



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Table with columns: College/School, Prefix, IAS, Number, 294, Title, Department, School of Humanities, Arts & Cultural Studies, Innovation Challenge, Service Learning, and Leadership, Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course
Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials (Required)

Course description:

This course integrates academic coursework with lessons in leadership, community engagement, and service learning in order to cultivate a student's civic mindedness, knowledge, and sensibility to issues of social justice and community engagement. Students will develop solutions to real-life challenges and participate in implementing a community-based service learning project.

Requested designation:

Mandatory Review: No

Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:



ARIZONA STATE UNIVERSITY

karla.murphy@asu

Name Karla Murphy E-mail .edu Phone (602)543-9836

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Louis G. Mendoza Date: 3/16/2016

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Please see course description on syllabus; also descriptions of two service-learning projects: Innocence Reclaimed and Kickstart the Arts. These projects not only contribute to an understanding of cultural diversity, they provide instances for student participation.
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	

ASU--[C] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.</p> <p>. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.</p> <p>**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.</p>	<p>Please see course description and reading schedule.</p>
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Course Prefix	Number	Title	General Studies Designation
IAS	294	Innovation Challenge, Service Learning, and Leadership	Cultural Diversity in the United States [C]

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example -See 2b. Compares 2 U.S. cultures	Example -Compares Latino & African American Music	Example -See Syllabus Pg. 5
Course contributes to an understanding of cultural diversity in contemporary U.S. society.	The current events and community-based issues on which this course is based offer students a robust experience in studying the “complex interplay of many different cultures.” In fact, the course exists due to the experiences of diverse as well as marginalized groups; race, ethnicity, and language notwithstanding. For instance, student-led initiatives have addressed culturally diverse issues such as child abuse and neglect, the decrease in funding the arts in education, connections between personal hygiene, illness, and absences from school, and getting kids to read.	See course description in syllabus (C1). In addition, please note the two sample project summaries (Bringing Service and Learning Together) on (1) child abuse and (2) engaging young people in the Arts. These projects (C1) demonstrate how the course provides students with hands-on ways to experience perspectives and form connections between their academic learning and current issues concerning broader cultural concerns and minority groups in the U.S.
Course is primarily a study of the social, economic, political . . . dimensions of relations between and among . . . minority groups in the US.	The course is open to just about any current community-based issue and/or concern and exists in order that students learn greater understanding and respect for one another.	Readings, guest lecturers, films, activities, and assignments work together to provide students with ample opportunities to study as well as act on activities that promote awareness and appreciation of cultural difference. These efforts culminate in a student-led service learning project. See C2.

IAS 294: Innovation Challenge, Service Learning, and Leadership
Arizona State University
Spring 2016

(Permanent course request submitted as NEW 200 Innovation Challenge, Service Learning, and Leadership)

Course Instructors

[Dr. Karla Murphy](#)

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Email: Karla.Murphy@asu.edu

[Dr. Anne Suzuki](#)

Assistant Dean Enrollment Services
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Catalog Description

This course integrates academic coursework with lessons in leadership, community engagement, and service learning in order to cultivate a student's civic mindedness, knowledge, and sensibility to issues of social justice and community engagement. Students will develop solutions to real-life challenges and participate in implementing a community-based service learning project. Applying multi-cultural engagement and interdisciplinary knowledge and critical thinking skills to civic responsibility, the course provides students with skills and knowledge applicable to the mission and goals of ASU and the New College.

Course Description

This course is a study in integrating academic coursework with community engagement. It combines student initiated Innovation Challenge project ideas, classroom learning, service learning, and lessons in leadership in order to enhance students' understanding of social justice issues and their sense of civic responsibility to community-based needs. Students will attend lectures, workshops, complete readings, participate in discussions, submit written reflection assignments, and spend time working with classroom, university, and community partners. In lieu of a final exam, students will work in groups to plan, prepare, and reflect upon the implementation of a community based service learning project. The community students work with will be seen as a "living text" that provides students with "real life" experiences, complementing classroom activities and experiences. In so far as IAS 294 contributes to understanding civic responsibility and promoting social justice, the course provides students with skills and knowledge applicable to the mission and goals of ASU and the New College.

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Course Objectives

IAS 294 has the following objectives:

- To enhance student appreciation for incorporating civic responsibility into academic learning and future career planning (i.e. to enhance local impact and social embeddedness)
- To assist students in gaining a broader understanding of social justice and community engagement
- To encourage students to evaluate the needs of community organizations and participants as a way to build and strengthen mutually beneficial relationships
- To develop a student's personal recognition and commitment to service learning, social justice, and community engagement
- To learn project planning, communication skills, and collaboration skills in the creation and implementation of (the) 2016 New College Service Learning event(s).

Learning Outcomes

Students in IAS 294 will achieve the following outcomes:

- Cultivate civic mindedness, knowledge, and sensibility to issues of social justice and community engagement concerns
- Develop solutions to real-life challenges (EX - increasing awareness of child abuse among ASU students and involving these students in efforts of outreach and service)
- Apply multi-cultural engagement and interdisciplinary knowledge and critical thinking skills to civic responsibility, academic learning, and social justice
- Demonstrate critical self-reflection of community based issues through the development and planning of a service learning project

Required and Suggested Materials and Resources

Braun, Adam. "The Biggest Non-Profit Mistake of All Time." *Time*. Time.com. 19 March 2014.

Retrieved from: <http://time.com/24126/the-biggest-non-profit-scandal-of-all-time/>

Butin, Dan W. "The Limits of Service-Learning in Higher Education." *The Review of Higher Education*. 29.4 (Summer 2006): 473-498. PDF

Checkoway, Barry. "Combining Service and Learning on Campus and in the Community." *Phi Delta Kappan* 77 (May 1996), 600-606. PDF

Davis, Adam. "What We Don't Talk About When We Don't Talk About Service." *The Civically Engaged Reader*, eds. Adam Davis and E. Lynn. (2006). Retrieved from:

http://civicreflection.org/images/external_resources/What_We_Dont_Talk_About_When_We_Dont_Talk_About_Service.pdf

Eby, John. "Why Service-Learning Is Bad" (1998). Retrieved from:

http://servicelearning.duke.edu/uploads/media_items/whyslbad.original.pdf

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- Felten, Peter, and Patti H. Clayton. "Service Learning." *New Directions for Teaching and Learning*. Winter (2011): 75–84. *Ohiolink*. Web
- Films for the Humanities & Sciences. *Minds in the Water*. Green Planet Films, 2014. [Streaming Video](#).
- Goldsmith, Rick, and Abby Ginzberg, prod. *Everyday Heroes*. Never Tire Productions, 2003. [DVD](#).
- Gould, Jonathan, ed. *Guardian of Democracy: The Civic Mission of Schools*. The Carnegie Corporation of New York and the Center for Information and Research on Civic Learning and Engagement. (2003). Retrieved from: <http://civicmission.s3.amazonaws.com/118/f0/5/171/1/Guardian-of-Democracy-report.pdf>
- Harward, Donald. "Engaged Learning and the Core Purposes of Liberal Education." *Liberal Education*. Association of American College & Universities. 93:1: (Winter 2007). Retrieved from: <http://www.aacu.org/publications-research/periodicals/engaged-learning-and-core-purposes-liberal-education>
- Lebovits, Alison. "Changing the World Begins with...". TED Talk. Retrieved from: <https://www.youtube.com/watch?v=hfVgIsgZWLC>
- Raill, Stephanie and Elizabeth Hollander. "How Campuses Can Create Engaged Citizens: The Student View." *Journal of College & Character*. 7:1 (January 2006). 1 – 7. PDF
- Saltmarsh, John. "The Civic Promise of Service Learning." *Liberal Education* 91:5 (Spring 2005): 50 – 55. Print.

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Course Format

The course implements lecture, discussion, group work, and service work.

New College Policies

Attendance and Participation

Attendance and participation are essential elements to a student's success in this course. Attendance is expected and required. Missing class means missing the opportunity to submit work. After 4 absences, your FINAL grade will be dropped one letter grade. If you do have to miss a class, you will need to provide documentation for the absence. Tardiness will not be tolerated, and will result in losing participation points. All class members are expected to participate in class discussions.

Observance of Religious Holidays

Students have a right to expect that ASU will reasonably accommodate religious observances, practices and beliefs. Students who notify faculty at the beginning of the semester about the needs to be absent from class due to religious observations will be permitted a reasonable amount of time, rescheduling, and flexibility to make up

materials and activities covered in class. Please refer to [ACD 304-04: "Accommodations for Religious Practices"](#) for more information.

Missed Classes Due to University-Sanctioned Activities

Students who participate in university-sanctioned activities that require classes to be missed should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Please refer to [ACD 301-02 "Missed Classes Due to University-Sanctioned Activities"](#) for more information.

Late or Missed Assignments

Late work will not be accepted. Due dates will be posted and strictly followed.

Extensions are allowed in rare instances. If you are having difficulty with an assignment, contact your instructor(s) so that we can work on ideas for your assignment together. If an emergency occurs, contact your instructor(s) as soon as possible.

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted via Blackboard. Each assignment will have a designated link for submission.

Drop and Add dates

If you feel it is necessary to withdraw from the course, please see <http://students.asu.edu/drop-add> for full details on the types of withdrawals that are available and their procedures. This option is not available for students enrolled in the Summer Bridge program.

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Academic Integrity

ASU expects and requires all students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy & appeal procedures, please visit <http://provost.asu.edu/academicintegrity>.

Student Conduct Statement

To promote a campus environment that is safe and conducive to conducting university-related activities, students are required to adhere to standards listed in the *Student Services Manual*. Please refer to [SSM 104-02: "Handling Disruptive, Threatening, or Violent Individuals on Campus"](#) and [SSM 201-10: "Instructor Withdrawal of a Student for Disruptive Classroom Behavior"](#) for more information.

Syllabus Disclaimer

The instructor(s) views the course syllabus as an educational contract between the instructor (s) and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor(s) reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your ASU email and the course site Announcements often.

Technical Support Contact Information

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500

Email: helpdesk@asu.edu

Web: <http://help.asu.edu/>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Students who wish to request accommodation for a disability should contact the Disability Resource Center (DRC) for their campus. <https://eoss.asu.edu/drc>

Course Content

All course content, including lectures, are copyrighted material and students may not sell notes taken during the conduct of the course (see ACD 304-06: "Commercial Note Taking Services" for more information).

Course Grading and Assignments

The assignments below have been designed to encourage an active learning environment, and structured academic reflection of your service experiences outside the classroom. Just as our discussion in class allows for multiple perspectives, so too will the evaluation process; your grade in the course will be determined by the following assignments:

1. Declaration of Goals and End of Course Self-Evaluation (10%)

Many researchers contend that upwards of 90% of successful people set goals. To that end, what are your goals for this course? How do you see it fitting it into your major or life goals? The Declaration of Goals assignment is a 5 question survey that asks you to think about where you want to go in the course. The advantages of setting goals early in the course include engaging you more firmly in a course of action, improving your overall commitment, and increasing your own pride and satisfaction in participating in a community-based service. The Self-Reflection questionnaire that closes the course asks that you reflect and respond to those initial goals as well as your actual work in the course.

2. Reading Journal (33.3%)

When it comes to learning, your instructors believe in the importance of reflection. To that end, a Reading Journal is a valuable asset. Your reading journal provides an opportunity for you to respond in writing to your experiences in the course. Whether you are writing about readings, your service learning project, and/or a combination thereof, this writing requires that you be able to think about, evaluate, and synthesize materials you are working with.

Ultimately, the goal of a reading journal is to respond in writing to course materials and class discussions with your own ideas, opinions, personal experiences, and/or observations. As you write in your journal, ask yourself questions such as: Has this reading helped me to understand the complexity of my undertaking? How has the material helped me to understand my own experiences? In what ways have my own experiences been established or contested by what we discussed in class? What can I take with me as I begin working on my own project? No matter how you respond, the key to a successful reading journal is to write frequently and in a timely manner; don't put it off. (10 250-word-entries)

3. Critical Reflections (20%)

Students will write three (3) critical reflection essays in the course. This is not a summary of a particular reading but a critical response to the materials based on analysis, reflection, and class discussion. These papers are to be dated, typed, and between 500 and 750 words.

4. Participation (16.7%)

The success of this course depends in large part on the engagement of the students involved in it. To that end, attendance and active participation are required elements of the course. The

Cultural Diversity in the United States [C]

use of cell phones during class will not be allowed; laptops and recording devices may be used for recording lectures over reading materials. No electronics will be permitted during open discussions. In addition to engaging in classroom activities, students will also participate in the Emerging Leaders Undergraduate Conference and the Innovation Challenge / Pitch at West event(s) where they will compete with other ASU students for financial support of their projects.

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5. Final Project (20%)

The course culminates with students presenting a service learning project that will be ready for implementation in the fall of 2015. This project will take shape in a series of steps and individual assignments including: the completion of a project overview proposal, a revision of that proposal, and a formal presentation to the Dean of New College

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Final Evaluation

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned. [See Grades and Grade Policies for more information.](#)

A	100 – 93	A-	92 – 90		
B+	89 – 87	B	86 – 83	B-	82 – 80
C+	79 – 77	C	76 – 73	C-	72 – 70
D+	69 – 67	D	66 – 63	D-	62 – 60
E	59 and below				

Summary of Assignments	Point Totals
Initial Goals and Self-Evaluation	15 points
Reading Journal (10 entries)	50 points
Critical Reflections (3 total)	30 points
Participation (Attendance + Conference + Pitch at West)	25 points
Final Project (Completed Project Proposal & Presentation to Dean)	30 points

Weekly Course Schedule

Week	Date	Day 1	Day 2	Homework
1	1/11 – 1/15	Syllabus & Introductions Innovation Challenge Initial Presentations	View Allison Lebovits TED Talk	Declaration of Goals
2	1/18 – 1/22	Discussion: “Service-Learning,” Change, and Making a Difference”	Read “Service-Learning” by Felton and Clayton “The Civic Promise of Service Learning” by Saltmarsh	Reflection Journal 1
3	1/25 – 1/29	Guest Lecture – Researching	Read “Why Service Learning is	Reflection Journal 2

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		the Local Scene by Dennis Isbell, Director of ASU's Fletcher Library	Bad" by Eby	
4	2/1 – 2-5	Guest Lecture – Past Innovation Challenge Winners: From 2014-15, Richard Morris and Jamie Parker	Read "What We Don't Talk About..." by Davis	Reflection Journal 3 Critical Reflection 1
5	2/8 – 2/12	Watch: <i>Everyday Heroes</i>	Read "The Civic Mission of Schools" by Gould	Reflection Journal 4
6	2/15 – 2/19	Event: Pitch on West	Read "Engaged Learning and the Core Purposes of Liberal Education" by Harward	Formal Presentation 1 Reflection Journal 5
7	2/22 – 2/26	Guest Lecture – Leadership: Drew Koch, Program Coordinator of Student Success	Participation in Emerging Leaders Conference	Reflection Journal 6
8	2/29 – 3/4	Discuss: Project Overview – Planning for Implementation	Work with Student Leaders on Project Overview & Event Planning Guide	Begin Project Overview Packet
9	3/7 – 3/11	Spring Break – No Classes	University Closed	
10	3/14 – 3/18	Guest Lecture – Event Planning: Lauren Griswold, Director of Marketing & Communication, New College	Read "Combining Service Learning on Campus ..." by Checkoway	Critical Reflection 2
11	3/21 – 3/25	Watch – <i>Minds in the Water</i>	Read "The Biggest Non-Profit Mistake..." by Braun	Reflection Journal 7
12	3/28 – 4/1	Guest Lecture – Budgets: Erika Yoshimura, Director of Fiscal Business Services, New College	Read "The Limits of Service-Learning" by Butin	Reflection Journal 8
13	4/4 – 4/8	Facilities on Campus & Club Creation: Chad Morgan, Director of Student Activities & Victoria Ritchie, Coordinator of Student Engagement	Read "How Campuses Can Create Engaged Citizens" by Raill and Hollander	Reflection Journal 9
14	4/11 – 4/15	Final Arrangements	Work on your presentations	Critical Reflection 3
15	4/18 – 4/22	Practice Presentations	Work on your presentations	Self-Evaluation Formal Presentation 2 and Project Overview

PROJECTS:

Bringing Service and Learning Together

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Bringing Service and Learning Together: Innocence Reclaimed

Arizona State University, Jamie Parker and Daiana Sharaf

In IAS 191, New College students Jamie Parker and Daiana Sharaf worked together on a project aimed to educate and inform people about the widespread occurrence of child abuse and neglect. Jamie and Daina believed the issue of child abuse and neglect was both significant and more prevalent than many people realized. Their research supported their hypothesis and revealed startling statistics like approximately “6 million children in the U.S. have been abused or neglected” and a report of child abuse is made every ten seconds. Reflecting on their research, Jamie and Daina identified several possible calls to action, but eventually narrowed their goals to two: educating ASU west students about the issue of child abuse and neglect, and providing assistance to a Boys and Girls Club facility in Peoria, AZ, that provides (directly and indirectly) services to children of neglect and abuse. The first goal was to educate students on the ASU-west campus about the issue of child abuse. The duality of their approach required very clear goals, a specific timeline, much time for reflection, as well as dedication to specific duties and responsibilities. In terms of the first goal – educating ASU-west students about the issue of child abuse and neglect, Jamie and Daiana used the National symbol of child abuse awareness – a blue and silver pinwheel – to create interest in their classmates as well as provide vital information. In a series of tabled events, a group of students provided materials for ASU students to use in making their own pinwheels. To ensure that the project educated ASU students about the issue at hand, statistics and other bits of information related to child abuse were included with those materials. The team also included a sign-up

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sheet on the days they tabled so that interested students could request more information about the issue as well as indicate their interest in signing up for membership in a student group designed around the issue. By the end of the spring semester in 2015, Jamie and Daiana had tabled two successful events, created a student organization, Innocence Reclaimed, and, in an effort to raise funds for their student organization, the group held a successful t-shirt campaign. Revisiting the issue in the fall of 2015, Innocence Reclaimed picked up where it left off and provided volunteering opportunities to nearly 40 student participants on 2 separate events at the Peoria, AZ Boys and Girls Club. Collectively, Parker and Sharaf's efforts provided over 300 volunteer hours to the organization. In addition, the group has created over 800 pinwheels to date.

Objective: Participants in the Innocence Reclaimed Challenge want to learn more about promoting awareness for child abuse.

Community Need: The Boys and Girls Club in Peoria, AZ has a need for assistance in activities that assist children in less than stellar situations.

Service Learning Strategy: Students engaged in the Innocence Reclaimed Challenge will table information booths on campus to enlist other student participants, host pinwheel making activities to raise awareness to child abuse, as well as provide the Boys and Girls Club in Peoria with assistance in two separate, on premise events

Bringing Service and Learning Together: Kickstart the Arts

Arizona State University, Marcie Kolacki and Richard Morris

In IAS 191, students Marcie Kolacki and Richard Morris collaborated and came up with an idea for the Innovation Challenge assignment that spoke to some of the problems facing young people currently enrolled in public schools. Using their own experience and respective majors to guide them, Marcie and Richard identified several big picture issues involved in public education, but narrowed their interest to just one: helping students in public schools experience activities associated with the arts. After finalizing the direction their project would take, Marcie and Richard began to research the issue in earnest. In this process, they discovered that some "50% of Arizona schools have no budget for curricular support, materials, or supplies for arts education." They also learned that the some "90% of all music students graduate from high school," while the only "4% of visual arts students drop out." After conducting this early bit of research, Marcie and Richard collaborated further, hoping to figure out something they could do with the limited resources available to them that would best make an impact on the students in question. Their initial decision was to create an event, Kickstart the Arts. This plan, they surmised, would put ASU students in positions where they could take different variations of the arts to selected schools in an effort to expose, involve, and promote the arts. Upon further collaboration, Internet research, discussion with other community members, and numerous attempts of outreach with schools in the area, the students discovered that reaching the population in question was made difficult by the same administrative structure that was limiting the arts in schools in the first place. The students then decided that they needed to create an event on their own, without the support of the public school systems, so they developed a service project of day of free arts activities that would give interested students an opportunity to actively participate in the arts. Reaching out to and engaging the assistance from fellow students as well as a few faculty members, Marcie and Richard's Kickstart the Arts event offered

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hundreds of hours of service for ASU West students and introduced over 100 youngsters to activities that ranged from film making to flipbook animation; from improvisational acting techniques to screen printing; from writing poetry to painting a mural to capstone the event.

Objective: Participants in the Kickstart the Arts Innovation Challenge take their love of the arts and share it with others in real life situations.

Community Need: Local districts are cutting back funding for the arts in school curriculums, thereby limiting a student's interaction with the arts with no plans of reinstating arts curriculum.

Service Learning Strategy: Students engaged in the Kickstart the Arts Challenge will create a day of arts activities for younger students and share their enthusiasm for the arts in accordance to individualized areas of expertise.

Required and Suggested Texts
IAS 294 Innovation Challenge, Service Learning, and Leadership
Proposed permanent course number: NEW 200

Braun, Adam. "The Biggest Non-Profit Mistake of All Time." Time. Time.com. 19 March 2014. Retrieved from: <http://time.com/24126/the-biggest-non-profit-scandal-of-all-time/>

Butin, Dan W. "The Limits of Service-Learning in Higher Education." The Review of Higher Education. 29.4 (Summer 2006): 473-498. PDF

Checkoway, Barry. "Combining Service and Learning on Campus and in the Community." Phi Delta Kappan 77 (May 1996), 600-606. PDF

Davis, Adam. "What We Don't Talk About When We Don't Talk About Service." The Civically Engaged Reader, eds. Adam Davis and E. Lynn. (2006). Retrieved from: http://civicreflection.org/images/external_resources/What_We_Dont_Talk_About_When_We_Dont_Talk_About_Service.pdf

Eby, John. "Why Service-Learning Is Bad" (1998). Retrieved from: http://servicelearning.duke.edu/uploads/media_items/whyslbad.original.pdf

Felten, Peter, and Patti H. Clayton. "Service Learning." New Directions for Teaching and Learning. Winter (2011): 75-84. Ohiolink. Web

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