD's fine and gross motor performance, and effects of interventions on children's 166 167 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 168 experiences with service learning. 169

Since 2010, 238 children with autism aged 4-12 living in central Texas the opportunity to 170 participate in a developmentally appropriate summer program. About 35 Texas State students 171 every year volunteer at the camp as part of a service-learning project providing students with 172 experiential learning to meet genuine community need. Every summer, Texas State University 173 174 students serve over 3,000 hours as camp counselors and work with children with autism one-onone. Autism is a developmental disability that usually lasts throughout one's lifetime. This camp 175 includes a comprehensive program that addresses multiple developmental needs of children on 176 the spectrum. The specially designed camp activities not only allow campers to improve their 177 178 socialization skills, communication skills, fine and gross motor skills, language, and self-esteem,

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179 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 180 system. It is our intention to provide campers with an enjoyable summer program that will 181 prepare them to succeed in integrated settings later in life. 182 Applied and translational research is also conducted in this camp for children with ASD. 183 Our research not only documents the motor performance of children with ASD, but also 184 investigates the effects of interventions on children's motor and behavior changes. These 185 prospective studies of the intervention used in the autism camp are vitally important in 186 establishing benchmarks and evidence-based strategies for helping children with ASD (e.g., 187 Breslin & Liu, 2015; Liu, 2012; Liu, 2013; Liu & Breslin, 2013a, Liu & Breslin, 2013b; Liu et 188 al., 2016; Liu, Hamilton, Davis, ElGarhy, 2014; Scroggins, Litchke, & Liu, 2016). 189

190 Fun & Fit 4 Life Summer Camp

191 The *Fun & Fit 4 Life* program is a collaborative initiative between the Department of 192 Health and Human Performance, Center for P-16 Initiatives at Texas State University, and the 193 San Marcos Housing Authority (SMHA). Created in 2010, *Fun & Fit 4 Life* was founded on the 194 belief that participation in the program would benefit both Texas State University students and 195 children from low-income families residing in SMHA residences. A core principal of quality 196 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* Sumer 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 207 instruction in physical and wellness education, and college readiness activities. One of the basic 208 209 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 210 learning environment through the use of positive reinforcement, corrective feedback, and self-211 referenced comparisons. Teachers nurturing an MMC consistently demonstrate their belief that 212 every child can learn and succeed. Components of an MMC include the following: 1) adapting 213 214 learning tasks to meet individual needs, 2) providing individual recognition to the learning process, 3) minimizing social comparison and recognizing individual improvement, and 4) 215 allowing individual's to have opportunities for autonomy and choice throughout the learning 216 process. 217

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,

225 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 226 first week's instructional lessons to the campers. These lessons enable the pre-service teachers to 227 228 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, 229 and physical activity equipment (e.g., jump ropes, hula hoops, basketballs) for the campers to 230 take home. Graduate students have presented research projects associated with the Fun & Fit 4 231 Life program at state conventions (Carter, Green & Meaney, 2014). During the 2016 summer, 232 funding secured through a local agency is currently supporting three graduate students to assist 233 with data collection in our research project examining physical activity levels and psychosocial 234 outcomes of camper's participation in Fun & Fit 4 Life. 235

236 Entrepreneurial and Fund Raising Strategies

Many entrepreneurial activities presented at the 2016 American Kinesiology Association 237 238 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 239 Summer Camp and Fun & Fit 4 Life camps can be best described as entrepreneurship in funding. 240 241 Our programs serve many children from low SES backgrounds. We have relied on nontraditional external and internal funding streams to support the camp operations and keep costs 242 low or free for those underserved children. Our sources have included community-based funds 243 from the city, non-profit organizations and businesses in San Marcos, and institutional support. 244 Community-based funding for both camps has been attained from the city of San Marcos 245 Family and Youth Commission. We were able to demonstrate that our programs met the needs of 246 the family and youth in San Marcos through its Youth Master Plan. In addition, we tap into 247

funding sources from United Way. One of the trends of United Way programs is to align funding 248 with community-based needs and open funding to programs who can meet the needs. We have 249 also been successful at attaining funding through the local Lion's Club. Our local Lion's club 250 251 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, 252 and necessary services to our campers. We, in turn, provide recognition for the funding agencies 253 in the form of press releases and other types of acknowledgement. Institutional support has also 254 been provided to our camps. We have been able to attain internal funding through diversity 255 initiatives, service-learning fellowships, and support from a cooperating unit on campus: the 256 Center for P-16 Initiatives. These sources of funding have been valuable to us in order to 257 provide the services and support in establishing our camps. 258

Future Directions

260 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 261 future by expanding our camp to the whole summer. Additional children attending our camps 262 requires more counselors on site. Therefore we will seek funds to recruit more camp counselors 263 and cover operation costs from existing and new funding sources. In addition, it is important to 264 increase socialization opportunities for these underserved children within the community. We 265 plan to offer more field trips and social events like going to movies, shopping at grocery stores, 266 267 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 268 children will have opportunities interacting with their typically developing peers in a camp 269 270 setting. By providing additional opportunities for interactions in the community and with peers,

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271 children with ASD may develop the life skills necessary to succeed in integrated educational 272 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 273 274 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. 275 Ultimately the primary goal of the Fun & Fit 4 Life camp focuses on offering the camp 276 year round. Although our summer program serves a vital need in the community, the children in 277 San Marcos raised in low-income households also have limited opportunities to participate in 278 high quality after-school physical activity programs. During the summer of 2016 Fun & Fit 4 279 Life is piloting an Outdoor Adventure program designed to promote physical activity and 280 leadership among the adolescent campers. Future plans encompass expanding this component of 281 282 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, 283 on-going data collection examining the physical activity levels and psychosocial outcomes 284 associated with participation in camp will assist us in submitting competitive grant proposals to 285 local, regional, and state foundations. 286

287 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 296 College's recent Strategic Plans (2010-2015 and 2015-2020) concentrated on increasing college 297 298 enrollments and program diversity which incorporate experiential learning opportunities and engage with various external partners. During the growth phase, the academic foundation 299 endorsed by the College supports preparing students to become career ready upon graduation to 300 benefit themselves, local communities, and organizations of British Columbia. The Douglas 301 College Strategic Plan 2015-2020 centralizes on the core purpose to inspire students to find an 302 educational passion and to be good at what they love doing. 303

304 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 305 outcomes established for the BPEC students. These strategic relationships are created to serve 306 307 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 308 internship, co-op placement, practicum, or service - learning opportunity in the community." 309 310 (Douglas College Strategic Planning Advisory Group and Senior Management Team, 2015). The 311 SPSC department community service - learning opportunities provide BPEC students pre-service 312 teaching opportunities with appropriate, authentic audiences as well they provide a positive 313 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 314 these initiatives. 315

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initiatives, Teaching Games for Understanding with Home Learners and Teaching Methods for 317 Fundamental Motor Skills. Both initiatives align with the current Strategic Plan as they inspire 318 319 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 320 approach. (Buchanan, Baldwin, & Rudisill, 2002). Faculty created these partnerships based upon 321 the realistic identified needs of the various community groups as well as through their own 322 practice as college instructors and elementary school educators. Time is the primary investment 323 to operate these initiatives, nurture the partnerships, and coordinate the detailed logistics that 324 ensure efficient service-learning implementation. 325

Teaching Games for Understanding with home learners

Twice per academic year, third and fourth year BPEC students enrolled in SPSC 3399 are 327 partnered with the New Westminster Home Learners (NWHL) association. BPEC students 328 develop instructional skills in a complex environment and test the TGFU model (assumptions, 329 330 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 331 and self-reflect on the execution of their TGFU lesson plans. This approach provides BPEC 332 students an opportunity to practice this pedagogical model in a manner to formally shape their 333 practice as physical educators (Butler & Griffin; 2010, Pill, 2011). 334

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

340 students which further leverages the department building additional external relationships with

community groups (Cervantes & Meaney, 2013).

342 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.

350 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 351 skills as the foundation for lifelong development of physical activity (Stodden et al, 2008). 352 353 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 354 activities. The BPEC students manage logistics of actively transporting children from École 355 Qayqayt to Douglas College (approximately 1km in distance), organizing and using available 356 gymnasium space, and interprofessional communication with current public school teachers as 357 well as their peers. Verbal feedback from the elementary students indicate the program activities 358 are their favorite part of the week. The experiences created and attitudes demonstrated by the 359 grade 3-5 elementary students are foundational to promoting the positive spiral of engagement 360 361 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, 389 390 there is current interest in a more sustained partnership with local minor hockey and lacrosse associations. Specifically, generating partnerships with New Westminster Salmonbellies 391 Lacrosse Minor and Senior athlete groups as well as the New Westminster Minor Hockey 392 393 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-394 learning for BPEC students. Currently, there is sparse literature specific to biomechanics and 395 396 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 397 to engage with sport-specific partnerships. (Knudson, 2013, Graham, et al., 2006). The 398 previously mentioned SSHRC funding options would a funding options for these partnerships as 399 they align well with the Canadian Sport for Life model (Sport for Life Society, n.d.). 400

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 413 Awards/Scholarship. This year was a record \$17,000 awarded to 15 exemplary BPEC students 414 for academic success, community service, coaching, and leadership. Recently, the DC 415 Foundation launched its first phone-a-thon contacting college alumni for fund-raising to build the 416 college endowment. The Foundation partnered with the SPSC Department and will earmark, at 417 the donor's request, donated money to a SPSC award focusing on the service-learning 418 419 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 420 with the Douglas College Foundation to build a broader alumni network for fundraising to 421 422 support specifically service-learning opportunities and cross-disciplinary initiatives.

423 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.

431	Service-learning offers kinesiology students pursuing careers in education, fitness, sport,
432	and allied health professions engagement in authentic learning environments. These active-
433	learning settings assist in promoting transfer of theory and evidence-based principles to practice.
434	Faculty designing and incorporating service-learning in their academic courses are empowered
435	with a new pedagogy to enhance student's interest and learning. Community partners often
436	receive much needed services provided by university students. Incorporating exceptional service-
437	learning curricula within the academic courses also assists those involved within higher
438	education to fulfill its mission of teaching, research, and service. Moreover, service-learning
439	enables both faculty and students to unique opportunities to explore innovative and creative
440	mechanisms for entrepreneurship and fund raising.
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