DOMINICAN UNIVERSITY *of* **CALIFORNIA**
School of Liberal Arts and Education

Designing a Community Action Project
EDUO 9861
1 Semester Credit/Unit

Instructor – Beth Levine
blevine@dominicancaonline.com

Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.

Course Overview

Our schools are composed of dynamic populations with a variety of needs and interests. In this course, teachers can construct a hands-on participatory project for students in which they can support an organization. Students will have the opportunity to develop a deeper understanding of concepts taught in class in a practical and meaningful way by combining learning goals and community service in ways that can enhance both student growth and the common good. These dynamic projects bring awareness to the concerns which are most pressing to our student populations and school communities. Projects are focused on raising awareness and practicing advocacy on that issue. Teachers structure their project for students so they have a designated time period to research, design, and implement their project.

Course Objectives

In this course participants will have opportunity to demonstrate:

commitment to students and their learning.
responsibility for managing and monitoring student learning.
desire to be members of learning communities.

Course Assignments:

Write a program proposal containing information related three specific components that will enable students to readily initiate the service project. The first component will describe the investigation process, identifying potential organizations to work with and how the partnership will be beneficial and support one another's mission through specified goals and objectives. The second component will describe the planning process, gathering and evaluating sources and information related to the organization, and determine a proposal for action to conduct the project as well as monitor its progress. In the third component, criteria will be developed to judge the effectiveness and potential extensions for the project. Lastly, a rubric will be created to evaluate the presentation constructed by students to share their Student Learning Projec

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses shows evidence of new knowledge evidenced by adequately researching and examining various businesses to determine an attainable goal to allow students to raise awareness and or advocacy to address the need with the local or global community. Clearly defined action sequences with or organizer accessible to all learners. Reflection demonstrates a clear understanding of process and identifies means in which students can self-assess their work and set future goals.	Most responses shows evidence of new knowledge evidenced by minimally researching and examining various businesses to determine a goal to allow students to raise awareness and or advocacy to address the need with the local or global community. Identifies action sequence and organizer with minimal adjustments needed for students to utilize. Reflection demonstrates a mostly clear understanding of process and identifies vague means in which students can self-assess their work and set future goals.	Responses show little to no evidence of new knowledge evidenced by lacking adequate research and an examination of a minimal number of businesses to determine a goal to allow students to raise awareness and or advocacy to address the need with the local or global community. Action sequence and organizer are unclear and require significant adjustments for students to be able to utilize. Reflection demonstrates little understanding of process and does not identify a means in which students can self-assess their work and set future goals.
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
    - For questions involving your registration or to change your address please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- For Dominican Self-Guided course information go to http://dominicancaonline.com/Dominican-CA-Online-FAQ