



# Specialization in Connected Learning

BAILEY SCHOLARS PROGRAM, CANR, AUGUST 2002

**The Liberty Hyde Bailey  
Scholars Program**

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## CONNECTED LEARNING JOURNEYS OUR PHILOSOPHY

Bailey Scholars fulfill their quest for learning through **connected learning journeys**. By connected learning journeys, we mean the interconnected, overlapping cycles of experience, reflection, change, and development that an individual experiences during a lifetime.

In the Bailey Scholars Program, we encourage and support **connectedness**. By connectedness, we refer to an understanding of the interplay between the individual and the community, between the personal and the professional, between the intellectual, social, emotional, and physical, and between the human, spiritual, and natural worlds.

Connected learning journeys are made up of learning experiences significant and meaningful to individual scholars. Because what matters most to each scholar is different, no two Bailey learning journeys are the same. Learning journeys take different pathways, go in different directions, and proceed at different rates. Sometimes it is difficult to understand how Bailey scholars have anything in common at all; however, this diverse group of learners shares a common quest—to **lead a connected life filled with discovery and learning**.

## LEARNING PLANS & PORTFOLIOS

By joining the Bailey Scholars Program, **you have committed yourself to thinking about your lifelong learning journey in a purposeful and reflective way**.

Your learning plan and learning portfolio are two tools for focusing your learning experiences and for reflecting upon the meaning of those experiences. Your learning plan can be thought of as a map of your journey, while your learning portfolio can be considered a collection of “souvenirs” or “artifacts” you collect and create along the way. Together, your learning plan and portfolio tools for reflection and further planning.

The learning plan and portfolio document your learning journey. They include your Vision Statement, artifacts from the Bailey Core Courses, Middle Twelve Course Sheets, and Co-curricular Activity Sheets. Your learning plan and portfolio may also include reflective essays, resumes, powerpoints, photographs, journal entries, emails, mind maps, and other expressions of your learning.

**Vision Statement**

Writing your vision statement is the first step in your Bailey learning journey. Sometimes referred to as your individual goals, burning questions, interests, or your quest, your vision statement frames what you want to explore and learn about during your lifelong learning journey. You are encouraged to think creatively and broadly in writing your Learning Vision Statement.

From time to time, an experience will be so significant that it will change the direction of your learning journey. When this happens, you are expected to update your Learning Vision Statement to reflect your new ideas, directions, and priorities.

**Bailey Core Courses (9 credits)**

Nine credits of Bailey core courses are a required part of the Bailey Specialization. Core courses are convened by Bailey faculty scholars and espouse a collaborative approach to learning. Scholars decide what to learn, how to learn it, organize the learning experience, and grade and evaluate the experiences. The core courses embody a “learning in community” philosophy. Artifacts generated in the core course contribute to the scholars’ learning portfolios.

**Middle Twelve Courses (12 credits)**

Based on choices of individual scholars, the Middle Twelve credits are classes geared towards exploring a topic, passion or interest you have. Scholars make their Middle Twelve choices in consultation with the Academic Learning Coordinator and in keeping with learning goals outlined in their vision statements. Middle Twelve courses may include regular MSU courses, virtual university, study abroad, independent study, ANR 311, special topics, and internship credits.

**Co-Curricular Activity (0 credits)**

Because valuable “real world” experience happens beyond the classroom, Bailey learning journeys include co-curricular activities as an integral part of the learning journey. Co-curricular activities, such as community service, research, conferences, committee work, or clubs serve to round-out students’ academic experience.

To earn the academic “Specialization in Connected Learning” offered by the Liberty Hyde Bailey Scholars Program, you must successfully complete the Bailey core classes (9 credits), the Middle Twelve credits (12 credits), and present your learning journey to the Bailey community.



## SHARING YOUR LEARNING

By sharing the insights and reflections you have gained on your learning journey with the broader Bailey community, you contribute to the life of the Bailey learning community. Often scholars learn just as much from the sharing of their learning journeys as they have from the initial experience itself. Your stories and insights, when shared with others, help them to understand the world in new ways—contributing to their learning journey as well.

### **Activity vs. Legacy**

When sharing a learning experience, the tendency is to list simply the many things you have done or accomplished—your activities—without thinking more deeply about the lasting impact of those activities on you—their legacy. When sharing your learning experience with the Bailey community, you should consider the 20/80 rule of thumb. 20% of your sharing should focus on the activity itself with 80% focused on sharing the legacy.

These questions might help prompt reflection on the legacy or meaning of those activities: So what? Who cares? How was I challenged? How does this experience connect to the rest of my life? What was sparked by this experience? What would I do differently? What are my next steps?

### **Formats for Sharing**

The format for sharing your learning experience depends on your preference and on the material to be shared. Some formats used in the past include:

- Article in the Bailey Dailey
- Interactive community activity
- Lunchtime presentation
- A physical model
- Notebook left in the common room
- Poem, song, or dance
- Special presentation event
- Portfolio presentation
- Poster presentation
- Reflective email or essay
- Speech
- Video clip
- Web page

## LEARNING PARTNERSHIPS

Bailey Scholars (students and faculty alike) are encouraged to form learning partnerships with other scholars. **Learning partnerships are supportive, reflective relationships designed to inspire, stimulate, and promote personal growth and learning.** Learning partnerships are collaborative, based on mutual respect and trust, and as such, they differ significantly from “mentor--mentee” relationships based upon differences in power and knowledge.

Learning partners may be helpful in developing vision statements, refining learning plans, planning learning experiences, identifying co-curricular opportunities, or developing special academic opportunities. They may also assist in reaching personal goals.

Learner partnerships may form between student/faculty, faculty/faculty, or student/student. They may consist of two or more individuals who come together to support of one another’s learning journeys. Specific details associated with the learning partnership (length of time, type of support, responsibilities) vary to meet individual needs and interests.

**Bailey Scholars are responsible for seeking out learning partners when needed and for responding to requests to be learning partners when possible.** Because making the connection with others who share your interests can be difficult, we’ve organized a special section of the Bailey web page to list scholars’ interests. The Director or Academic Learning Coordinator may also help make an introduction or suggest a possible connection as well.

## BAILEY CORE CLASSES

ANR 210, ANR 310 & ANR 410 represent the first component of the Bailey learning plan. Open to only to Bailey students and convened by Bailey faculty, these courses embody the **Bailey approach to learning in community**. They are:

- **Interdisciplinary**—combining ideas, students, and faculty from distinct disciplines into a community of shared inquiry and discovery
- **Collaborative**—providing an opportunity for student and faculty scholars to learn with, through, and by one another as co-learners
- **Emergent**—organizing around the collective experience and interests of student and faculty scholars



### ANR 210

**Foundations in Connected Learning** (ANR 210) is the first Bailey core course. ANR 210 provides an introduction to the Bailey curriculum, including the Bailey approach to learning, learning plans, and learning portfolios. Scholars learn about dialogue, reflection, learning styles, and worldviews/values. Student scholars typically enroll in this three-credit course during their first semester in the Bailey Scholars Program.

### ANR 310

**Connected Learning Seminar I** (ANR 310) is the second Bailey core course. Building upon the concepts introduced in ANR 210, this three-credit course emphasizes critical and creative investigations into agriculture and natural resource issues. Student scholars learn about effective communication and practice organizing and convening learning experiences for others. Student scholars typically take this three-credit course in the middle of their learning journey.

### ANR 410

**Connected Learning Transitions** (ANR 410) is the final Bailey core course. Considered a capstone experience, ANR 410 provides scholars with an opportunity to reflect upon their learning journey at MSU and to consider issues related to their transition into the professional world. Scholars learn about personal and professional integrity and life issues associated with “transitions.” Scholars are expected to present their learning journeys and portfolios as a culminating event. Student scholars typically take this three-credit class their final semester at MSU.

## GRADING & EVALUATION

**Grading and evaluation represent significant areas of learning for student and faculty scholars.** Unlike traditional classes where grading and evaluation procedures are determined before the class begins, grading and evaluation in Bailey classes develops in relation to class learning experiences. Student and faculty scholars are expected to co-design and implement grading and evaluation processes to assess the particular learning experiences associated with their specific class.

**Grading and evaluation can be viewed as a learning opportunity,** in which scholars consult new literature (self-assessment, peer-

assessment, multi-modal expression) to discover and create authentic assessment strategies. Together students and faculty are responsible for the key steps in grading and evaluation: (1) setting the criteria for judging the work, (2) selecting the evidence, and (3) making judgments about the extent to which the evidence meets the criteria. Discussion of these key steps often turns to broader questions of importance: How does one discern quality? How can the “evidence” be sensitive to different learning styles? How can different voices be counted in the “judgment” step?

Because co-creating grading and evaluation processes is a challenge, **it is essential that enough time be reserved for both the design and implementation throughout the semester, not just at semester’s end.** Discussion about grading and evaluation should be iterative and include, at the minimum:

- A preliminary discussion of grading and evaluation as the course begins
- Formative evaluation at mid-semester where learners reflect on how the course is going and provide constructive feedback (students to conveners and conveners to students) for making mid-course adjustments
- An opportunity by the course’s midpoint to begin a conversation about final grades and evaluations, including if possible, a “practice session”
- Adequate time (often several class sessions) at the end of the semester to implement the co-designed grading and evaluation processes

**Regardless of grading and evaluation system that is co-created, the MSU policy for grading and evaluation must be followed.** That is, three written assessments must be produced at the end of every course: (1) student grades assigned by the course instructors, (2) written evaluations of the course, and (3) written evaluations of the instructors. University forms (SIRS or SOCT) are available for course and instructor evaluation; however, conveners have found qualitative evaluations to be a much richer source of feedback.



## MIDDLE TWELVE COURSES

The Middle Twelve courses (M12) represent the second component of the Bailey learning plan. The “middle” in Middle Twelve signifies that these courses come after ANR 210 and before ANR 410, the two bookend core courses. The “twelve” refers to the twelve required credits you need to complete to fulfill this portion of the academic specialization.

The Middle Twelve courses are credit-bearing learning experiences you select to fulfill your learning vision and to support your learning plan. M12s allow you to tailor your coursework to your individual interests. The Middle Twelve courses represent the self-directed portion of your learning journey. Options for M12s include:

- Regular MSU Courses
- Virtual University
- Transfer Courses
- Study Abroad
- Independent Studies
- ANR 311
- Special Topics Courses
- Internships

Some scholars choose their M12s to focus in-depth on one academic area, helping to create a mini-area of expertise. Other scholars select M12 courses to broaden their experience, providing for well-rounded exposure to several important topics.

Due to the self-directed nature of M12s, course choices and options vary tremendously. No list of “approved M12s” exists. Scholars are expected to consult with the Academic Learning Coordinator **in advance** about their choice of M12s to be certain that class meets the requirements for a M12. A M12 must:

- Be related to your overall learning journey or learning vision statement
- Appear as a “for credit” class on your academic records and transcript
- Begin after you have officially joined the Bailey Scholars Program
- Be documented on a Middle Twelve Learning Experience Sheet
- Be shared with the entire Bailey community

## MSU CLASSES

Regular MSU classes, from departments in the College of Agriculture and Natural Resources and from other colleges at MSU, are a common choice for Middle Twelve credit. Scholars study foreign languages, take teaching courses, or enroll in entry level classes in disciplines they are interested in (i.e. Horticulture 100, Animal Science 110, etc.) as part of the Middle Twelve. Because many M12 courses are regularly taught university courses, you should not expect them to be taught in the Bailey way (interdisciplinary, collaborative, or emergent).

## VIRTUAL UNIVERSITY

Virtual University is a name used at MSU to refer to courses and instructional programs offered through the Internet and other technologically enhanced media. Web courses make it possible for you to take a class without the typical time and place constraints of traditional university programs. Virtual University offerings are designed to meet your learning needs when and where it is most convenient to you.

The most important ingredient for success in the Virtual University is a spirit of adventure. To succeed in an on-line course, you will also need a high degree of self-discipline and organization to keep yourself on track. Of course, you will also need regular, reliable access to the web.

Be sure to check out the course details on the course syllabus and schedule before you decide to take a virtual university course. Virtual university courses, like regular university courses, have required readings, quizzes, exams, homework, and group projects. They may also require on-line chats in lieu of class participation. You should be prepared to do as much work for an on-line class as you would for an in-person class.

### **Check out MSU's Virtual University**

[www.vu.msu.edu](http://www.vu.msu.edu)

If you are interested in taking a Virtual University class from another institution, you will need to follow the rules for **transfer** credits.



## TRANSFER CREDITS

You may choose to fulfill part of your M12 requirements by taking classes from another university or accredited institution. While transferring credits to MSU is a complicated way to fulfill M12 requirements, for some students, transfer credits represent the best way to complete this part of their learning journey.

According to the MSU policy, if you have "upper division" status (60 or more credits), you may **not** attend a community or junior college to complete courses or credits to be used toward your MSU degree. You may, however, attend an accredited four-year institution and transfer credits to MSU to be used to complete your degree.

In the past, Bailey Scholars have transferred classes from other institutions to be used as their M12s. Examples include:

- Kansas State University—food chemistry
- Illinois Institute of Technology—food safety
- Ohio State University—permaculture
- Focus on the Family Institute—religion courses
- Rutgers University—language and history classes
- San Francisco State University—ethics classes

If you are considering transfer credits as part of your M12, you should work closely with the Academic Learning Coordinator to complete the "Michigan State University Guest Course Approval Form" **before** enrolling in coursework offered by another institution. In many instances, various MSU colleges and/or departments determine individual course equivalency and transferability.

Completing the Guest Course Approval form requires time and patience. If you are considering transfer credits, it is in your best interest to start the transfer process as early as possible. MSU maintains some websites to assist you with figuring out what credits might transfer and what steps to take for completing the transfer process. Be sure to visit:

### **MSU Registrar's Office Policies & Database of Transfer Credits**

For a database of approved transfer credits and other information  
[www.admis.msu.edu/actsiv/Policy.asp#MSU](http://www.admis.msu.edu/actsiv/Policy.asp#MSU)

### **MSU Study Abroad's Enrollment Information for Non-MSU Programs**

For information about transferring credits from a foreign institution  
[Studyabroad.msu.edu/shared/nonmsu.html](http://Studyabroad.msu.edu/shared/nonmsu.html)

Once you have completed your coursework at the other institution, you should make arrangements for an **official** transcript to be sent to: Office of Admissions and Scholarships—Transfer, 250 Administration building, Michigan State University, East Lansing, MI 48824. Final recognition and posting of transfer courses on your academic record will take approximately three to four weeks following receipt of an official transcript of course work sent from the institution(s).

## STUDY ABROAD

Bailey Scholars are leading and participating in international learning experiences in increasing numbers. Through study abroad and international outreach, scholars gain discipline-specific and geographic and historical knowledge, as well as an appreciation for other cultures. In an increasingly interdependent world, understanding global and cross-cultural issues is necessary to be an effective leader in the competitive, international job market.

While most study abroad participants report that the experience was a once-in-a-lifetime opportunity to visit a new country, it is important to be clear that study abroad programs are academic programs. Participants are expected to perform at standards commensurate with their on-campus performance. Academic responsibilities may include attending class, taking exams, reading required materials, completing homework, participating in field trips, etc. In most cases, MSU faculty members will grade your academic work.

MSU offers programs in a variety of time frames, from short-term programs, semester-long programs, and six-month exchanges. For some short-term programs, some of the academic work may be assigned before the experience; other times final assignments will be due after the study abroad experience is completed. Scholars are responsible for completing academic work in a timely manner, according to the requirements of their specific study abroad program.

Most instruction is in English by MSU faculty, although some programs are taught in a foreign language by local faculty. Before selecting a study abroad program, scholars should consult with their academic advisers about the appropriateness of the program, with special consideration of local academic calendars, language of instruction, and availability of suitable courses.



Some students participate in a short-term program the summer of their freshman or sophomore years and follow that experience with a semester-long program their junior year. It's never too early to start thinking about how an international experience can become part of your Bailey program.

More information about MSU's Study Abroad Programs is available in-person in room 109 International Center, by phone 517-353-8920, or on the web at <http://studyabroad.msu.edu/>.

**For a description of MSU's short-term and semester programs:**

<http://studyabroad.msu.edu/programs/typesofprograms.html>

**For a searchable database of MSU study abroad offerings:**

<http://studyabroad.msu.edu/programs/index.html>

**For programs offered by other institutions:**

<http://studyabroad.msu.edu/shared/nonmsu.html>

## INDEPENDENT STUDIES

Independent studies are credit-bearing experiences, where a faculty and student scholars collaborate to design an individualized course. The focus and scope of the independent study are flexible; however the work should be comparable to that of a MSU classroom course.

Independent studies may be for one, two, or three credits, and may address topics related to the student's personal or professional interests. Independent studies may be explorations in to an area of study new to the student scholar or they may be extended, in-depth inquiries into materials mentioned in classes. Bailey Scholars often take advantage of independent studies to explore subject matter not typically covered in their majors or disciplines, to synthesize knowledge across disciplinary perspectives, or to apply concepts in a connected learning manner.

Some examples of independent studies include:

- Exploring the importance of spirituality in childhood development (Food Science)
- Studying oral history techniques and researching her family's genealogy and history (ANR Communications)
- Comparing and analyzing nutritional content of Neanderthal, USDA food pyramid, vegan diets (Environmental Studies and

- Applications)
- Researching family farm to complete registration process for Centennial farm certification (Agriscience)
- Visiting fields during harvest to learn about harvesting and pre-processing procedures for Michigan's key agricultural commodities (Food Science)

### **Required Steps**

Together, with the faculty member, you will determine the focus and scope of your independent study. You will also decide the course number and number of credits suitable for the proposed study. Once you have reached these decisions, you need to complete an independent study form, with the following required fields: course description, rationale, preparation, work to be completed, evaluation procedures, and deadline for submitting the work.

For a downloadable independent study form, visit the downloadable forms section of registrar's homepage, <http://www.reg.msu.edu/Forms/FormsMenu.asp>. See the reverse side of this form for the university's definition of an independent study and other guidelines and restrictions concerning independent studies.

Once you have completed the form, you will need to gather approval signatures from the instructor (faculty), your adviser, and chairperson. (If the course is offered as an "ANR 490" course, CANR's Associate Dean for Students should sign as the chairperson of the department.)

After the independent study has been approved, you will be advised on next steps for enrolling in the independent study. You should double-check your course schedule on STU-INFO to be certain you have are enrolled in the course and to verify your account with the registrar's office to be certain you have paid for the credits.

Working with faculty on course development, gaining approval for an independent study and enrolling in the course take TIME. Be sure to allow at least two weeks before the start of the semester to take care of the independent study paperwork and course enrollment.



## ANR 311—A SPECIAL BAILEY OPPORTUNITY

ANR 311, a former required core Bailey course, is now optional course Bailey Scholars may choose to take as part of their M12s. In its new configuration, ANR 311 is a variable credit course (can be arranged be for one, two, or three credits of study) and is flexible in its scope and focus. For example, one semester, ANR 311 may be a one-credit course about experiential outdoor education, while the next semester, it may be a three-credit course on diversity in Agriculture & Natural Resources.

If you have an idea for a possible ANR 311, be sure to talk to the Academic Learning Coordinator or the Director about your idea.

## SPECIAL TOPICS COURSES

Special topics courses are classes that are offered only one or two times. They are often organized when a specific faculty member and a group of students decide to study a particular topic that is not offered as part of the University's regular curriculum.

Special topics courses may be for one, two, or three credits. The focus and scope of the special topics courses is often determined in advance, and the quality of the academic work is comparable to that of a MSU classroom course.

Special topics courses may be explorations of a newly emerging area of study or they may be extended, in-depth inquiries into topic issues or concerns of the day. For their M12s, Bailey Scholars often take advantage of special topics courses offered by MSU departments. In the past, they have enrolled in the following:

- Michigan's Agriculture and Natural Resource Heritage (AEE, 2 cr.)
- Mercury and the Environment (FW, 2 cr)
- Photography in Agriculture and Natural Resources (AEE, 3 cr)
- Myths and Realities of ANR Issues in the Media (AEE, 3 cr)
- Sustainable Agriculture (CSS, 1 cr.)
- Concepts of Sustainability (RD, 3 cr.)
- Project WILD (AEE, 1 cr)

Be sure to look for flyers advertising special topics courses on bulletin boards around campus and in the opportunities email. If you are interested in organizing a special topics course, visit with the Director or the Academic Learning Coordinator about your idea as early as possible.

## BEYOND THE CLASSROOM CO-CURRICULAR ACTIVITIES

Co-curricular learning activities are the third component of your Bailey learning journey. By co-curricular activities, we mean **not-for-credit learning experiences that contribute significantly and meaningfully to your learning journey**. Co-curricular activities vary tremendously in scope—ranging from one-time volunteer opportunities to year-long service on university committees.

Scholars often find co-curricular activities a fun and fulfilling part of their Bailey learning journeys. For some scholars, life's meaningful lessons come from working with others on matters of personal importance outside of the classroom. For others, an “ah-ha” moment comes when an idea they heard about in class comes to life in the “real world.”

In the past, Bailey scholars have purposefully pursued the following co-curricular activities as part of your learning journey:

- Leading a Bailey community activity (share fair, picnic, graduation)
- Serving a local community organization (soup kitchen, student tutoring)
- Participating in a national conference (AAHE, NACTA)
- Working at a meaningful job
- Serving as a research assistant on a special project
- Reflecting on important personal life events
- Volunteering on university committees (Dean's search, UCSC)
- Job shadowing or other career exploration activities
- Leading a CANR club (Horticulture, FW, Rodeo)
- Serving others through outreach—both on and off campus
- Working as a mentor in the residence halls
- Co-convening a Bailey class (ANR 210)
- Serving as a TA in your home department

Weekly opportunity emails and ideas from the Academic Learning Coordinator can help you identify co-curricular activities, learning partners, and other ways to explore your learning interests outside of the classroom.



## CONFERENCES & WORKSHOPS

Representing the Bailey Scholars Program at a national conference or workshop is often a highlight of a scholar's learning journey. Each semester, teams of Bailey Scholars make conference presentations at key meetings throughout the U.S. In the past, Bailey Scholars have presented at:

- American Association for Higher Education's national conference
- American Association for Higher Education's assessment conference
- The Biennial Conference on University Education in Natural Resources
- The Chaordic Alliance Conference
- First Year Experience Conference
- Learning Community Conference
- The Learning Paradigm Conference
- National Association for Colleges & Teachers of Agriculture Conference
- Spirituality in Higher Education Conference
- Transformative Learning Conference

As part of a Bailey conference team, you will be expected to contribute ideas to the proposal, organize the session, prepare materials, facilitate a small group discussion, or speak before a national audience. For most scholars, though, the conference experience is about more than public speaking or professional presentation skills. It's about sharing the Bailey experience with others from around the country.

If you are interested in being part of a conference or workshop, be sure to look for opportunities on the bulletin board and over email.

## RESEARCH OPPORTUNITIES

**Being engaged in research means being engaged in university life.** Undergraduates, particularly freshmen and sophomores, find that research helps them see the relevance of their coursework, as the concepts come alive during through "real world" examples research provides. Being mentored by faculty, staff, and graduate students in the research setting leads to deeper connections with the university and professional relationships with others. For scholars who find the transition from high school to college difficult, working on research projects may be

vital connection that helps you find your niche here at MSU.

**Working as a member of a research team helps to develop important skills in a non-classroom setting.**

While much of the “instruction” at universities goes on in the classroom, scholars may also learn valuable skills in other university settings. Undergraduates may learn special research techniques and processes or be trained to use special equipment and software. The research may also require critical thinking, information gathering, computer, problem solving, or statistical skills that might not be taught in the traditional classroom setting.

As part of a research team, scholars may also improve their listening, interpersonal, and communication skills. Students have the opportunity to learn how to work collaboratively with team members, and, at the same time, work independently on their own particular aspect of the research project. Learning to shift between these two ways of working—as a member of a team and independently—is an important skill scholars are likely to draw upon in future work settings.

**Participating in research may also assist in career development.**

Through research, undergraduates are able to explore an area of interest, a major, or a specialization area. Through first-hand, in-depth experience with a subject, they may be better able to gauge their true interest in a subject matter, and consequently make better decisions about their courses, majors, and ultimately their careers.

Participating in research also introduces undergraduates to the culture and expectations of academic life. For those students who continue their careers as researchers, their research experiences—working on a team, working with data, publishing the results, presenting them—are invaluable stepping stones to graduate school or corporate research careers.

Even for students who choose not to pursue active research careers, writing research reports and making professional presentations are valuable experiences. Working with a senior researcher may open doors during the job search through professional connections, relationships, networking, or simply through an excellent letter of recommendation.

Clearly, engaging in research many enrich your life in many ways—personally and professionally. If you haven’t considered being part of a research team or project while you are here at MSU, I’d strongly encourage you to give research a try, even if it is for one semester. You



may find that the financial rewards (pay) or academic rewards (credit) aren't the only things you take away from the experience!

### **University Undergraduate Research and Arts Forum**

The University Undergraduate Research and Arts Forum provides an opportunity for you to present your work in the form of a poster or oral presentation or creative work. Undergraduates from all MSU Colleges who are engaged in original work are encouraged to participate in this annual forum for research and creative activity. Presentation at the MSU Forum does not preclude students from presenting at other appropriate venues. Links to past year's forums are located at <http://www.msu.edu/user/hcsac/urf/>.

## **SERVICE LEARNING**

For many students, learning through service is a key element of their Bailey program. Through service learning, you have the opportunity to contribute to the growth and development of a community—whether it is the MSU community or communities beyond our campus. Along with learning about civic responsibility, you will likely develop communication, critical-thinking, and problem-solving skills. Service learning is also an avenue for better understanding the lives of others and their worldviews.

Service learning activities range from participation in a one-time event to a semester-long commitment to a community organization. Your service learning experience may be associated with an academic course or be entirely on your own. Regardless of its format, meaningful service learning includes evaluation and reflection (sense-making) of your experience.

Some examples of service learning include:

- Volunteering during MSU's "Into the Streets" activities
- Organizing class participation in "Christmas in April"
- Working at the MSU student food bank each month
- Contributing time and donations to the Lansing City Rescue Mission
- Red Cedar River Clean-Up co-sponsored by the Fisheries & Wildlife Club

Remember to contact the Service Learning Center to document your service learning experiences, so that they will appear as part of your Service Learning Transcript. They can be reached in-person at room 27 Student Service Building, by phone 517-353-4440, or by email at [servlrn@msu.edu](mailto:servlrn@msu.edu).

When looking for service learning opportunities, you may want to visit:

**MSU Service-Learning Center**

For postings, opportunities, and placements, [www.csp.msu.edu/slc](http://www.csp.msu.edu/slc)

**Michigan Campus Compact**

For awards, resources, grants, conference opportunities, and leadership possibilities, [www.mcc.mna.msu.edu/](http://www.mcc.mna.msu.edu/)

## LEARNING CONVENER

Many Bailey scholars enjoy returning to ANR 210 in the special role of learning convener. Each semester, scholars who have already experienced ANR 210 participate in the class and assist as “faculty” members. As a learning convener, you will help new scholars to adjust to the Bailey learning environment. You also will remind faculty scholars about the differences between a traditional classroom and the Bailey classroom. You will also gain a new perspective on facilitative leadership and emergent or negotiated learning.

Student learning conveners are expected to attend every ANR 210 class, participate in class activities, and contribute to regular conveners dialogue circles. If gaining teaching, learning, or leadership experience is an important part of your learning journey, consider being a student learning convener.

## INTERNSHIPS

Internships may be an important part of your Bailey experience. As an intern, you may work at government agencies, nonprofits, institutions, or companies, where you make regular contributions in the work place. At the same time, you may accomplish your academic or personal learning goals. Internships represent important opportunities to learn in a “real world” setting, to explore a career possibility, or to learn important skills not available in traditional classes.



Some examples of internships include:

- Creating state-wide publicity materials for state 4-H office
- Crop research at the Kellogg Biological Station
- Packaging engineering at Steelex in Grand Rapids

Internships may be credit-bearing or non-credit bearing; they may be paid or unpaid experiences. Credit bearing internships often require reflective and analytic assignments in addition to the work assigned in the work place. For credit-bearing internships, it is important to check with the department offering the internship credit about required hours, deadlines, and assignments. Credit-bearing internships may be used as M12s. Non-credit bearing internships may appear in your learning plan as co-curricular activities.

Internship possibilities are limitless. Use your imagination and the Bailey network to create your own unique internship. You may also want to check-out these established programs.

#### **Capital Access Office**

MSU's link to the state capitol in downtown Lansing  
[www.ssc.msu.edu/~outreach/SER\\_cao.html](http://www.ssc.msu.edu/~outreach/SER_cao.html)

#### **Semester in DC**

MSU's link to semester internships in the nation's capitol  
[www.ssc.msu.edu/~stuinfo/dcstudy/prog-info.html](http://www.ssc.msu.edu/~stuinfo/dcstudy/prog-info.html)

#### **MSU Extension—Natural Resources and Community Development**

Application for a volunteer or internship with MI extension agents  
[www.aec.msu.edu/cdnr/intern.htm](http://www.aec.msu.edu/cdnr/intern.htm)

#### **MSU Extension—Children, Youth, and Family Programs**

Information about internships with MI extension agents  
[www.msue.msu.edu/cyf/intern/intern.html](http://www.msue.msu.edu/cyf/intern/intern.html)

#### **Career Services and Placement**

Internship postings available to MSU students through MonsterTrak  
[www.csp.msu.edu/mtrak/index.htm](http://www.csp.msu.edu/mtrak/index.htm)

#### **MSU International Academic Internships**

For a listing of existing internship opportunities for academic credit  
<http://studyabroad.msu.edu/internships/index.html>

**The Environmental Careers Organization**

National, nonprofit clearing-house for environmentally related internships and jobs, [www.eco.org](http://www.eco.org)

**The Student Conservation Organization**

National and community conservation or outdoor education in national parks, forests, and urban areas, with placements in all 50 states  
[www.sca-inc.org](http://www.sca-inc.org)

## CLUBS

For many scholars, being part of a club (registered student organization) is a fun way to get to know other students with similar interests. For others, leading a club is an important step in developing their leadership skills. Club presidents, vice-presidents, treasurers, and publicity coordinator gain valuable experience in inspiring people, understanding budgets, organizing events, and speaking publicly.

The College of Agriculture and Natural Resources alone hosts over 34 clubs—emphasizing a wide range of ideas and interests. To learn more about gaining leadership experience in a club, visit the CANR Student Senate web page at [www.canr.msu.edu/studentsenate/](http://www.canr.msu.edu/studentsenate/).

## COMPLETING THE SPECIALIZATION

As your last year in Bailey approaches, you should meet with the Academic Learning Coordinator to finalize the completion of the Bailey Specialization in Connected Learning. Together, you will review Bailey core courses, confirm final documentation of Middle Twelves, and arrange to share your journey with the Bailey community.

By the first week of the semester you plan to graduate, you should complete the on-line “Application for Graduation” located at [www.reg.msu.edu/StuForms/GradApp/GradApp.asp](http://www.reg.msu.edu/StuForms/GradApp/GradApp.asp). Be sure to include “Connected Learning Specialization” in the box labeled “Any other information the Registrar’s Office Should Know.” This step will help to ensure the Specialization in Connected Learning appears on your official MSU transcript.



## BAILEY CELEBRATION & SYMBOLS

A special celebration honoring our graduating seniors is held at the end of each semester. Parents, advisers, special faculty, and significant others are invited to celebrate your learning journey. During the celebration, we will give you gifts commemorating Bailey, including:

- **Bailey Logo Pin**, handcrafted by a local jewelry maker, reminds us that each learning journey is unique and special. The silver and gold colors remind us to make new friends and to keep the old.
- **Sash**, in white satin with a green Bailey logo tree, is to be worn during the MSU graduation ceremonies over your gown.
- **Certificate**, signed by the entire Bailey community, confirms your completion of the specialization.

### **Staying Connected**

You are a Bailey Scholar for as long as you would like to be a Bailey Scholar. After all, lifelong learning does not end at graduation! You are invited and encouraged to stay connected to the Bailey community after graduation. Receiving *The Bailey Dailey* newsletter, subscribing to the Bailey Stakeholders listserv, updating your information on the Bailey alumni site, and attending Wednesday lunches are just a few ways of staying connected. You are always welcome here.