

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-087-156

EWS 2800S – Service Learning and Community Engagement

General Education Committee

Date: 02/08/2017

Executive Committee
Received and Forwarded

Date: 02/15/2017

Academic Senate

Date: 02/22/2017
First Reading

BACKGROUND:

This is a revisioned course.

RESOURCES CONSULTED:

Faculty

Department Chairs

Associate Deans

Deans

Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of GE Area E.

RECOMMENDATION:

The GE Committee recommends approval of GE-087-156, EWS 2800S – Service Learning and Community Engagement, for GE Area E.

EWS - 2800S - Service Learning and Community Engagement

C. Course - New General Education* Updated

General Catalog Information

College/Department	College of Education and Integrative Studies Ethnic and Women's Studies	
Semester Subject Area	EWS	Semester Catalog Number 2800S
Quarter Subject Area	EWS	Quarter Catalog Number 280S
Course Title	Service Learning and Community Engagement	
Units*	(3)	
C/S Classification *	C-04 (Lecture/Recitation)	

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component*	Lecture		
Instruction Mode*	Asynchronous Local	Face-to-Face	Fully Asynchronous
	Fully Synchronous	Hybrid w/Asynchronous Component	
	Hybrid w/Synchronous Component	Synchronous Local	
	Web-Assisted		
Grading Basis*	Graded Only		
Repeat Basis*			
If it may be taken multiple times, limit on number of enrollments			

**Cross Listed
Course Subject
Area and Catalog
Nbr (if offered
with another
department)**

**Dual Listed
Course Subject
Area and Catalog
number (If
offered as
lower/upper
division or
ugrd/grad)**

**Choose
appropriate type
(s) of course(s)***

- Major Course
- Service Course
- GE Course
- None of the above

**General
Education Area /
Subarea***

E

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

This course provides students a participatory action experience, familiarizing students with service learning through civic engagement. As a community-based learning class, students will be placed in a community agency or school site approved by instructor. Course offers students an opportunity to participate in a service learning experience with structured opportunities to learn, develop and reflect through active participation and thoughtfully organized community involvement.

II. Required Coursework and Background

Prerequisite(s): none

Corequisite(s):

Pre or Corequisite(s):

Concurrent:

III. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.*

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of diverse methods of engagement with community and/or civic organizations.
2. Develop critical thinking and writing skills.
3. Demonstrate oral communication skills to various audiences (class, peers, community) in one-on-one and group settings.
4. Demonstrate an understanding of critical social issues facing ethnic and racialized communities at local, regional and state levels.
5. Participate in a service-learning / civic engagement experience, with structured opportunities to learn, develop, and reflect through active participation and thoughtfully organized community involvement.
6. Explain the role of education in a transforming a multi-ethnic society.
7. Demonstrate an understanding of the relationship of diverse communities to the social, political and physical environment.

If this is a course for the major,

describe how these outcomes relate to the mission, goals and objectives of the major program.

The Ethnic and Women's Studies Department is dedicated to a critical analysis of society through the lens of race, ethnicity, class, gender, sexuality, and other forms of marginalization. We examine social inequalities in the U.S. shaped by historical, political, social, and global economic forces. This course examines the intersection of race/ethnicity with other social identities: dis/ability, age, religion, etc. in producing and challenging identities. The EWS program learning outcomes, students learning outcomes, and this course's specific learning outcomes all align with the goals and objectives of the GEMS major.

Explain how the course meets the description of the GE SubArea (s). Please select appropriate outcomes according to the GE Area/SLO mapping.

Area E: Lifelong Understanding and Self-Development

'Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, as well as the implications of death and dying and avenues for lifelong learning.'

The course provides students with the opportunity to engage in lifelong understanding and self-development through community engagement and service learning that explores social relationships and relationships with the environment. Student will acquire knowledge and skills that will help them to comprehend American the society in which they live, enabling them to contribute to society as responsible and constructive citizens.

Relationship of Course Learning Outcomes to Dept.'s Program Outcomes

Course Learning Outcome	PO#1: Apply interdisciplinary concepts, theories, and methods in the fields of Ethnic and Gender Studies	PO#2: Analyze hist& contemp. U.S. ethnic, racial, and gendered grps from cross cultural and global perspectives	PO#3: Engage in a variety of scholarly and community based social practices	PO#4: Demonstrate mastery of skills essential for career development & life-long learning, incl. critical thinking & problem-solving skills	PO#5: Demonstrate mastery of skills essential for pre-teaching incl. hist. knowledge of ed. issues & diverse pedagogical practices
1		X		X	
2	X		X		
3		X			X
4	X		X	X	
5			X		
6		X		X	
7	X		X	X	X

Describe how these outcomes relate to the

These are the SLOs for the selected GE subarea(s):

associated GE Learning Outcomes listed below.*

1a) Write effectively for various audiences.

Students will complete various written assignments reflecting on and interpreting course themes and the connection to their service learning/civic engagement experience (Course SLO# 1, 2, 4, 6; PO# 1, 2, 4).

4a) Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).

Students will explore factors critical to individual well being through service learning and civic engagement, connecting course reading to applied learning (Course SLO #2, 3, 5; and PO# 1,4).

4b) Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

Through community engagement in local community groups and organizations, students will demonstrate activities and behaviors that promote intellectual or cultural growth (Course SLO#3,6,7 and PO# 3,4).

4c) Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

Through service learning and engagement in civic, educational and/or community organizations, student will participate in civic activities for the betterment of personal and public life (course SLO# 1,2,3, 4, 6 and PO# 1, 2, 4, 5)

**General
Education
Outcomes*****Ia. Write effectively for various audiences**

IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)

IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

**Instructional
Materials***

Course material will be selected from the following:

Calderon, Jose (ed.). 2007. *Race, Poverty and Social Justice: Multidisciplinary Perspectives Through Service Learning*. Sterling, Virginia: Stylus.

Calderon, Jose and Gilbert Cadena. 2007. "Linking Critical Democratic Pedagogy, Multiculturalism, and Service Learning to a Project-Based Approach Calderon, Jose (ed.), *Race, Poverty and Social Justice*: 63-91. Sterling, Virginia: Stylus.

Creighton, James L. 2005. *The Public Participation Handbook*. San Francisco: Jossey-Bass.

Daloz, Laurent A. Parks, Cheryl H. Keen, James P. Keen and Sharon Daloz Parks. 1997. *Common Fire: Lives of Commitment in a Complex World*. Boston: Beacon Press.

Freire, Paulo. 1970. *Pedagogy of the Oppressed*. New York: Seabury.

- Furco, Andrew and Shelley Billig (ed.). 2002. *Service-Learning: The Essence of the Pedagogy*. Greenwich, Conn: IAP.
- Gonzales, Kenneth and Raymond Padilla (eds.) 2008. *Doing the Public Good: Latina/o Scholars Engage Civic Participation*. Sterling, Virginia: Stylus.
- Hammer, Doris M. 2002. *Building Bridges: Student Guide to Service-Learning*. Boston: Allyn & Bacon.
- Hooks, bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.
- Huerta, Alvaro and Alfonso Morales. 2014. 'The Formation of a Grassroots Movement: The Association of Latin American Gardeners of Los Angeles Challenges City Hall.' *Aztlán: A Journal of Chicano Studies* 39 (2): 65 – 93.
- Huerta, Alvaro. 2005. 'South Gate, California: Environmental Racism Defeated in Blue-Collar Latino Suburb.' *Critical Planning* 12: 92 – 102.
- Jacoby, Barbara, and Associates (Eds.). 1996. *Service-Learning in Higher Education: Concepts and Practices*. San Francisco: Jossey-Bass Publishers.
- Loeb, Paul Rogat. 2010. *Soul of a Citizen: Living with Conviction in a Cynical Time*. New York: St. Martins.
- Nieto, Sonia. 1992. *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Longman.
- Ostrow, James, Garry Hesser, and Sandra Enos (Eds.). 1999. *Cultivating the Sociological Imagination: Concepts and Models for Service-Learning in Sociology*. Washington D.C.: American Association for Higher Education.
- Rhoads, Robert A. 1999. *Community Service and Higher Learning*. Albany: State University of New York Press.
- Shor, Ira. 1992. *Empowering Education: Critical Teaching for Social Change*. Chicago: University of Chicago.
- Sleeter, Christine E. 1996. *Multicultural Education as Social Activism*. Albany: State University of New York Press.
- Stanton, Timothy K., Jr. Dwight E. Giles, and Nadinne I Cruz (Eds.). 1999. *Service-Learning: A Movement's Pioneers Reflect on its Origins, Practice, and Future*. San Francisco: Jossey-Bass.
- Yosso, T. J. (2005). Whose Culture has Capital? A Critical Race Theory Discussion of Community Cultural Wealth. In *Race Ethnicity and Education*. 8(1). 69-91.
- Weiss, Penny A., and Marilyn Marilyn Friedman (Eds.). 1995. *Feminism and Community*. Philadelphia: Temple University Press.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

**Minimum
Student
Material***

Students will need notebooks, required texts, access to a computer for printing and Internet access.

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

**Minimum College
Facilities***

Smart classroom with space for breakout groups.

VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific

material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

1. **Introductions.** Introduce the class and review syllabus. Discuss purpose of community-based projects. Introduce professor and students, including service learning interests. Discussion of sites and selection of individual and group projects. Divide into teams. Community partners to discuss proposed sites.

2. **Training Session.** History of Community Service Learning. What to expect from elementary and alternative education sites. Process of getting into a public school site. Protocol for working with community agencies. Review of forms (contract with site, weekly evaluation, etc.). Final selection of agency. Select contact person for each team.

3. **Cultural Workers and the Significance of Paulo Freire.** What is our role, as cultural workers, in the community? How can we be transformative activists? How can we be positive role models? What is the role of the university in responding to community issues? How would you respond to particular ethical situations?

4. **Models of Community Service Learning.** Discussion of Charity, Project Reform and Social Change models of community-based learning. What are some of the critical issues facing our local communities? What are assets from the community? What are needs of the local community?

5. **Community Organizations.** What are the histories of local community organizations? How have community organizations impacted civil society, both positively and negatively? What methods do they follow? What is the purpose of the organization/agency you have chosen to work with?

6. **Empowerment and Social Change.** What are lessons from Cesar Chavez and Dolores Huerta on service? How can schools sites and community organizations become sources of empowerment? How is multiculturalism linked to social justice? What are the important, contemporary community struggles in Southern California?

7. Conclusions and Reflections. Conclusions from readings. Reflections from our experiences in the community. What have you gained from your community service? How has the community benefited from our class projects? How does civic participation contribute to life-long learning? Proposed recommendations for the future. Where do we go from here?

VIII. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*

This course is a participatory-action course. Students will primarily learn about community service learning and civic engagement through empowerment and social action. Our goal is to access community needs, discuss them, analyze them, and act on those needs. This is not a top-down approach. In other words, we are engaging in a process of consciousness, analysis, and action. Everyone is required to work closely with a community agency or school site and volunteer about 30 to 40 hours on a specific project. Using a Freirian approach to teaching, we will discuss issues collectively through dialogue and participate in a number of group exercises. The primary purpose of the course is to work in the community through praxis, linking participation with theory.

A variety of instructional methods will be used to support student achievement of the course outcomes. These methods include:

1. Lecture/discussion and small group discussion. Students are expected to attend class regularly, and to be prepared to discuss the assigned readings and course topics in large and small groups, and how these relate to their civic engagement.

2. Group Presentations. Students will contribute to the course with classroom group presentations.
3. Online activities. Students will contribute to the course with online activities and discussion board.
4. LMS (Blackboard). If a LMS is used, student will be expected to check the site regularly, contribute to online discussions, get course information and submit course work through the site.
5. Guest speakers.

IX. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*

1. Essay Exam (mid-term and final) that demonstrates the students' ability to understand the required course reading, synthesize and apply to service learning/civic engagement experience.
2. Community-based service learning hours with an approved site linking field experience with the course.
3. Fieldnotes/journals on civic engagement.
4. Instructor assessment of participation in classroom discussions based on the assigned readings and course content.

Describe the meaningful writing assignments to be included.*

Students will submit a rough draft of their Service Learning paper and journals for instructor feedback. Student will submit final draft.

Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*

Evaluation of Student Assessment	Expected Outcomes – Course Outcomes						
	1	2	3	4	5	6	7
1.	X		X		X		X
2.		X		X		X	X
3.		X			X		
4.	X		X	X		X	

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

These are the SLOs for the selected GE subarea(s):

1a) Write effectively for various audiences.

4a) Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).

4b) Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

4c) Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life

Evaluation of Student Assessment	GE Learning Outcomes E						
	1a	4a	4b	4c			
1.	X		X	X			
2.	X	X		X			
3.		X		X			
4.			X	X			