

Initiative Report for Counseling 2009-10

New course, “Be the Change – Personal Development meets Social Action”

Summary:

The Counseling and Human Development department requests funding to develop curriculum for an exciting new three credit course called, Be the Change - Personal Development meets Social Action. The course will be aimed at helping students develop self-awareness regarding their skills, strengths and interests. It will also assist them in transforming behaviors that prevent them from reaching their full potential while simultaneously exploring opportunities for social action that align with their personal goals.

Description

This ten-week course is devoted to facilitating social activism and community outreach through self-explorations, academic research, project design and implementation.

With the assistance of assessments, introspection and research, each student will choose an issue or field to which they choose to contribute their efforts. Students will research current best-practice, initiate contact with a local organization for a voluntary field-placement assignment, create a presentation about their experience and write a comprehensive paper that describes opportunities, challenges, necessary training and how skills and experience feed into this arena.

Students will be expected to conduct rigorous research around the work currently being done by local, national and international service organizations in the field.

The hybrid course will deliver material multiple ways by offering online discussions, web and field research in addition to an interactive lecture format that will address career and life planning and transformative action training. Online discussions will include student/student and student/teacher dialogue. Students will have the opportunity to ask questions and present their responses to readings using Moodles discussion tool. Each student will complete the term with a fieldwork presentation and a paper outlining their experience, long-term plans and a chosen model for social action engagement.

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

- 1. How does it continue the achievement of those goals?**
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

How is this initiative linked to the efficiencies and productivities plans you had last year?

- 1. How does it continue the achievement of these plans?**
- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

This proposal is new and introduces an exciting new development to Human Development core programming. This course meets an unmet human development need at Lane by building a relationship between personal development and community building participation. In a recent letter to the Staff of Lane, Mary Spilde quoted President Obama, We have a stake in one another what binds us together is greater than what drives us apart, and if enough people believe in the truth of that proposition and act on it, then we might not solve every problem, but we can get something meaningful done for the people with whom we share this Earth. This course is designed on the principles of the, and act on it, part and the coursework will provide direct links to such action.

This proposal seeks to meet a range of student needs by offering the program in a format that incorporates distributed leaning. There is a need for classes to be offered in a distance education format, as online access to program curriculum allows students to choose the time of day or night that best supports their learning.

Describe the resources needed:

The resources requested are Curriculum Development (CD) funds (\$3,676): 100 hrs CD @ \$28.21 + .303 (OPE) = \$3,676. This funding will build a curriculum that combines online resources with new material to create an innovative Human Development class that links personal development, social action and community building. Online participation in the course will account for 10 hours of class time over the term. The preliminary design is to divide this course into 5 hours of research, 20 hours of in class exploration and 10 hours of fieldwork.

Curriculum development will be completed by a part time faculty member, Lola Broomberg. Human Development lead faculty will provide mentorship and ongoing curriculum review as the program is developed.

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

- Increased FTE by a minimum of 2%
- Reach new populations of students
- The online format will familiarize students with technology and with online and campus resources that support learning
- Increased persistence and completion through experiencing different ways that actions make a difference

- Increased community building with local non-profits.
- Increase in visibility for Lane as a station for innovation and community building

Department Priority:

9

Unit Resources:

Classroom. Office space as needed. M & S.

Funding Request: Carl Perkins

Funding Request: Curriculum Development

1. List the following information

- **Course Numbers (titles if not currently offered)**
- **Instructor Name(s) who will work on the curriculum development**
- **Whether each of the courses is in, or has been through, the curriculum approval process**

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Lola Broomberg

Has not been through the curriculum process.

2. List each course number (or title) and the materials to be created for each class

- **Instructional goals, objectives, syllabi and outlines**
- **Lab instruction packets**
- **Practice, quiz, presentation &/or demonstration materials**
- **Other (specify)**

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The texts to be used for the hybrid class are:

The Transformative Way: A Practical manual for changing yourself and Your world.

Scott Sherman

The impossible will take a little while a citizens guide to hope in a time of fear. Edited by Paul Rogat Loeb.

Readings for Diversity and Social Justice, Adams, Blumefeld, Castenada, Hackman,

Peters and Zuniga
Three Cups of Tea Greg Mortenson, David Oliver Relin

3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.

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Curriculum Development would take place through the spring and summer of 2009. The course will be available for student participation beginning fall 2009.

4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?

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1. Students will increase their cultural competency and understand the importance of cultural awareness in the classroom, their broader community and in National and International support efforts.
2. The coursework will provide learner outcomes and academic proficiency by contributing to students familiarity with academic technologies that open doors.
3. Students will have the opportunity to address their career and social action choices within a supportive academic environment. They will have the freedom, independence, and responsibility of being able to choose when and how they participate in their off campus-online studies.

5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.

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Each Human Development contracted faculty would also be able to teach this course as it lands perfectly into the Human Development curriculum.

6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.

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30-75 students per section per term.

7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.

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There are three specific groups of students that will benefit from this initiative:

1. Students interested in personal development and social action as a means of becoming Global Citizens
2. Lane students who are interested in pursuing Human Service, Social Science or Legal studies at a four year college.
3. Students interested in preparing to re-enter the workforce as social change entrepreneurs.

Each student will take the Myers-Briggs Personality Assessment to clarify for themselves the best ways to use their energy so that their efforts are personally energizing. Students will be invited to practice self-awareness through weekly journal entries about their responses to: the readings, class discussions and field-work. Experiential activities will be embedded into the curriculum to support different learning styles and build collaborative interactivity in the classroom. Course participation requires student volunteerism and community activism. Students applied experience will be useful for job, school and scholarship applications. Participation in this course will be a benefit to students transferring to a BSW or MSW program. Participation in this course will help students deepen their understanding of their role as community members and global citizens. Many colleges have a social justice and diversity pre-requisite requirement. This course could be structured to meet those requirements. Each student will have the opportunity to build a presentation of their research area. This presentation can be used for presentations at conferences or out in the field.

8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.

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This course is designed to examine issues of diversity, privilege, cultural and the development of a conscious awareness of the ramification of how ideas are framed and the consequences of different action choices.

9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.

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The format of the course, especially the distributed learning format, cultivates sustainability because it is oriented to increasing accessibility for students, regardless of their capacity to access on-campus classes.

10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.

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The hybrid nature of the course provides a more accessible learning environment for students from rural areas for whom more than one trip to the college per week might be overwhelming. The community outreach aspect of the program can take place in any number of locations.

Students will have to do online field research and do make connections with local community outreach resources. An overview of what has been learned by individuals will be shared with the class. Additional resources including films and videos will be on reserve in the library or in some cases can be viewed on-line. Websites focusing on current issues and offering resources will be posted for students to access. These sites may be used as a basis for assignments and discussion.

Hours requested for Curriculum Development funding:

Please enter the amount of one of the following:

- **100 hours maximum for new development.**
- **70 hours maximum for course revision**
- **50 hours for 3-4 credit conversion**
- **other (use if multiple courses addressed in one initiative)**

Do not enter any characters other than numbers and a decimal.

How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.

100

Can this initiative be partially funded?

Yes

Partially funded curriculum development HOURS requested:

75

Explanation of effect of partial funding:

If necessary, partial funding would be appreciated. However, this concept is brand new and 100 hours of application is anticipated.

Funding Request: Technology Fee