Curriculum Change Form
**(Present only one proposed curriculum change per form)**
*(Complete only the section(s) applicable.)*

**Part I**

| (Check one) | Department Name | School of Justice Studies |
|---|---|---|
| X   New Course (Parts II, IV) | College | College of Justice and Safety |
| Course Revision (Parts II, IV) | *Course Prefix & Number | SJS 450S* |
| "S"   Hybrid Course ("S," "W") | *Course Title (30 character limit) | Learning through Civic Engagement |
| New Minor (Part III) | *Program Title | Social Justice Studies |
| Program Suspension (Part III) | | |
| Program Revision (Part III) | *Provide only the information relevant to the proposal. | If Certificate, indicate Long-Term (University) or Short-Term (Departmental) |

| Proposal Approved by: | Date | | Date |
|---|---|---|---|
| Departmental Committee | 9/11/2012 | Council on Academic Affairs | 10/17/2013 |
| College Curriculum Committee | 06/03/2013 | Faculty Senate** | N/A |
| General Education Committee* | N/A | Board of Regents** | N/A |
| Teacher Education Committee* | N/A | EFFECTIVE ACADEMIC TERM*** | Spring 2014 |
| Graduate Council* | _N/A_____ | | |

 *If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1.  Specific action requested:**  (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

To add SJS 450S Learning through Civic Engagement, as a core course in the Social Justice Studies program.

**A. 2.  Proposed Effective Academic Term:** (Example: Fall 2012)  Spring 2014

**A. 3.  Effective date of suspended programs for currently enrolled students:** (if applicable)

**B.  The justification for this action:** Course is one of six core courses in the major. It represents a senior level course designed to help students sharpen the competencies needed for working with others on efforts to resolve identified social problems.

**C.  The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:  None**

**Operating Expenses Impact:  None**

**Equipment/Physical Facility Needs:  None**

**Library Resources:  None**

**Part II. Recording Data for New, Revised, or Dropped Course**
(For a **new required course,** complete a separate request for the appropriate program revisions.)

| |
|---|
| 1. For a new course, provide the catalog text.<br>2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and <u>underlines</u> for additions.<br>3. For a dropped course, provide the current catalog text. |
| <div align="center">New or Revised* Catalog Text<br>(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</div><br><u>**SJS 450S: Learning through Civic Engagement. (3)** A. Prerequisites: sophomore standing, SJS 101, and SJS 250S. Working collaboratively with faculty, peers, and/or community representatives, students will analyze a social problem. They will enhance competencies essential to the helping, advocacy, community organization and activist roles necessary for social change. Students will prepare written and oral presentations that reflect their understanding of justice, conflict, and social change.</u> |

**Part III. Recording Data for Revised or Suspended Program**

| |
|---|
| 1. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions.<br>2. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension. |
| <div align="center">Revised* Program Text<br>(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)</div><br><br><br> |

**Part IV. Recording Data for New or Revised Course** (Record only **new or changed** course information.)

| Course prefix (3 letters) | Course Number (3 Digits) | Effective Academic Term (Example: Fall 2012) | College/Division: | | Dept. (4 letters)* |
|---|---|---|---|---|---|
| SJS | 450S | Spring 2014 | AS ___  HS ___<br>BT ___  JS X<br>ED ___  UP ___ | | CRJU |

| Credit Hrs. | Weekly Contact Hrs. | Repeatable Maximum No. of Hrs. ___ |
|---|---|---|
| 3 | Lecture 3    Laboratory ___    Other ___ | Cip Code (first two digits only) 30 |

| Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) |
|---|---|---|---|
| 1 | 3 | N | |
| B | 3 | | FR ___          JR ___ |
| T | 3 | | SO X          SR ___ |
| W | 3 | Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u> | |
| | | Thesis ___ | |
| | | Internship ___ | |
| | | Independent Study ___ | |
| | | Practicum ___ | |

| <div align="center">**CoRequisites and Prerequisites**   **\*\*See definitions on following page\*\***</div> |
|---|
| **Co-Requisite(s):**    (List only co-requisites. See below for prerequisites and combinations.) |

| | |
|---|---|
| Course Prefix and No. | |
| Course Prefix and No. | |

**Prerequisite(s)**: (List prerequisites only.   List combinations below.  Use **"and"** and **"or"** literally.)   (Specific minimum grade requirements should be placed in ( ) following courses.  Default grade is D⁻.)

| | |
|---|---|
| Course Prefix and No. | SJS 101 and SJS 250S |
| Course Prefix and No. | |
| Test Scores | |
| Minimum GPA (when a course grouping or student cumulative GPA is required) | |

**Co-requisite(s) and/or Prerequisite(s) Combination** (Use **"and"** and **"or"** literally.)  (Specific minimum grade requirements should be placed in ( ) following courses.  Default grade is D-.)

| | |
|---|---|
| Course Prefix and No. | |
| Test Scores | |
| Minimum  GPA (when a course grouping or student cumulative GPA is required) | |

**Equivalent Course(s):**   (credit will not be awarded for both…; or formerly…)

| | |
|---|---|
| Course Prefix and No. | |
| Course Prefix and No. | |
| Course Prefix and No. | |

Proposed General Education Element:  Please mark (**X**) in the appropriate Element or Elements

| Element 1 (9) | Element 2 (3) | Element 3 (6) | Element 4 (6) | Element 5 (6) | Element 6 (6) | Wellness |
|---|---|---|---|---|---|---|
| 1A (3) | 2 (3) | 3A (3) | 4(6) | 5A (3) | 6 (6) | |
| 1B (3) | | 3B (3) | | 5B (3) | | |
| 1C (3) | | *or* 3A/B Integrated A&H(6) | | | | |

**SJS 450S:  Learning through Civic Engagement**
**3 Credit Hours                    CRN:  _____**

**Spring 2014**

**INSTRUCTOR (TBA)**

**CATALOG DESCRIPTION**
**SJS 450S: Learning through Civic Engagement. (3)** Working collaboratively with faculty, peers, and/or community representatives, students will analyze a social problem.  They will enhance competencies essential to the helping, advocacy, community organizing, and activist roles necessary for social change.  Students will prepare written and oral presentations that reflect their understanding of justice, conflict, and social change.
*Pre-requirements for this class include sophomore standing and SJS 101 and SJS 250S*

**COURSE DESCRIPTION**
In this capstone course, students will continue to critique and apply key social justice concepts.  Working collaboratively with faculty, peers, and community partners, students will use what they have learned in their degree program to develop, implement, and evaluate a plan to address a social problem.  They will enhance competencies essential to the helping, advocacy, activist, and community organizing roles necessary for social change.  Students will prepare written and oral presentations about their experiences that reflect their understanding of justice, conflict, and social change.


*Note: This course meets the University ACCT requirement.*

**STUDENT LEARNING OUTCOMES**
Upon completion of this course, students will be able to:

1.  Demonstrate, through writing and discussion, their ability to critically analyze social justice issues.

2.      Evaluate and synthesize diverse perspectives on a specific social problem.
3.      Describe and apply the roles and competencies necessary for engaging in social change.
4.      Develop collaborative and sustainable relationships with community partners relevant to a particular social problem.
5.      Apply what they have learned in their degree program about social justice concepts and social movement strategies to develop a movement action plan that addresses a social problem.
6.      Implement an activity that supports the movement action plan.
7.      Evaluate the process and outcomes of the activity.
8.      Demonstrate oral communication skills through reflective discussions, interactions with community partners, and project presentations.
9.      Demonstrate written communication skills through personal reflections and academic writing.
10.      Assess their capacity for and likelihood of continued civic engagement.

**COURSE TEXTS**
Moyer, B., McAllister, J., Finley, M. L., & Soifer, S. (2003). Doing democracy: The MAP democracy for organizing social movements.

Selected articles will be posted on the course Blackboard site.


Independent reading for course projects.


**COURSE COMMUNICATION**
Any correspondence will be sent via your EKU email address. Please ensure that your email is operational at all times. I will not be using personal email addresses.

**COURSE FORMAT**
The course will be delivered via bi-weekly meetings which will consist of small group activities, large group discussions

generated from assigned readings, and presentations from students and guest speakers.  Alternate class times times will be spent engaging in service activities with community partners.

**CLASSROOM ETIQUETTE**
The best learning occurs in an environment that is free of distractions and that promotes open and respectful dialogue.  To limit distractions, I am requesting that you be on time to class, limit side talk with peers, and leave your electronic devices in your book bag/purse/pocket.

To ensure that all students feel safe to ask questions and comment on the issue at hand, I am requesting that each of us listen to and respect the opinions of others.  In a course of this nature there are bound to be differences of opinion.  These differences contribute to a healthy academic environment, and I encourage you to engage in the kind of discourse that allows us to reflect on our own experiences and learn from those of others.

**COURSE REQUIREMENTS**

1. **Attendance/Participation (100 points):**  Class time will involve large group discussion, small group activities, and group meetings about the course project.  Thus, students are expected to come to class having read the assigned material, completed  project tasks, and prepared to participate.  Recognizing that "life happens" you can miss two class periods/meetings before absences begin to affect your grade.  I suggest that you reserve these classes for illness, family emergencies, doctors' appointments, job interviews, etc.   Attendance will be taken at the beginning of each class period and meeting minutes will maintained to track your attendance at project meetings.  Your final attendance score will be based on the percentage of classes/meetings you attended out of the total number of classes/meetings held.  If you miss a class or meeting, it is your responsibility to get any materials and notes.  After securing and reviewing the materials, please feel free to visit during my office hours to get clarification on anything that you do not fully understand.

2. **Reflective Writing Journals (300 points):**  Students will maintain a journal throughout the semester that includes at least only weekly entry related to course reading assignments, lectures, class discussions, and service activities.  Please purchase a composition notebook and bring it with you to each class.  (Please, no spiral notebooks or binders)  These journals are designed to encourage you to stay current with your reading assignments, enhance your writing skills, think critically about the concepts and theories relevant to social justice, and reflect on your service learning experiences.  Your last journal entry (#12) will describe what the concept of "social justice" means to you, reflect on the service activities in which you have participated since beginning your degree, and assess your interest and capacity for sustained civic engagement.  Your journals will be collected on three occasions throughout the semester.  Each time your journal is collected you will receive a grade based on completeness, clarity and depth, intellectual engagement with key concepts, personal response to key concepts, and writing style.  Please see the attached instructions and grading rubric for further detail.

3. **Capstone Project (400 points):**  In this course, students will have the opportunity to apply what they have learned throughout their degree program to a capstone project designed to address an important social justice issue.  Students can choose to work independently or with a group of their peers.  All projects must include collaboration with a community partner.  The project will include 4 major products (see below). The early part of the semester will be devoted to developing a project proposal.  The remainder of the semester will involve collaborating with peers and community partners to develop a Movement Action Plan and conduct a service activity that supports the plan.

   a. **Project proposal (100 points)**:  During the early part of the semester, students will identify the social justice issue that they would like to address.  They can build on work done for previous courses or start anew.   They will develop a project proposal that includes a detailed statement of the problem, a list of key stakeholders (individuals, organizations, community groups) and description of how they are impacted by the social problem, names and contact information for potential community partners, and a preliminary proposal that includes an overview of a broader social movement designed to address the problem over the long-term and a specific activity to be completed during the semester in support of that movement.  The scope of their project activity needs to reflect the limited timeframe they have available.  Each student/group will present their proposal to their peers and community partners, and make enhancements to their proposal based on feedback received.

   b. **Project log (50 points)**:  These logs will include meeting minutes, documentation of community contact hours, and bi-weekly status reports that include activities/tasks completed (and any supporting documentation), evaluation of progress, action steps, and any questions of your instructor.

c.  **Project paper (150 points):** Students/Groups will submit a comprehensive project paper that includes 1) a statement of the problem 2) a literature review 3) the Movement Action Plan 4) a status report on tasks/activities completed, and 5) an evaluation of the process and outcomes of the project.

d.  **Project poster session (100 points):** During finals' week, students will participate in a poster session to present their work to peers, faculty, and community partners.

*More detailed instructions about the course project and associated products will be distributed during the first class session.*

**COURSE GRADES**
There are 800 total points possible.  Final course grades will be based on points earned where:

A = 720 or above
B = 640-719
C = 560-639
D = 480-559
F = Below

A mid-term status report will be provided to students. Grades assigned will reflect the percentage of points earned as of mid-term and will correspond with the above grading scale.

**STUDENT PROGRESS**
Students will be notified of their progress in the course prior to the midterm date.

**SPRING 2013 DATES**
Classes begin January 9 and end May 5, 2014

Add/Drop Date: January 16, 2014
Withdraw Date for 75% refund: January 22, 2014
Withdraw Date for 50% refund: January 29, 2014
Withdraw Date for 25% refund: February 5, 2014 and no fee

**CHEATING AND PLAGIARISM**
Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars.

The University expects that students will honor and that faculty will honor and enforce these principles which contribute to a foundation upon which a quality education can be built. With these premises the University affirms that it will not tolerate academic dishonesty. This includes, but is not limited to, plagiarism and cheating.

**Plagiarism** is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgement of the source. All quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also includes presenting material which was composed or revised by any person other than the student who submits it as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files).
  **Cheating** includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations or in-class work, it includes receiving information from others and referring to unauthorized notes or other written information. In addition, copying from others during examinations or in the preparation of homework assignments, is a form of cheating.

Computers should not be used to acquire information in conflict with academic honesty policy. Furthermore, the Code of Ethics for Computing and Communications make it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others. (Taken from the Eastern Kentucky University Student

**ACADEMIC ACCOMMODATIONS POLICY**

 *A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.*

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

**Tentative Course Schedule (subject to change at instructor's discretion)**

| Date | Topic(s) | Reading | Homework/ Exams |
|---|---|---|---|
| Week 1 | Introduction to Course Description of Course Project Brainstorming session | Case study (TBA) | |
| Week 2 | Movement Action Plan (Overview and Stage 1) Group work | Moyer et al., Chapters 1 & 2 | Journal entry 1 |
| Week 3 | Proposal presentations and Peer Feedback | | Journal entry 2 Written proposal and presentation due |
| Week 4 | Project field work | | Journal entry 3 |
| Week 5 | Student status reports | Case study (TBA) | Journal entry 4 Project log |
| Week 6 | Project field work | | **Journal Due** Journal entry 5 |
| Week 7 | MAP Stages 2 and 3 Student status reports | Moyer et al., Chapters 3 & 4 | Journal entry 6 Project log |
| Week 8 | Project field work | | Journal entry 7 Written proposal and presentation due |
| Week 9 | Spring Break | | |
| Week 10 | Student status reports | Case study (TBA) | Journal entry 8 Project log |
| Week 11 | Project field work | | **Journal Due** Journal entry 9 |
| Week 12 | MAP Stages 4-6 Student status reports | Moyer et al., Chapters 5-7 | Journal entry 10 Project log |
| Week 13 | Project field work | | Journal entry 11 |
| Week 14 | MAP Stages 7 and 8 Student status reports | Moyer et al., Chapters 8 and 9 | Journal entry 12 Project log |
| Week 15 | Project field work | | **Journal due** |
| Week 16 | Peer feedback sessions | | **Final paper due** |
| Finals Week | Poster presentations | | |