Checklist for Course Proposals for GE, Civic Learning

Does the course proposal specify how the course will meet Upper Division GE civic learning outcomes?
Upper Division, GE, civic learning outcomes specify that upon completion of the course students will be able to:

1. Demonstrate understanding of the connection between academic learning/ disciplinary knowledge and civic participation.
2. Demonstrate understanding of their impact on their respective physical, social and cultural environments and how such environments impact them.
3. Demonstrate knowledge of ways to make change in local and global communities.
4. Demonstrate the ability to collaborate in order to develop and implement an approach to a civic issue.

Does the course have a civic learning or community engagement component?
Students can meet these outcomes if the course contains either a civic learning or community engagement component. The GE Policy differentiates between civic learning and community engagement as follows:

*In practice, Civic Learning includes learning experiences outside the classroom – but not necessarily off campus – that places disciplinary knowledge in a civic context and that links course content with civic participation or community service experiences.*

*In comparison, Community Engagement refers to academic service learning activities in local, regional/state, national and global communities beyond the Cal State L.A. campus.*

What do civic learning and community engagement components look like?
**PROJECT-BASED:** For community engagement (service learning) it is best to place students at one or two agencies rather than multiple agencies. Whether the course will be an on campus civic learning course or an off campus community engagement course, the most straightforward approach is for students to carry out projects that that focus on, or answer the questions of, why and how the discipline matters for society.

To do that students should have the opportunity to complete assignments and activities that give them practice using disciplinary methods for social justice and the public good.

Students can conduct research using disciplinary methods to:

**GENERATE EVIDENCE** that they can use to raise awareness about societal issues (This works well for on campus projects. See “disseminate” below).

or

**BENEFIT SPECIFIC PARTNERS**—on campus for civic learning or off campus for community engagement (service learning). Students create a product or perform service for a community partner.
**DISSEMINATE** the results of research or evidence generated from research in order to work toward social justice and contribute to the public good

- For on campus civic learning: faculty have held forums, or exhibits, or public performances to benefit the campus community or specific campus partners
- For off campus community engagement (service learning): faculty have shared the results of their research with specific community organizations.
  - Cal State LA students make presentations at schools or senior centers
  - Students provide staffing for community events at community organizations
  - Students create products for community organizations: garden beds/boxes; apps; policy briefs; workshops based on services community partners provide to their clients
  - Students carry out research for community partners: surveys.

**REFLECT:** students should have multiple opportunities to reflect about using the knowledge and skills they gain to collaborate with others to contribute to social justice and the public good. Give students multiple reflection activities throughout the semester: Moodle writing prompts and forums, in-class discussions. An end-of-semester prompt might look something like:

> I have a responsibility and a commitment to use the knowledge and skills I have gained in this class to collaborate with others, to help address issues in society, to contribute to social justice and the public good.

Please indicate the extent to which you agree or disagree with this statement by circling the appropriate number.

Strongly Disagree Agree

1 2 3 4 5 6

Considering the civic learning project in this class, explain in 1 – 2 typewritten pages the ways in which you agree or disagree with this statement and provide personal examples when relevant.