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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CSU Monterey Bay
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.

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