



PAIDEIA

2011-2012 Handbook



Paideia, from the Greek pais, paidos, means "sum total of one's educational experiences"

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Introduction to Southwestern University's Paideia Program

Paideia, from the Greek *pais*, *paidos*, means the sum total of one's learning or education.

The Paideia program aims to enrich its students' liberal arts educations by emphasizing the connections between their lives in and out of class. It fosters and promotes the integrative relationship of civic engagement activities, intercultural experiences, and undergraduate research and/or creative works to its students' educations. The program emphasizes interactions both between students from different majors and between individual students and a faculty mentor from outside those students' majors.

Although the program is based upon the Paideia seminars, participating in the Paideia experience and being Paideia scholars goes beyond the seminars. Paideia scholars and professors share readings and engage in discussions of cultures, civic engagement, and the significance and practice of undergraduate research and creative works. Scholars can choose to become more involved campus citizens through participation in on-campus activities and become public intellectuals through readings of, reflections about, and acting upon various texts and interests selected by their professors and cohort members. Scholars also write reflections about the connections between their classes and their out-of-class experiences.

Seminars have up to ten Paideia scholars. Paideia professors remain with the same group of scholars for their three years in the program. Scholars complete "anchoring" experiences in the areas of intercultural experience, civic engagement, and undergraduate research and creative works. Paideia scholars keep a record of their reflections throughout their participation in the program. This record is shared with the Paideia professor and, sometimes, with other scholars.

During their three years in the Paideia program, scholars earn between four and six units of upper-level elective credit and can be reimbursed for up to \$1000 of Paideia-related expenses. Scholars who complete all requirements graduate with Paideia distinction.

Program

Staff

Dr. David Gaines, Director of the Paideia Program and Associate Professor of English
(512) 863-1494 Office Phone, Prothro Center for Lifelong Learning Building, #240

Ms. Christine Vasquez, Senior Secretary for the Paideia Program and Provost Office
(512) 863-1752 Office Phone, Cullen Building, Provost Office – 1st Floor

Committee

Dr. David Gaines (Chair)

Mr. Don Gregory

Dr. Mary Grace Neville

Jack Parker, SU Student

Dr. Elisabeth Piedmont-Marton

Ms. Suzy Pukys

Gillian Ring, SU Student

Dr. Carl Robertson

Dr. Rick Roemer

Mr. Desi Roybal

Director of Intercultural Learning (Vacant)

Goals

∴ Making connections between in and out-of-class experiences, as well as between various academic courses and disciplines.

∴ Being more reflective about one's education – both overall and its components.

∴ Being more intentional about choices – both in the courses selected and in out-of-class experiences.

∴ Engaging in an immersive intercultural experience and gaining an understanding of cultural differences.

∴ Participating in undergraduate research and creative works. In doing so, scholars will not only produce an “original” work but also analyze the process.

∴ Developing and acting upon an understanding of the importance of being a global citizen.

2009-2012 Paideia

Paideia Professors

Dr. Romi Burks, Associate Professor of Biology
Mr. Don Gregory, Head Men's Soccer Coach with rank of Assistant Professor of Kinesiology
Dr. Hal Haskell, Professor of Classics
Dr. Melissa Johnson, Associate Professor of Anthropology
Dr. Michael Kamen, Associate Professor of Education
Dr. Francis, Mathieu, Assistant Professor of French
Dr. Scott McLean, Associate Professor of Kinesiology
Dr. Helene Meyers, Professor of English
Dr. Timothy O'Neill, Professor of Political Science
Dr. Katy Ross, Assistant Professor of Spanish
Dr. Desiderio Roybal, Associate Professor of Theatre

Paideia Scholars

Arcovedo, Mildred	Jacob, Ancy	Ralston, Kirsten
Barnes, Amanda	Jacob, ReAnna	Ring, Gillian
Bell, David	Johnson, Christopher	Roberts, Danielle
Bishop, Margaret	Johnson, Kelly	Saad, Adriana
Bogs, Kayla	Kropf, Alexis	Schmitt, Evan
Castles, Kate	Kurth, Kelsey	Sessions, William
Chatfield, Sarah	Logan, Brittany	Smith, Colin
Daniel, Alexa	LoSchiavo, Georgia	Spare, Kerry
David, Lauren	Malone, Anna	Toro, Vanessa
Day, Tracy	Martin, Zoe	Tyler, Bronwyn
Dornon, Andrew	Marzec, Elizabeth	Vittorio, Jessica
Durrett, Jessica	McCollum, Kristen	Von Alexander, Julia
Eisenberg, Rebecca	Mena, Stephanie	Wakasugi, Diana
Everton, Christopher	Moore, Meagan	Walthall, Shannon
Forsyth, Mallory	Moore, Whitney	
Frels, Hannah	Morse, Lisa	
Garcia, Briana	Nowlain, Rachel	
Garcia, Melissa	O'Connor, Brandon	
Garcia, Taylor	O'Hara, Molly	
Garrard, Susan	Ornelas, Abbie	
Gibson, Laura (Katie)	Ortega, Bertha	
Glaser, Harrison	Ortiz, Nicholas	
Glass, Lauren	Parker, Jack	
Harmon, Dara	Penland, Christian	
Hervieux, Hayley	Phillips, Victoria	
Hodges, Jamie (Nikki)	Pierce, Nicholas	
Hoover, Katlyn	Pollreisz, John	
Hoyer, Ellen		

2010-2013 Paideia

Paideia Professors

Dr. David Asbury, Assistant Professor of Music
Dr. Bob Bednar, Associate Professor of Communication Studies
Dr. Daniel Castro, Professor of History
Dr. David Gaines, Associate Professor of English
Dr. Dan Hilliard, Professor Emeritus of Sociology
Dr. Elisabeth Piedmont-Marton, Associate Professor of English
Dr. Carl Robertson, Associate Professor of Chinese
Dr. Elizabeth Stockton, Assistant Professor of English

Paideia Scholars

Anglin, Zachary	Harrison, Rayann	Ream, Taylor
Benitez, Alejandra	Hayden, Katherine	Reed, Kaitlin
Bernbaum, Shannon	Hernandez, Priscila	Regan, Rachael
Berr, Colin	Hooper, Patrick	Resnik, Lyndsey
Broz, Michael	Hutzler, Kevin	Roberts, Leslie
Bunnell, Riley	Jensen, Lauren	Rodriguez, Daniella
Calhoun, Audrey	Jones, Catherine	Steinbach, Kate
Cardiff, Ben	Jones, Dempsey	Sullivan, August
Chacon, Kalyn	Jones, Rory	Tanner, Katherine
Chance, Allison	Juergens, Jennifer	Thiele, Trey
Clarage, Andrew	Kajs, Elizabeth	Thompson, Maxwell
Coats, Kevin	Kent, Brady	Tucker, Clayton
Cotham, William	Kisor, Kelsey	Venters, Jace
Daniel, Leigh Marissa	Klemm, Angela	Wagner, Megan
Dawy, Fehima	Knutti, Lauren	Watkins, Katelyn
de Pena, Daniella	LeBlanc, Kylie	Watson, Kailey
Dean, Addison	Lenderman, Kristi	Weber, Erin
DiNoia, Megan	Maddox, Bonnie	Williams, Stephanie
Everett, Allison	Martinez, Nicholas	Wong, Elizabeth
Fetchick, Anna	McDonald, Hillary	Wooden, Laura
Flanigan, Patrick	McEntire, Kira	
Frost, Robert	Morris, Chloe	
Gannon, Andrea	Newman, Thomas	
Gaska, Jenna	Oldfield, Taylore	
Gonzalez, Denise	Painchaud, Austin	
Gonzalez, Justin	Petty, Heather	
Gordon, Becca	Pinkerton, Molly	
Hadly, Christina	Quattrochi, Blair	

2011-2014 Paideia

Paideia Professors

Dr. Erika Berroth, Associate Professor of German
Dr. Eileen Cleere, Professor of English
Dr. Sergio Costola, Associate Professor of Theatre
Dr. Elaine Craddock, Professor of Religion
Dr. Carlos De Oro, Assistant Professor of Spanish
Dr. Rick Roemer, Professor of Theatre
Dr. Dustin Tahmahkera, Assistant Professor of Communication Studies
Dr. Max Taub, Associate Professor of Biology

Paideia Scholars

Arispe, Zoe	Hollingsworth, Julia	Ross, Nicole
Bannister, Anne	Hopkins, Rebecca	Santiago-Calderon, Jose
Batres, Sarah	Huber, Lindsay	Simmons, Madison
Billingsley, Brianna	Jackson, Auburney	Singh, Kavita
Birkett, Abby	Jamison, Claire	Smartt, Austin
Brackney, Laura	Jozwiak, Daniel	Staber, Marina
Brown, Jacob	Juarez, Nancy	Steele, Montana
Cassin, Kyrie	Kinney, Sarah	Taylor, Carley
Castaneda, Araceli	Klein, Alexandra	VanZandt, Daniel
Chaka, Kristina	Kyle, Joey	Watts, Gina
Clugston, Erika	Lancaster, Christopher	Weidmann, Mara
Cozzens, William	Little, Jordan	Welborn, Lily
Crimm, Augustus	Lowry, Barbara	Willingham, Sarah
Cross, Rachel	Maknojia, Niki	Young, Julius
Davis, Emma	Martin, Thomas	
Fosburgh, Kristen	Martinsen, Emma	
Garcia, Ana	McLaughlin, Katie	
Gebhart, Shelby	Miller, Matthew	
Gomez, Adrian	Morrow, Quinlyn	
Goodman, Sara	Nguyen, Alice	
Greenfield, Margaret	Nguyen, Phuong-Hieu	
Gribble, Morgan	Olderog, Bailey	
Griesel, Charlotte	Olson, Jessica	
Guevara, Brianna	O'Neil, Eleanor	
Guidroz, Kendall	Piehler, Matthew	
Hayes, Bailey	Pritchett, Anthony	
Hewitt, Nicole	Reynold, Andrew	
Holifield, Caroline	Rivera, Natalie	

2006-2011 Paideia Alumni

2003-2006

Allday, Caitlin
 Anderson, Monica
 Anderson, Jennifer L.
 Armstrong, Kristen
 Becca, Janice
 Blankenship, Katheryn
 Bui, Albert
 Burditt, Jenna
 Burkholder, Oscar
 Campbell, Aryn
 Chalmers, Christine
 Clarence, Olivia
 Curtis, Arbye
 Deason, Everett
 Ehman, Aren
 Espinosa, Matthew
 Fernandez, Anita
 Garcia, Emmanuel
 Gerardy, Raime
 Glanz, Dorothy
 Gupta, Jay
 Hendley, Alexandra
 Hernandez, Adriana
 Hernandez, Narda
 Schneider-Herrera,
 Tatiana
 Jacob, Lorraine
 Johnson, Kristen
 Kessler, Grant
 Kewada, Priya
 Kinkade, Rachel
 Lovell, Jennifer
 McClain, Cassidy
 Medina, Anissa
 Miller, Karlee
 Milutinovic, Natalija
 Nguyen, Bao-Thu
 Patak, Lauren
 Patel, Darshna
 Patel, Payal
 Peterson, Molly
 Ragland, Ty
 Ransom, Michelle

Rector, Alison
 Reynolds, Thomas
 Schrum, Jacob
 Slezak, Daniel
 Smith, Stephanie
 Swannack, Ashley
 Sweatt, Jon Morgan
 Tang, Fanny
 Tanguay, Christopher
 Tennant, Brandi
 Thinwa, Josephine
 Trejo, Tessia
 Ubias, Ryan
 Woods, Ben
 Wyatt, Krystal
 Yagjian, Christina
 Zarria, Glynnis

2004-2007

Angle, Mary Claire
 Armstrong, Deann
 Bailey, Christopher
 Barnett, Mitchell
 Bedard, Russell
 Berges, Mary-Luisa
 Bizzell, Kate
 Boland, Brandon
 Bouche, Michelle
 Casas, Isabel
 Chatfield, Laura
 Claudio, Shannon
 Connelly, Margaret
 Copeland, Ansa
 Covington, Amanda
 DeHart, Kendra Kay
 Elliott, Meagan
 Faulkner, Amanda
 Foster, Bryce
 Franco, Josh
 Garza, Sandra
 Gedney, Kathleen
 Gilbert, Matthew
 Gomez, Rebecca
 Gonzalez, Adriana

Goodnow, Natalie
 Guardiola, Cristina
 Hall, Robin
 Healy, Megan
 Hoffman, Elizabeth
 Iams, Erin
 Jeffcoat, Jacqueline
 Johnson, Benjamin
 Kessler, Jonathan
 Mauldin, Sarah
 McConnell, Carlee
 Miller, Clifford
 Mortazavi, Sam
 O'Connor, Meghan
 Paisley, Katherine
 Robinette, Claire
 Sekel, Lauren
 Sosa, Iliana
 Tang, Shelly
 Williams, Chelsea
 Wyatt, Rebecca

2005-2008

Alexander, LaToya
 Allen, Jennifer Lauren
 Arias, Eric
 Battarbee, Ashley
 Blair, Aaron
 Breazeale, Robert
 Bunnell, Griffin
 Cantu, Phillip A.
 Colley-Mitchell, Jessica
 Cox, Lauren Anne
 Deane, Dana
 Dickson, Patricia
 Ellis, Genevieve
 Fudge, Susan
 Gingrich, Brian
 Graf, Elizabeth
 Hager, Jessica
 Hale, Carling
 Hua, Jessica
 Kerbacher, Mariel
 Knox, Elizabeth

Le, Kim
 Le, James
 LeMieux, Steven
 Lewis, Tara
 Mahlberg, Natalie
 Maki, Kelsey
 Mancuso, Nicholas
 Mayo, Andrew
 Mohammed, Amanda
 Mullins, Megan
 Neumann, Stacy
 Orf, Meredith
 Osborne, Rachel
 Schreiber, Kenneth
 Smith, Amanda
 Stanberry, David
 Talbert, Laura
 Thomas, Elizabeth
 Vonderheide, Kristen
 West, Jessica J.

2006-2009

Acker, Carolyn
 Anderson, Alexandria
 Azizi, Natasha
 Buck, Caitlin
 Bunnell, Charlie
 Christian, Leah
 Coscia, John
 Dammann, Erin
 Davis, Betsy
 Foster, Shannon
 Frankel, Anna
 Gibbs, Jennifer
 Higginbotham, Lori
 Kramer, Jaclyn
 Kramer, Kasaundra
 Levario, Ricardo
 Loocke, Lindsay
 Marshall, Chelsea
 McHugh, Erin
 Meyer, Debran
 Mott, Chloe
 Parker, Nick

2006-2009 (Cont')

Peel, Brennan
Perrin, Michelle
Powell, Nicole
Raburn, Marisa
Reinhard, Lara
Rigdon, Rachel
Sample, Derek
Sauceda, Robert
Schirmer, Bernardo
Shroyer, Amelia
Stough, Cordelia
Thornton, Laura
Waite, Denielle
Wilmoth, Melanie
Yeung, Kristin

2007-2010

Arispe, Mariah
Belicke, Samantha
Bollich, Kathryn
Braeutigam, Sara
Carnes, Caitlyn
Crane, Leslie
Davenport, Kristen
Fonseca, Erendira
Gammill, Sarah
Garcia, Kimberly
Gentry, Audra
Gould, Sarah
Griffin, Kimberly
Gutzmer, Emily
Hall, Sally
Hanrahan, Connor
Hayes, Ashley
Herbst, Jessica
Hughes, Joshua
Jackson, Ashley
Jones, Kara
Keck, Kinsey
Klass, Kayli
Knapton, Lindsey
Krenek, Jennifer
Laas, Whitney
LaRochelle, Jon
Lease, Nicole

Leininger, Lisa
Leon, Diana
Litzinger, Amy
Lopez-Fuentes, Anya
Lube, Leslie
Mathis, Kyle
Morton, Talitha
Noblitt, Allison
Parra, Diana
Poritz, Julia
Porter, Sarah
Reyes, Luis
Rice, Molly
Richards, Ashley
Richards, Chelsea
Rivera, Samanda
Roelofs, Tanlyn
Rogers, Jon
Rosenthal, Robin
Saenz, Lorena
Sanders, Natalie
Schultea, Austin
Sheppard, Avery
Stanzer, Olivia
Taylor, Lindsey
Taylor, Stephanie
Vasquez, Ruth
Vega, Lorena
Vega, Maria
Woodworth, Christina
Zein-Eldin, Alexandra
Rendon, Erika

2008-2011

Allen, Darren R.
Allen, Samuel
Barrett, Caitlin
Clinton, Cameron
Coffman, Jill
Coley, Rachel
Comerota, Michele
Cooper, Shaun
Cradit, Mason
Crow, Katherine
Daughtry, Matthew
Delcambre, Jolie

Dison, Melissa
Dominguez, Victoria
Dorris, Matthew
Duggins, Cameron
Esquivel, Karla
Finn, Kelly
Freeman, Rachel
Furlong, Jayne
Granger, Brady
Greif, Daniel (Quentin)
Hardy, Will
Harris, Christine
Heitzke, Kerstin
Hodgin, Lauren
Holland, Cameron
Holt, Kelly
Huskey, Charlotte
Juarez, Juan Guillermo
Kamas, Matthew
Kessler, Samantha
Knoll, Daniel
Krusely, Kassie
Lunsford, Taylor
Martin, Carl
McEntire, Lili
McEuen, Laurel
Mead, Katie
Moten, Stephanie
Nietfeld, Toni
Paige, Callie
Phillips-Perkoff, Natalie
Plybon, Andrea
Rice, Megan
Romer, Laura
Scoville, Mary
Spencer, Randi
Stanzer, Julia
Stumpf, Sean
Tabrizi, Shireen
Talisman, Amanda
Thaddeus, Natalie
Thomas, William
Tidwell, Brian
Tindle, Jennifer
Valdes, Barrett
Wilson, Elizabeth

Wells, Chanea
Wiggins, Sarah
Wippel, Brianna
Yterdal, Hannah

Calendar

** AUGUST 2011

- 1-30 Ramadan begins at sundown
- 22 Classes begin
- 29 Paideia Ice Cream Social in Prothro Center at 5:00 pm
- 26 Call for application for Fleming Student Travel. This program funds student presentations at national and regional conferences. Faculty applies on behalf of students. Applications can be turned in throughout the academic year.
- 30-31 Eid al-Fitr begins at sundown

** SEPTEMBER

- 1 Call for the Southwestern study abroad applications available for Spring 2012
- 5 Labor Day Holiday (No Classes)
- 9 Call for King Creativity Fund applications (Seeking innovative and visionary projects from all students)
- 20 Study Abroad Fair in Prothro Center at 11-1:00 pm
- 28-30 Rosh Hashanah begins at sundown
- 30 All syllabi due to David Gaines and Christine Vasquez. Send document electronically.

** OCTOBER

- 1 Deadline for Southwestern study abroad application and the program specific application for Spring 2012
- 6 Deadline for Intercultural Experience Substitution Petitions
- 6 King Creativity Applications due (Seeking innovative and visionary projects from students)
- 7-8 Yom Kippur begins at sundown
- 10-11 Fall Break (No Classes)

** NOVEMBER

- 6-7 Eid al-Adha begins at sundown
- 17 **DECEMBER GRADUATES ONLY**
Sr. Paideia scholars final reflections and paperwork due to Christine Vasquez
- 23, 24, 25 Thanksgiving Holiday (No Classes)

** DECEMBER

- 2 Last day of classes
- 5-9 Final Examinations
- 10 Recognition Ceremony for December Graduates
- 20-28 Hanukkah begins at sundown

25 Christmas

**** JANUARY 2012**

9 Classes Begin
16 Martin Luther King Jr. Holiday (No Classes)

**** FEBRUARY**

1 2012-2015 Paideia Application Available Online
7 Summer Intercultural Program Deadline
26 2012-2015 Paideia scholars Application Due
27-28 Brown Symposium in Fine Arts Center

**** MARCH**

1 General Study Abroad Application Deadline for Fall 2012
1 Deadline for Intercultural Experience Substitution Petition
12-16 Spring Break (No Classes)

**** APRIL**

1 Notify 2012-2015 Paideia scholars
4 Student Works Symposium: From Every Voice in McCombs Center at 5:00 pm.
6 Good Friday Holiday (No Classes)
6-8 Pesach begins at sundown
8 Easter
20 Sr. Paideia scholars final reflections and paperwork due to Christine Vasquez
27 Last Day of Classes
30 Sr. grades due in Registrar's Office by 5:00 p.m.
(May and August Graduates)

**** MAY**

1-4 Final Exams
5 Commencement

The on-line calendar will be updated throughout the year.

<http://www.southwestern.edu/paideia/calendar.php>

Civic Engagement Guidelines

Excerpted from Barbara Jacoby's *Civic Engagement in Today's Higher Education: Concepts and Practices* (2009), pp. 6-9:

I am frequently asked by colleague educators, 'What *is* civic engagement, anyway?' ...is civic engagement a content area, a process for skill development, or a lifestyle? It is a program, a pedagogy, or a philosophy? Can it be all of these?...

...To further complicate matters, Barry Checkoway, in 'Renewing the Civic Mission of the American Research University' (2001), elaborates: 'Education for citizenship becomes more complex in a diverse democratic society in which communities are not 'monocultural,' consisting of people who share the same social and cultural characteristics, but 'multicultural,' with significant differences among groups. For democracy to function successfully in the future, students must be prepared to understand their own identities, communicate with people who are different from themselves, and build bridges across cultural differences in the transition to a more diverse society'...

[Despite the challenges of defining civic engagement, Jacoby uses and expands upon the definition proffered by the Coalition for Civic Engagement and Leadership:]

Civic Engagement. Acting upon a heightened sense of responsibility to one's communities. This includes a wide range of activities, including developing civic sensitivity, participation in building a civil society, and benefiting the common good. Civic engagement encompasses the notions of global citizenship and interdependence. Through civic engagement, individuals – as citizens of their communities, their nations, and the world – are empowered as agents of positive social change for a more democratic world.

Civic engagement involves one or more of the following:

- ❖ Learning from others, self, and environment to develop informed perspectives on social issues
- ❖ Valuing diversity and building bridges across difference
- ❖ Behaving, and working through controversy, with civility
- ❖ Taking an active role in the political process
- ❖ Participating actively in public life and public problem solving
- ❖ Assuming leadership and membership roles in organizations
- ❖ Developing empathy, ethics, values, and sense of social responsibility
- ❖ Promoting social justice locally and globally (Coalition for Civic Engagement and Leadership, 2005)

Civic Engagement and Paideia

Just as the leading national scholars in civic engagement struggle with the complex nature of this concept, the Office of Civic Engagement has wrestled with and modified the ways in which it defines civic engagement, its purpose at Southwestern, and what it looks like within the Paideia seminar.

Several years of supporting, documenting, and evaluating the civic engagement work students do in and outside of the classroom suggest that narrowing down civic engagement is too limiting. Civic

engagement – in thought and deed – should be guided by the passions, values, interests, and intellectual curiosity of each individual. Paideia, then, can be used as a space to become informed with respect to civic engagement’s guiding principles (featured in the bullet points above), and then, with this knowledge, to express it.

The decision to conceptualize civic engagement without boundaries has the potential to generate creative and innovative work, thought, and conversations. At best, it can give students a space to explore and act upon their own understandings of social justice, to delve more deeply into an issue or public problem that they wish to change, to learn of and critique current policies, to visualize and act upon new solutions, and to view a public issue through the lens of their discipline.

While the absence of structure can be empowering, it can also be frustrating. Without clear direction or guidance, cohorts that choose to work on a specific issue as a group must come to consensus on the issue and collectively decide how to address it (this can take months and often, consensus is not possible). If students work as individuals, the responsibility for the direction their civic engagement will take falls entirely upon their shoulders; the seemingly infinite possibilities can become overwhelming and can paralyze any forward momentum.

Given this tension between honoring each student’s and cohort understands of civic engagement and the need for structure, please consider the models below as structural possibilities for civic engagement in Paideia. Please note that Suzy Pukys is available to share her knowledge and any information she has regarding local issues in which students and cohorts are interested.

Examples of Civic Engagement in Paideia

While the examples below illustrate the ways in which civic engagement is expressed in different cohorts, guiding questions for every Paideia scholar should be: ***How will the Paideia Seminar empower me to build civic engagement capacity? How will I know I am building this capacity? And, why does it matter?***

The cohorts below have tackled the questions above in a variety of different ways. Note the distinct choices of action and methodology.

- ❖ Eileen Cleere’s Cohort. Several students in Dr. Cleere’s cohort were involved in a wide range of activist work as individuals. They resolved to interpret the civic engagement component in Paideia by sharing their individual activism with one another during specified seminar meetings. They incorporated readings, films, invitations to events, etc. that inform and complicate their advocacy areas.
- ❖ Traci Giuliano’s Cohort. Having identified a common area of engagement to “kids,” Dr. Giuliano’s students resolved to work in partnership with one organization, Georgetown’s Boys & Girls Club. After assessing their own skills and the needs of the Club during the sophomore year, students created unique sessions that were implemented with Club members designed around different interest areas. Sessions included (among others) team-building, yoga, and conflict resolution. Cohort members divided into small groups and assigned a “team leader” to each set of sessions.
- ❖ Daniel Castro’s Cohort. Dr. Castro knew that he wanted to enlist his cohort in working with an existing program. Computers for Honduran Children is housed in SU’s ITS department and

ships hardware to Honduras to be used in schools. *Pedagogy of the Oppressed* was the cohort's guiding text for the work, and they collaborated with ITS to prepare nearly 200 computers for shipment to Honduras. They made one trip to install the computers and provide training (2008) and made a second trip in 2010.

Civic Engagement Terminology

For your reference, below are descriptions of different kinds of civic engagement that are commonly practiced by Southwestern University students, faculty, and staff:

- ❖ Community-based Learning. A pedagogical tool that deepens learning objectives in an academic course and/or discipline and simultaneously benefits a community partner.
- ❖ Activism/Activist. Consistently expressing one's values with the goal of making the world more just . . . anyone who accesses the resources that he or she has as an individual for the benefit of the common good. –from *Grassroots: A Field Guide for Feminist Activism*, Baumgardner & Richards, 2005.
- ❖ Community Service. The application of one's gifts, skills, and resources to provide something of value, to enhance the quality of life of people who articulate a need or desire for that service. – Nadinne Cruz, former director of the Haas Center for Public Service at Stanford
- ❖ Volunteerism. The willingness of people to work on behalf of others without the expectation of pay or other tangible gain.

Civic Engagement Readings

Prior to any active engagement with an issue, the Office of Civic Engagement asks that all Paideia scholars reflect upon and critique their understandings of civic engagement, including any past experiences they have had with community service, activism, and/or community-based learning. Choose from the readings below; they will help you examine the purpose and value of civic engagement in higher education and as a citizen in any context. These readings are available through a Moodle link on the Paideia website.

- ❖ “The Vanity of Volunteerism,” Sara Mosle*
- ❖ “To Hell with Good Intentions,” Ivan Illich*
- ❖ “Charity & Dignity,” from *Sweet Charity? From Emergency Food and the End of Entitlement*, Janet Poppendieck*
- ❖ “Helping,” Marianne Gronemeyer*
- ❖ *New Student Politics* (Introduction), Sarah E. Long, Campus Compact*
- ❖ *Pedagogy of the Oppressed*, Paulo Freire
- ❖ “Civic Engagement in Higher Education: An Overview,” from *Civic Engagement in Higher Education, Concepts and Practices*, Barbara Jacoby*

This list was created as a means to help students navigate the community:

- ❖ *Guide to Local Public and Social Service Organizations*, Suzy Pukys*

Intercultural Experience

Guidelines

Engagement with other cultures and ways of thinking enables a person to understand varied perspectives as well as to hone critical and analytical skills. It is therefore an essential element in a liberal arts education in general and the Paideia program in particular. Over the course of three years in the program, students participate in anchoring off-campus intercultural experiences in which they engage with other people, places, attitudes, cultures, and cultural norms. This approach to intercultural learning provides not only opportunities to engage intellectually and emotionally with global realities and challenges. It also moves students toward thinking critically about their places in the world and how to become more effective citizens in that world.

Throughout their time in the Paideia program, students may also participate in on- and off-campus supporting intercultural experiences that cause them to think more systematically about living in global society and that foster understanding of other cultures and viewpoints. These supporting experiences may include lectures, concerts, discussions, meals, fine arts events, political speeches, or religious services. The point of the supporting experiences is to sustain engagement in the ongoing *process* of intercultural learning, recognizing that this type of learning and discovery—which is one of the university’s core values—happens all around us, everyday. Written reflections upon such experiences, as well as guided responses to shared readings (such as George Gmelch’s “Nice Girls Don’t Talk to Rastas: Status and Sensibilities in a Caribbean Village”, Talya Zemach-Bersin’s “American Students Abroad Can’t Be ‘Global Citizens’”, and Elizabeth Redden’s “Study Abroad Changed My Life and Other Problems”), will underscore and articulate the nature of this process.

The anchoring experience is usually an immersive, residential one away from Southwestern and typically outside the United States. The anchoring intercultural experience will *normally*:

- ❖ Earn academic credit. Because the anchoring intercultural experience is *not* simply travel to or residence in a foreign country, the program should be intellectually rigorous and contribute toward a degree program at Southwestern.
- ❖ Be a cultural challenge. When possible, the anchoring experience should incorporate a foreign language. In any event, the program should represent a significant cultural challenge, and students should be able to articulate how they will engage with that challenge. One of the points of the program is exposing students to new ideas and ways of thinking while creating a structure for ongoing reflection and analysis of those new ideas. In keeping with Southwestern’s core values, students should use the intercultural experience as a way to enrich their thinking about their place and responsibility in the world.
- ❖ Be at least one semester in length, or (if during the summer term) must be at least three weeks in duration. Summer programs might best fit particular student needs. But that should be determined only after one’s required meeting with the Director of Intercultural Learning, and in consultation with one’s Paideia professor.

- ❖ Be selected from the list of approved programs available in the Office of Intercultural Learning. Approved programs ensure experiences that are intellectually challenging and culturally rich.

The anchoring intercultural experience includes pre-departure preparation and reflection and post-return debriefing and reflection. **Each student in the program is required to meet with the Director of Intercultural Learning, in order to plan her/his anchoring intercultural experience. Initial appointments must occur during the student's first year of participation in the program, or two semesters before the planned experience, whichever comes first.** Matthew Slatten, at x1857 or slattenm@southwestern.edu, should be contacted for scheduling. Each student is required to bring a degree plan and financial aid statement to this meeting. These appointments, coupled with a student's consultation with her/his Paideia professor and academic advisor, will result in the required intercultural proposal that is described on pg. 19 of the current handbook.

While engaged in the anchoring intercultural experience, each student will keep a journal documenting her/his experiences and reflections on selected experiences. The nature of this journal will be stated by the Paideia professor and should be sent regularly (via email or postal service) to her/him during the anchoring experience. Students are expected to keep in contact with their seminar groups as well during their anchoring experience. Students do not receive academic credit for the 1-hour seminar during the semester that they study off campus.

Upon return from their intercultural experiences, students are required to prepare a significant, two-page (500 word) reflection upon their experiences. This reflection must address and expand upon the following questions: "Why do you think that the Paideia program stresses intercultural learning as one of its primary elements? What did you expect from your inter-cultural learning experience? How did your experience meet your expectations? How did it not do so? Did your experience provide you with an opportunity to see the United States in a new light? If so, how did the experience change your perspective as someone who lives in the United States?" Paideia professors will provide further guidelines regarding the reflection. Copies of these reflections must be filed in the Paideia Office, 1st Floor Cullen Building, and with the Director of Intercultural Learning. Students are also expected to prepare a poster on their experiences to be presented at the poster session concurrent with the annual Intercultural Symposium.

How to Begin Thinking About Your Intercultural Experience

Consideration of and written responses to the following questions will make for a more productive initial meeting with the Director of Intercultural Learning.

- ❖ What is your major? Would you like to take courses in your major while abroad? Bring a copy of your degree plan to your appointment with the Director of Intercultural Learning in order to discuss the relationship of any coursework to your educational direction.
- ❖ What language are you studying? Even if it makes you a bit nervous, be sure to consider whether studying in another language is right for you. Many students have very successful experiences studying in a foreign language—even those who are not language majors. On the other hand, it may be that a program in English is the best option, particularly for some majors and/or students with minimal foreign language coursework.

- ❖ When would you like to go abroad? Talk with your academic advisor about the best time to plan a semester abroad. Some majors have year-long courses that come early in the sequence, which you should plan to complete before pursuing your intercultural experience. It is important to have a sense of the practice within your department before discussing the matter more fully with the Director of Intercultural Learning.
- ❖ What kind of experience would you like to have? There are many different types of programs that range from the purely classroom-based, which might more closely resemble your experience at Southwestern, to the highly experiential, in which you would be engaged in field research or independent study work. Discussing the variety of available options, including their possible benefits and drawbacks, will be part of the meeting with the Director of Intercultural Learning. You should think and write not only about the structure of the experience you would like to have but also the nature of that experience.

Intercultural Experience Proposal Form

Copies of this proposal, in its final form, must be filed with your Paideia professor and with in the Office of Intercultural Learning.

An Initial Working Proposal

This *draft* is for the student and professor. It should begin with an introductory sentence stating when the student met with the Director of Intercultural Learning and what programs were discussed. This initial sentence should be followed by discussions of each of the following questions: Why is intercultural learning an important aspect of the Paideia program? What might be the most interesting and/or challenging aspects of being in another country? How does the program in question fulfill the academic and ongoing goals of the student?

A Final Completed Proposal

This proposal is for the student, professor, and Director of Intercultural Learning and must be turned in to both the Paideia professor and the Director of Intercultural Learning after the final decision has been made about the program in which the student will participate. The proposal should address the following questions: Why was the particular program chosen? How does it fulfill the student's academic and ongoing goals? What particular aspects of specific readings have been relevant in preparation for the intercultural experience? What might be most interesting and/or challenging about being in the different culture?

Intercultural Experience Substitution Petition

As stated in the *Guidelines*, the anchoring intercultural experience must be an immersive, residential experience away from Southwestern and will normally:

- Earn academic credit.
- Be a cultural challenge for the student.
- Be at least one semester in length.
- Be from a selected list of programs.

If a student decides on a program that does not meet these criteria, s/he needs to complete the following form and specifically address why the proposed exception is appropriate for both the student's needs and situation as well as a fulfillment of the spirit of the program's intercultural experience requirement. (Examples of exceptional circumstances include participation in a program without academic credit, deviation from the approved list of programs, or participation in a program within the United States.) The student response will be evaluated as expeditiously as possible by the Exceptions Committee, in consultation with the Paideia professor.

Intercultural Experience Substitution Petition Form

DUE AT LEAST THREE MONTHS BEFORE THE PROPOSED EXPERIENCE BEGINS

Describe the proposed intercultural experience

Explain how it differs from and/or complies with the guidelines

Explain in detail how this proposed exception can improve your intercultural experience?

How is the proposed exception related to your studies? What preparation have you undertaken in terms of your proposed experience?

Why is it not possible for you to complete an experience that conforms to the usual requirements for the intercultural experience? (If financial considerations are an aspect of the answer, those concerns need to be addressed directly and supported by means of financial aid letters).

Use an extra page if you need more room to respond to any question(s).

This petition should be written in consultation with the student's Paideia professor and the Director of Intercultural Learning. **It must be turned in to Dr. David Gaines, Director of the Paideia program, by campus or e-mail (gainesd@southwestern.edu) for distribution to the Exceptions Committee at least three months before the proposed experience begins.**

Undergraduate Research and Creative Works

Guidelines

The Paideia program requires scholars to engage in a meaningful research or creative experience in collaboration with or guided by an appropriate mentor while at Southwestern University. Such opportunities enrich the experience of students and faculty alike. Intellectually engaged students working with faculty is ideal and the Paideia program strives to increase the opportunities for such work.

The idea of undergraduate research and creative works for Paideia scholars is defined in a variety of ways. For instance, Richard Light describes two types of opportunities for students in his book, *Making the Most out of College*. One is a “mentored internship” in which one or more students create a project under the supervision of a faculty member (Light 9). A second opportunity described by Light is “collegial work” (Light 100) in which a “student gets to play a major role in shaping a project” (Light 45) that is considered to be substantive academic work. Yet another possibility is for a student to work independently and periodically visit with his/her mentor. Paideia scholars are encouraged to pursue their academic passions in the ways that best suit them.

Specifics

The main Paideia research or creative work will represent the result of the Paideia scholar working with a mentor. In this endeavor, students will be guided by a qualified individual - such as a Southwestern professor, a faculty member at another institution, or an appropriate nonacademic expert. The work should be original to the student but not necessarily original to the field of study. In many disciplines, the Capstone Experience for the major is likely to be an important part of this aspect of the Paideia experience.

In working toward the major goal of producing academic work guided by an expert, Paideia scholars may work with other students, faculty members and community experts. This process will be the subject of reflections by Paideia scholars during their years in the program. These experiences will inevitably overlap with other aspects of the Paideia program. Paideia scholars are reminded to pay close attention to the research methods and creative techniques of scholars and artists in their fields and are encouraged to seek opportunities to work with faculty in their areas of interest.

An opportunity to explore the kinds of projects that are possible can be found at both the King Creativity Banquet and at the Student Works Symposium: From Every Voice.

Due to differences across fields, much variation will exist in what will serve as the main guided research or creative work for each Paideia scholar. However, except in unusual circumstances, most will:

- ❖ Have as a first step a proposal of guided research or creative works project. Each scholar is required to submit a proposal for their project no later than the end of the junior year. Use the Paideia program “Undergraduate Research & Creative Works Initial Proposal Form” (pg. 27) for this. After approval by your Paideia Professor, a copy of this proposal should be filed in the Paideia Office, as well as given to the Paideia professor and the designated mentor.

- ❖ Be an intellectual and creative challenge for the student.
Paideia research or creative work should culminate in studies or creative works that demonstrate excellence for undergraduates in their chosen fields.
- ❖ Represent work over at least one semester.
The quality of research or creative work expected of Paideia scholars necessitates a substantial time commitment. The research and creative process requires a thoughtful process guided by the mentor. Given the commitments Paideia scholars are expected to make in this area, they are encouraged to investigate the resources available at Southwestern, including the Mundy Fellowship, Fleming Collaborative Research, the King Creativity Fund, McMichael Enrichment Fund, Independent Studies, and the Honors Program within their major(s).
- ❖ Be presented at a public forum.
At a minimum, the project should be presented to the Southwestern community. An appropriate venue is the annual “Student Works Symposium: From Every Voice.” Students are encouraged to present their work to a national audience. Opportunities for undergraduates include the annual conference of the National Council on Undergraduate Research and the conferences and annual meetings of certain disciplines.
- ❖ Occur during the senior year.
The level of work expected of Paideia scholars requires a thorough understanding of the techniques used by researchers and artists in their field. In most cases, a substantial part of the requirements for the major will need to be fulfilled before collaboration on the Paideia project can begin.

National Fellowships Resources

Paideia scholars successfully compete for fellowships to support undergraduate and graduate study as well as research and internships/apprenticeships both in the United States and abroad. Most fellowships are highly competitive and offer substantial financial rewards.

Because of the competitive nature of many fellowships, students should begin researching opportunities as early as their first year at Southwestern University. Many application processes take as long as a full calendar year and may require on-campus and off-campus interviews. A fellowship rewards personal and academic achievements, recognizes future potential, and opens doors to various opportunities.

National Fellowships typically fall into one of three categories: 1) fellowships not requiring a nomination; 2) fellowships requiring an endorsement from Southwestern University; and 3) fellowships requiring an initial narrowing of the field from Southwestern University. Some fellowships (marked "EI") also require an external - off campus - interview. Applying for any national fellowships requires you to work with the University Committee on Fellowships. The most common fellowships are categorized in the table below.

Category 1 Fellowships that do not require SU nomination/endorsement	Category 2 Fellowships that require SU endorsement	Category 3 Fellowships that require SU to narrow field before submission to foundation
Davies Jackson (EI)	Fulbright	Goldwater
Freeman-Asia	Mitchell (EI)	Jack Kent Cooke
Gates Cambridge (EI)	Udall	Kemper (EI)
Javits	UNCF/Merck Undergraduate Fellowship (EI)	Marshall (EI)
Madison	NSEP Boran Fellowship	Rhodes (EI)
Mellon (EI)	Simon (EI)	Sumners
National Science Foundation		Truman (EI)
Rotary (EI)		
Soros (EI)		
National Institute of Health		
Hertz (EI)		
Ford		
EPA-GRO Undergraduate Fellowship		
U.S. Department of Homeland Security Graduate Scholarships		

For more information please contact Kim Murphy, Director of Academic Success and Advising and Co-Chair of the University Committee on Fellowships, at (512) 863-1286. This web site can help you begin investigating potential fellowship opportunities.

<http://www.southwestern.edu/academics/fellowships/>

Undergraduate Research and Creative Works Initial Proposal Form

Scholar Name: _____ Semester: Fall
 Spring, 20_____

Major/Minor: _____

Proposed Project Title: _____

•—————•
Date and location of your project presentation:

Project funded by:

Project connection between your current and/or future academic goals?

Project timeline (beginning date and end date):

Will this project also count as? Honors Introduction to Research
 Capstone Other (not for Academic Credit)

**On a separate sheet, attach a paragraph description of the project.
Include anticipations and/or conclusions.**

*Turn the completed form in to your Paideia Professor and your mentor for further discussion and signatures.
When completed forward the form on to the Paideia Office.*

Print Name of Paideia Professor

Signature of Paideia Professor

Date

Print Name of Mentor

Signature of Mentor

Date

Reflections

John Dewey, a scholar of the role of reflection in education, argued that reflection, consisting of “turning a subject over in the mind and giving it serious and consecutive consideration,” was a critical bridge between experience and theory (John Dewey, *How We Think: A Restatement of the Relation of Reflective Thinking to the Education Process*, 1933, as cited in Bringle and Hatcher 1999). Reflections and making connections are essential to the Paideia program and its primary goal of students integrating all aspects of their educations. Ideally, over the course of time, synthesis will replace courses, activities, and questions that can seem disjointed or disconnected. Much of this synthesis should come about and be conveyed through written reflections. Individual Paideia professors will provide guidelines for reflections that are specific to individual cohorts.

All Paideia scholars will write reflections regarding their intercultural and civic engagement experiences. They will also write an annual self-evaluation of their development in terms of the program’s goals (general guidelines for such evaluations will be distributed by Paideia professors; grading criteria appear below). These self-evaluations will be turned in to faculty members at the end of each academic year. Scholars will also complete evaluations of the program and their professors each semester. These will be turned in to Christine Vasquez in the Provost’s Office. These evaluations will be anonymous. Finally, faculty will likewise write a concise annual evaluation of each scholar, one which addresses specific program goals, and share those evaluation in conference with the scholars.

Grading Rubric

Criteria	4 <i>(Excellent)</i>	3 <i>(Good)</i>	2 <i>(Fair)</i>	1 <i>(Poor)</i>
Focus/Central Theme	Written work develops a clear position, argument or focal idea; patterns of development are appropriate for both collegiate level and assignment.			Organizational structure has significant errors. There is no apparent thesis.
Development	Written work provides in-depth coverage of the various topics / theses, and assertions are clearly supported by appropriate evidence.			Written work does not cover the assigned topic and assertions are not supported by evidence; or evidence is inappropriate to assignment.

Criteria	4 <i>(Excellent)</i>	3 <i>(Good)</i>	2 <i>(Fair)</i>	1 <i>(Poor)</i>
Mechanics	Written work has no major errors in grammar, punctuation, or usage.			Written work has significant errors in grammar, punctuation, or usage.

Policies and Logistics

Absences: Attendance of Paideia seminars and one-on-one appointments is required. Individual Paideia professors will address their attendance policies in their syllabi.

All-Paideia Events: Throughout the year, there will be opportunities for all Paideia scholars to attend various Paideia events. These will include lectures, films, and guest speakers, etc. In addition to these organized events, Paideia scholars and Paideia seminar groups are encouraged to envision, implement and co-sponsor All-Paideia Events. Ideas should be shared with Paideia professors and/ or with Dr. David Gaines (x1494, gainesd@southwestern.edu).

Expenses: Up to \$1000 of Paideia-related expenses are reimbursable following the sophomore year. Scholars should work with their Paideia professors to estimate their budgets (pg. 37). The \$1000 can cover expenses for ANY Paideia anchoring experiences. Plan ahead about the expenses associated with civic engagement experiences, undergraduate research and creative works, and intercultural experiences. Use the form provided in this manual in order to be reimbursed (pg. 35). Also plan to apply for other sources of funding for particularly costly projects. If a scholar does not complete all requirements of the Paideia program s/he must repay any funds received from the program before graduating.

Intercultural Experience Obligations beyond the Anchoring Experience: Before leaving for their intercultural experiences, scholars are required to attend the pre-departure sessions offered by the Office of Intercultural Learning. Scholars are also required to attend the post-return reentry meetings that are offered by the same office. These sessions are essential to a successful intercultural experience.

During a scholar's intercultural experience, s/he is encouraged to maintain a personal journal and to share some reflections on a regular basis with the Paideia professor and other students in the seminar. The latter may be achieved through e-mail. Scholars will not be signed up for the one-hour Paideia seminar course when studying off-campus but will still be participants in the Paideia program.

Medical Withdrawals or Leaves of Absence: If a scholar must leave the university due to a medical withdrawal or an official "Leave of Absence" and is otherwise in good-standing with the university and making satisfactory progress towards completing the Paideia program, the scholar is eligible to continue in the Paideia program upon returning. The scholar will need to present his or her case to the Director of the Paideia program to determine the best and fairest way to re-enter in the program.

One-on-One Meetings: Scholars will meet one-on-one with their Paideia professors throughout each semester. These meetings will provide a venue for individual cases and for discussing reflections. These one-on-one meetings will also be a time to discuss the program in general.

Paideia Progress: The Paideia program is unique in that it continues for six semesters. Progress in the Paideia program will be measured through the seminars. Work in the seminar is graded as a Pass, a D, or an F. Paideia professors will provide specific information on expectations for each "grade". Earning a D in the Paideia seminar will result in probation with the program. Typically, earning any additional D's in the seminars will result in discontinuation in the

program, as would earning an F. If there are extenuating circumstances, a scholar may petition to remain in the program.

Paideia professors will work with scholars to help them gain the maximum benefit from the program. At the conclusion of the senior year, scholars will formally evaluate their own progress in the program, especially with regard to their personal Paideia plans.

Paideia Scholar Listservs: In addition to the seminar group listserv, scholars have been subscribed to the below. This will be the primary way that Paideia program information is passed along.

- su-paideiascholars09@southwestern.edu for 2009-2012 cohort
- su-paideiascholars10@southwestern.edu for 2010-2013 cohort
- su-paideiascholars11@southwestern.edu for 2011-2014 cohort
- su-paideiaprofessors@southwestern.edu for all current Paideia faculty

Probation in the Paideia Program: Probation in the Paideia program may occur under the following circumstances: a D in one of the Paideia seminars or falling below a 2.0 GPA during any semester while in the Paideia program. Once on probation, a scholar's case will be reviewed by a committee of Paideia professors that will make recommendations regarding the case. In most cases, a second D in a Paideia seminar or another semester of falling below a 2.0 GPA will result in discontinuation in the program. Any received reimbursements for Paideia-related expenses must be repaid to the university.

Seminars: Most Paideia seminar sections meet on the first and third Tuesdays at 11:30 am. Attendance is required. Different Paideia seminar sessions will all meet for approximately the same amount of time but may not all meet in the same configuration. In the first year, the seminars will meet at least every other week. In subsequent years, they will continue to meet for a total of at least eight hours per semester (but this may be in fewer, longer meetings). It is not possible to make up a missed session by attending another group. Paideia professors will speak more to the actual content of the seminars and the particular projects and assignments. Scholars will be earning one unit of academic credit each semester they are on-campus, register, and successfully complete the Paideia seminar. Scholars must be in the seminar during any semester that they are studying on-campus and must be on-campus for at least four semesters of the program. Scholars register for Paideia seminar sections, just as they would for any other class.

Release of Paideia Funds

Guidelines

In order to have money released to cover up to \$1000 in Paideia-related expenses, scholars need to observe the following procedures.

- ❖ Carefully review anticipated expenses
In the past these may have included funds for intercultural expenses, funds for attending conferences, funds for conducting undergraduate research and creative works, and funds for conducting extended service activities.
- ❖ Fill out the Authorization form (pg. 35) and attach a detailed budget plan (pg. 37)
Remember that up to \$1000 of Paideia-related expenses will be paid on the scholar's behalf (if the scholar successfully completes the program.)
- ❖ Discuss budget with Paideia Professor
When discussing the budget with the Paideia professor, scholars should be sure to talk about other available funding. There are also fellowships and scholarships available to offset the cost of study abroad. (More information about this is available from the Office of Intercultural Learning). Be sure to inquire early in order to meet deadlines.
- ❖ Develop a budget
After these discussions with the Paideia professor, develop an overall budget (pg. 37) and indicate the funding of various expenses.
- ❖ Signature(s)
The Paideia scholar and Paideia professor need sign on the authorization form. If requesting funds for the intercultural experience, the Director of Intercultural Learning also needs to sign.
- ❖ Discuss status with Paideia Professor
At that time, the scholar should review her/his progress in the seminar and the program. This conversation is important because if the scholar elects not to continue or is making unsatisfactory progress and asked to drop the program s/he must reimburse the university for the money expended by the Paideia program.
- ❖ Process of reimbursement begins
Once the Authorization to Release Paideia Form (pg. 35) is signed, the form and the original receipts or invoices must be brought to Christine Vasquez (Cullen Bldg, Provost Office), for reimbursement or payment. No reimbursement or payment can be made without itemized receipts. If a scholar is requesting that any funds be paid on his or her behalf to another agency (for example, in the case of study abroad), the request must be brought to Christine Vasquez (Cullen Bldg, Provost Office), who will coordinate the appropriate signatures for a purchase request. This will require at least two weeks.

** Disbursement Guidelines

The following Disbursement Guidelines for the Paideia program must be followed:

- Before any reimbursements are made, a scholar must have completed an “Authorization to release Paideia funds – 2011-2012” form (pg. 35) and have a signed copy on file with Christine Vasquez (Cullen Bldg, Provost Office).
- Travel: Payment will be issued based on actual expenses incurred and must be supported with proper documentation (gas, parking, hotel, meal receipts) attached to the request for reimbursement. Travel advances for anticipated expenses may be requested for no more than \$25.00 per day at least seven days (14 days for international travel) prior to, but no sooner than 30 days before, the planned departure date. Requests for reimbursement or travel advances must be signed by the Paideia professor and forwarded to Christine Vasquez (Cullen Bldg, Provost Office), for the proper paperwork. All travel expenses must be fully documented and accounted for within 30 days of the trip return date. The reimbursement check can be sent through campus mail or to the address listed on the “Authorization to release Paideia funds” form. If international travel is part of the scholar’s expense, there must be verification by the Director of Intercultural Learning.
- Petty Cash: Petty cash is available for up to \$100 for miscellaneous program-associated purchases. Receipts and supporting documentation must be provided to Christine Vasquez (Cullen Bldg, Provost Office). The use of petty cash as a travel advance is prohibited.

Authorization to Release Paideia Funds Form 2011-2012

Which Paideia class are you in? 2009-12 Class 2010-13 Class 2011-14 Class Other _____

Name: _____ ID #: _____ Major: _____

Home Address: _____ Campus Address: _____

If being reimbursed where do you want funds sent to: Campus Home

If you are studying abroad: Location of Study: _____

Semester: _____ (ex: Fall 11) Program: _____ (ex: ISA, SU, IES, etc.)

Attach a copy of the proposed budget form and an IRS Form W-9 if the University does not already have one on file. The forms can be found in the Paideia Handbook on pg. 37 and 39.

Paideia Scholar:

I have discussed my proposed budget with my Paideia professor. We have discussed a variety of funding options. I also understand that if I leave the Paideia program, either because I choose to drop the seminar and program OR because I am not making satisfactory progress and am asked to drop, then I will be required to reimburse the money spent on my behalf (up to \$1000) to the University. Failure to do so will put a hold on my account and therefore on my transcripts and registration.

Paideia professor (Print Name)

Paideia scholar (Signature)

Date

Paideia Professor:

I have discussed the attached proposed budget with the Paideia scholar and am approving the expenditure of funds. We have reviewed a variety of funding options available at Southwestern University. I have also reviewed and discussed this student's progress in the Paideia program with the student. Specifically, we have reviewed ways in which expectations have and have not been met. This student is making satisfactory progress in the Paideia program, and therefore I endorse the release of Paideia Funds.

Paideia professor

(signature)

Date

*(If allocating funds for
intercultural experience)*

Director of
Intercultural Learning

(signature)

Date

Director of
Paideia program

(signature)

Date

Budget Form

I. Check the box where your overall budget will be allocated.

- Intercultural Experience
- Undergraduate Research and Creative Works
- Civic Engagement
- Other: _____

II. List the distribution of your Paideia expenses (up to \$1,000). Original receipts are needed for reimbursement.

Tuition Fees	\$ _____
Transportation:	
Airfare to main destination	\$ _____
Transportation while abroad (train, airfare, cab, etc.)	\$ _____
Room and Board	\$ _____
Food Allowance	\$ _____
Supplies	\$ _____
Other: _____	\$ _____

III. I have been approved to study abroad within an SU program. Transfer \$ _____ (up to \$1,000) into my SU account to cover my study abroad experience. _____ *Student Initial*

Additional notes that will help on the reimbursement process:

Request for Taxpayer Identification Number(s) and Certification

(Substitute IRS Form W-9)

Southwestern University Accounts Payable
P.O. Box 770 Georgetown, Texas 78627-0770

All payees must complete Sections A and C. Non-resident aliens almost must complete Section B.
Sign, date, and return the form to the above address. This form must be received before payments may be released.

(3) General Taxpayer Information

Legal Name: _____

Trade Name: _____

Mailing Address: _____

Contact Person: _____

Taxpayer Identification Number: _____

OR

Social Security Number: _____ - _____ - _____

Check Only One:

____ Individual (NOTE: Non-resident aliens must complete Section B)

____ Sole Proprietor

____ Partnership

____ Corporation

____ Government Agency

____ Other _____

(3) Non-resident Alien Information – If you do not have an SSN, check here

Citizen of: _____ Permanent Resident of: _____

Type of Visa: _____ Number of Days in the USA: _____

Payments to Non-resident aliens are generally subject to income tax withholding. Tax treaty exemptions may be available.

C. Certification-Under penalties of perjury, I certify that:

- (1) The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- (2) I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the internal revenue service (IRS) that I am subject to backup withholding as a result of a failure to report all interest and dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding.
- (3) I am a U.S. Person (including a U.S. resident alien).

Certification instructions. You must cross out item (2) if you have been notified by the IRS that you are currently subject to backup withholding because of underreporting interest or dividend on your tax return.

Signature

Date

Paideia Official Program Record Form

For a successful completion of all Paideia requirements, all documents below need to be on file in Paideia Office. The deadline for successful completion is November 17, 2011 for December Graduates and April 20, 2012 for May Graduates.

Student's Name

Student's Major(s)

Final Reflections on file in Paideia Office:

	Paideia Office Use Only
Intercultural Experience Reflection or Substitution Petition	
Civic Engagement Reflection	
Final Paideia Reflection	

Other Forms on file in Paideia Office:

Undergraduate Research and Creative Works Initial Proposal Form (Pg. 27)	
Undergraduate Research and Creative Works paragraph description of above project. Include anticipations and/or conclusions.	
End of Year Evaluation Form	

Faculty evaluation of the student's participation in and contribution to the seminar. A few concise sentences will suffice.

Student is entitled to graduate Yes No

Paideia Professor Date

All required documents are Yes No on file.

Christine Vasquez Date

All Paideia requirements have Yes No been met.

Paideia Director Date

