



CSU Monterey Bay

Service Learning Outcomes: Lower Division

All lower division service learning courses will integrate and fulfill both the Lower Division SL Outcomes and the outcomes from one of the A-E GE areas. Lower Division SL courses will be either 5 or 6 units, depending on the unit value of the area A-E course. Service learning courses must demonstrate a clear linkage between the planned service activities and the course learning outcomes. In order for a course to receive an “S” designation, it must:

- Involve students in **service activities** or projects with **external communities** that are **responsive to community-identified needs**;
- Require students to **integrate the learning** derived from service with course learning outcomes **through critical reflection** exercises, discussion, written, oral or media presentations; and,
- Provide students an opportunity for consistent engagement in the community for a minimum of **30 hours** over the duration of the semester, **focused on the learning outcomes** below.

1. Self and Social Awareness

Students develop an understanding of the social, cultural and civic aspects of their personal identities.

- Define and describe the concepts of individual social and cultural group identities and the concepts of social privilege and marginalization.
- Demonstrate critical self-reflection of their own assumptions, values, and stereotypes, and recognize the relative privilege and marginalization of their identities.

2. Service and Social Responsibility

Students develop an understanding of social responsibility and the connections between short-term community service and greater long-term societal well-being.

- Articulate the relationship between individual, group, community and societal well-being.
- Identify individual actions that contribute to short-term well-being and/or greater long-term societal well-being.

3. Community & Social Justice

Students develop an understanding of how the actions of individuals and social systems foster both equity and inequity in communities and society.

- Explore the demographics, socio-cultural dynamics and assets of a specific local community through a social justice framework.
- Examine a community issue(s) in the context of systemic inequity, discrimination and social injustice.

4. Multicultural Community Building/Civic Engagement

Students learn from and work responsively and inclusively with diverse individuals, groups and organizations to build more just, equitable, and sustainable communities.

- Demonstrate intercultural communication skills, reciprocity and responsiveness in service work with community.
- Enter, participate in, and exit a community in ways that are sensitive to systemic injustice.
- Identify and develop personal and institutional strategies, policies and practices that work towards creating greater equity and social justice in communities.



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Service Learning Outcomes: Upper Division

Service learning courses must demonstrate a clear linkage between the planned service activities and the course learning outcomes. In order for a course to receive an “S” designation, it must:

- Involve students in **service activities** or projects with **external communities** that are **responsive to community-identified needs**;
- Require students to **integrate the learning** derived from service with course learning outcomes **through critical reflection** exercises, discussion, written, oral or media presentations; and,
- Provide students an opportunity for consistent engagement with the community for a minimum of **30 hours** during the semester, **focused on the learning outcomes** below.

1. Self and Social Awareness

Students deepen their understanding and analysis of the social, cultural and civic aspects of their personal and professional identities.

- Define, describe, analyze and integrate the concepts of individual social and cultural group identities and the concepts of social privilege and marginalization.
- Demonstrate critical analysis of their own assumptions, values, and stereotypes, and evaluate the relative privilege and marginalization of their identities.

2. Service and Social Responsibility

Students deepen their understanding of the social responsibility of professionals in their field or discipline, and analyze how their professional activities and knowledge can contribute to greater long-term societal well-being.

- Articulate the relationship between individual, group, community and societal well-being.
- Analyze how individual and professional actions contribute to short-term well-being and/or greater long-term societal well-being.
- Develop a critical understanding of ethical behavior in the context of their profession or discipline with regard to issues of societal well-being.

3. Community & Social Justice

Students evaluate how the actions of professionals and institutions in their field or discipline foster both equity and inequity in communities and society.

- Examine the demographics, socio-cultural dynamics and assets of a specific community through a social justice framework.
- Analyze a community issue(s) in the context of systemic inequity, discrimination and social injustice.

4. Multicultural Community Building/Civic Engagement

Students learn from and work responsively and inclusively with diverse individuals, groups and organizations to build more just, equitable, and sustainable communities

- Demonstrate intercultural communication skills, reciprocity and responsiveness in service work with community.
- Enter, participate in, and exit a community in ways that are sensitive to systemic injustice.
- Develop and implement personal, professional and institutional strategies, policies and/or practices that work towards creating greater equity and social justice in communities.