

**Subject:** SB1 Compliance Review and Implementation Guidance for *Change: A Guide to Teaching Social Action*

Dear Baldwin Wallace University Service-Learning Faculty,

Following my review of *Change: A Guide to Teaching Social Action* in the context of Ohio Senate Bill 1 (SB1), I am providing an outline of how this resource can be used within Baldwin Wallace University's programming in a fully compliant manner. This guidance is designed to support faculty, staff, and program facilitators in maintaining alignment with SB1 while still leveraging the book's strengths for student skill-building.

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### **Why the Book Can Be Considered SB1 Compliant**

- **Focus on Skill Development Rather Than Political Advocacy**
  - The book centers on transferable competencies such as project management, community assessment, communication, and leadership.
  - Instruction can focus on these skills without advancing a specific political ideology or legislative position.
- **Adaptable and Neutral Framework**
  - The methodology can be applied to a variety of community engagement initiatives that are nonpartisan and SB1-compliant.
  - All examples can be adapted to avoid politically charged or prohibited terminology.
- **Support for Balanced Critical Thinking**
  - The content naturally encourages students to assess issues from multiple perspectives, aligning with SB1's directive to avoid instruction that favors one political or ideological stance.
- **Alignment With Baldwin Wallace's Program Structure**
  - The book can be integrated into PILLARS-based leadership and service programs while adhering to Ohio SB1 requirements by focusing on process-based learning and nonpartisan engagement.

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### **How to Use the Book in a Compliant Way**

- **Select Nonpartisan, SB1-Approved Case Studies**
  - Replace or adapt any examples that could be interpreted as promoting a political agenda.
  - Use scenarios such as improving campus resources, creating wellness initiatives, or developing volunteer projects.
- **Emphasize Process Over Outcome**

- Focus student learning on steps like identifying needs, building stakeholder relationships, and evaluating project impact—without prescribing specific political solutions.
  - **Provide Multiple Viewpoints**
    - If an issue is discussed, include several fact-based perspectives to avoid any appearance of advocacy.
  - **Use Compliant Language**
    - Avoid SB1-restricted terminology (e.g., “diversity,” “equity,” “inclusion”) and instead use terms like “broad participation,” “community collaboration,” and “shared goals.”
  - **Structure Reflection Activities Neutrally**
    - Ask students to reflect on their approach, teamwork, and problem-solving process rather than their political beliefs.
  - **Maintain Documentation of Adaptations**
    - Keep a written record of modifications made to lesson plans or materials to show proactive compliance efforts.
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## **Conclusion:**

With intentional framing and careful adaptation, *Change: A Guide to Teaching Social Action* can be used as a high-value, SB1-compliant tool in Baldwin Wallace University’s leadership, service-learning, and community engagement programming. By following these guidelines, facilitators can preserve the book’s educational benefits while ensuring alignment with current legislative requirements.

Please let me know if you would like me to prepare a sample SB1-compliant lesson outline for this resource that can be applied across multiple programs.

Sincerely,

**Marsita Ferguson**