Proposal for a New Concentration in Community Leadership and Civic Engagement (CLCE) in the School of General Studies, LIBA Program

Prepared by the Provost's New Program Development Workshop Committee, May-August, 2017 Full Name of Current Program:Liberal ArtsStockton Program Acronym:LIBADegree/level of Current Program:BA

1. Program Overview and Objectives:

The Community Leadership and Civic Engagement concentration, an interdisciplinary concentration proposed for Stockton's existing Bachelor of Arts in Liberal Studies degree (LIBA CLCE), is designed for students interested in becoming leaders and shapers of governmental, cultural, environmental, or humanities-based institutions. It combines a core set of General Studies classes with a range of disciplinary courses drawn from across university that allows

through Stockton's existing campus curriculum, as well as some new proposed courses. Course enrollments and student interest in this concentration will be carefully monitored over the first three years. Should there be sufficient demand, the concentration would apply to become a full-fledged major which, because of its broad disciplinary options, could still be housed within General Studies. LIBA CLCE reflects the mission of Stockton University, which is "to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world," and especially to provide "an environment for excellence to a diverse student body, including those from underrepresented populations."²

CLCE is also consistent with the mission of Stockton's LIBA degree, founded as "an option for students whose educational or career goals or academic interests are not met by any of Stockton's other degree programs," and to provide "extraordinary opportunities for creativity in educational planning and allows students to take advantage of a wide range of Stockton's faculty and other resources."³

The closest disciplinary parallels to the CLCE concentration at regional institutions are degrees in planning and public policy, nonprofit administration, urban studies, and organizational leadership. While more details about these programs appear in the section of this proposal that outlines regional competition and market need, it is important to note that Stockton does not offer any of these fields at the undergraduate level. Consequently, the proposed concentration does not replicate an existing degree program at the university; instead by encouraging students to combine coursework from across

This year's call for proposals mandated that new EOF initiatives be sufficiently different from existing

2. Clarify and articulate personal values and democratic values of equality, freedom, and justice

2.1 Articulate personal and democratic values2.2 Appraise conflicting values within democracies2.3 Reflect on personal growth and experiences

3. Develop critical thinking skills, including the ability to identify, evaluate, and judge both theoretical and practical problems and solutions by analyzing, synthesizing, and applying information as a guide to belief and action.

3.1 Demonstrate conscious and open-minded inquiry that accounts for various contexts, perspectives, and points of view
3.2 Gather, analyze and synthesize information in problem-solving processes
3.3 Disaggregate, reformulate, adapt and apply ideas in the formation or identification of new concepts, problems and solutions

4. Examine how social, political, and natural environments impact communities and apply their understanding to engage with environments

4.1 Identify the characteristics, and roles of social, political, human, and natural environments4.2 Identify the processes, effects, and influences of change on environments4.3 Articulate why and how environments matter

Table 1. Alignment of CLCE Student Learning Outcomes to Concentration Goals, Essential Learning Outcomes, Curriculum Coursework, and Assessment

Student Learning Goals	Essential Learning Outcomes	Student Learning Outcomes: <i>Students will be able to</i>	Sample Representative Courses	Sample Assessments
1. Students will understand fundamental facts, principles, and theories of community engagement	Program Competence	1.1 Identify key elements, characteristics, and roles of communities 1.2 Understand the role of institutions, the structures and processes of local governance and organizations, and the interactions between political, economic, cultural, social institutions 1.3 Examine competing conceptions of social justice/ethics 1.4 Examine competing conceptions of citizenship 1.5 Understand differences due to policy level (local, state, national/ government, corporation), and navigate policy practices	GEN1043 - Tools for Social Change GAH 2405 - Masses, Classes, Ideas GIS 3000 - Political and Social Theories GSS	

3. Students will develop critical thinking skills, including the ability to identify, evaluate and judge both theoretical and practical problems and solutions by

2b. LIBA CLCE "Experiential/Direct Engagement" Courses

In conjunction with the Office of Service Learning, CLCE will allow students to work directly within communities and integrate practical and professional skills with knowledge-based and project-based learning. While service learning is already an intergal part of a Stockton education, CLCE would enhance the number of these opportunities, with a particular focus on the summer and Atlantic City. Courses could be taught by a variety of faculty affiliated with the CLCE concentration, as part of a concurrent seminar that addresses the practice of leadership and engagement, guides students in thoughtful reflection and analysis of their work experience and career goals, creates opportunities for joint problem-solving, and supports students' articulation and development of professional skills. These summer courses could potentially enable students to accelerate time to degree completion; remuneration for faculty would comply with summer teaching rates mandated in the Master Agreement.

2c. Assessment of Student Learning Goals and Outcomes

Student achievement of learning goals will be assessed with direct and indirect evidence collected from coursework, course evaluations, and programmatic assessments:

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2e. Employer Satisfaction

Employer satisfaction will be assessed by obtaining feedback from supervisors in community partner organizations who have LIBA CLCE students in internship and service learning placements. Community partners will provide regular feedback regarding students' accomplishments and professionalism.

2f. Reporting Cycle

While not a full degree program, the proposed CLCE concentration will prepare an Annual Report, analogous to the Coordinators' or Directors' Annual Program Report as outlined in the Life Cycle of

substantial engagement with the community in the form of curricular, co-curricular, and internship experiences.

! Create mutually reinforcing intellectual and co-curricular experiences (SE5): To develop students' understanding of the southern New Jersey communities, the proposed LIBA CLCE includes many rigorous co-curricular experiences as academic options. These opportunities will be reinforced by the decision to schedule most core courses, and summer programming, within Atlantic City.

3b. Proposed Program's Effect on Other Programs at Stockton

CLCE's core curriculum will be consist of General Studies courses designed as interdisciplinary offerings that bring together broad approaches to social action, leadership and change. Cognate courses may be drawn from the social and behavioral sciences, arts and humanities, education,

several public outreach initiatives led by students, faculty members and administrators which, combined,

UCLA Higher Education Research Institute (HERI) poll in 2009 indicated that "becoming a community leader" was "essential" or "very im

- ! Public Policy
- ! Human Ecology
- ! Sociology
- ! Political Science
- ! Environmental Science and Management
- ! Public Affairs / Nonprofit Management / Philanthropic Studies
- ! Education

4c. If the program is career-oriented or professional in nature, provide evidence of student demand, labor market need, and results of prospective employer surveys.

Successful completion of the proposed LIBA CLCE prepares students to begin professional work in community organizations, state and local governments, and other applications of civic and community engagement. In the course of their academic work, students will develop practical skills for community and civic work in classroom and applied settings (e.g. service-learning and summer internships). Potential career placement areas include:

- ! Non-profits and non-governmental organizations (NGOs)
- ! Private industry (outreach, planning, public programming, training)
- ! Community-based organizations
- ! Public institutions (museums, libraries, foundations, philanthropies)
- ! Government
- ! Social entrepreneurship

Within different sectors, students will be prepared to engage in activities such as community organizing, volunteer management, teambuilding and programming, community education, public outreach, event coordinating, and fundraising and development.

4d. Describe the relationship of the program to institutional master plans and priorities.

As noted earlier in this proposal, the CLCE concentration aligns with several of Stockton's larger institutional master plans and priorities, starting with the Mission Statement. A core tenant of Stockton's mission is to "develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world."¹⁴

Stockton's Atlantic City Gateway Campus has been designated as an Anchor Institution by the state of New Jersey. Anchor institutions "are place-based organizations with a vested interest in their communities."¹⁶ The proposed CLCE program expresses that interest in a variety of ways. As interns embedded in community-based for-profit, non-profit and not-for-profit organizations, students enrolled in CLCE courses will be

B.S., Urban Studies/Public Policy, Saint Peters University Extensive –public policy, visual arts, human anatomy, literature, philosophy, history, theology, Africana studies, Latin America and Latino Studies, women and No tenure-track lines are being requested as part of this concentration proposal, although CLCE has

APPENDIX A: Proposed CLCE Core Courses

GEN 1043Tools for Social Change (Freshman Seminar)Students are given the

GSS 3000-levelCommunications/Public Relations/Ethics (conceived as a W1)4Research methods, writing, strategy and visual communication.Public relations perspectives and strategies, persuasivewriting, ethical principles in communication, journalism, public relations.

GSS 3000-level The Political World

Course on politics and public as above but in distinctively global contexts.

GIS 3000-level The Citizen Scholar

Project-based learning and scholarship course focusing on engaged arts/humanities research, its history and legacy, theory and practice, with emphasis on public humanities, digital humanities, interdisciplinary cultural studies, new media, etc.

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APPENDIX B: Sampling of Elective Courses (already taught at Stockton University)

COURSE NUMBER	COURSE TITLE	COURSE CREDITS
Undergraduate Courses:		
ANTH 1100	Intro to Anthropology	4
ANTH 2222	Food and Culture	4
ANTH 2245	Race, Ethnicity, and Immigration	4
ANTH 3643	Field Methods	4
GAH 1293	Presenting the Past	

APPENDIX C: Support Correspondence from Robert Gregg, Dean of General Studies, Jan 19, 2018

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