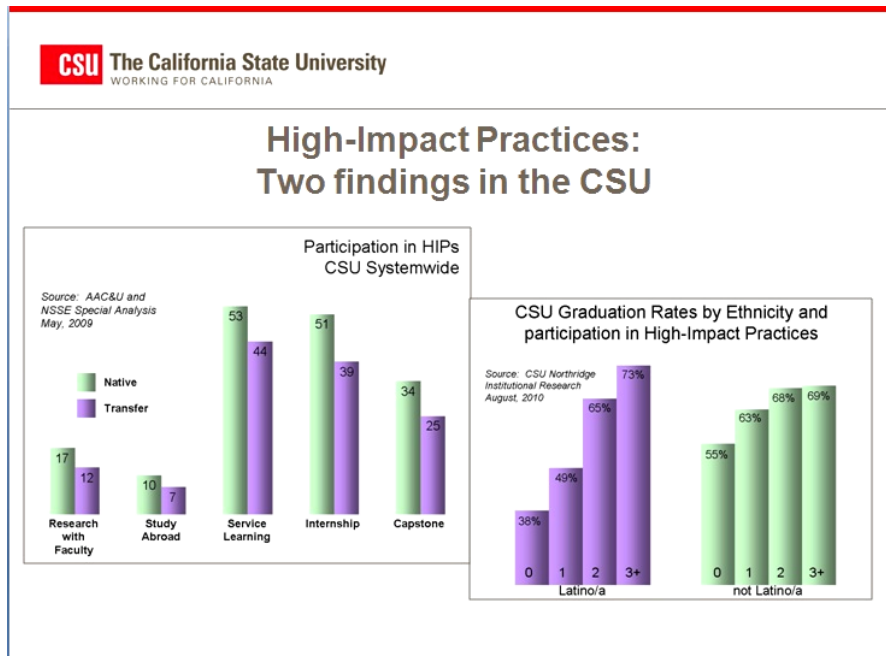


Community service learning has been identified as a *high-impact educational practice* (HIP) by the Association of American Colleges and Universities (AAC&U) < <http://www.aacu.org/leap/hip.cfm>>, and the literature shows that service learning is a “predictor of increased student learning outcomes” in all three domains of learning: cognitive, affective, and psychomotor, *especially for traditionally under-represented students*.



Recent studies suggest high-impact practices may particularly benefit the traditionally underserved: students of color, the economically disadvantaged, and those whose parents didn't attend college.

Give Students a Compass, <http://www.calstate.edu/app/compass/>



At the Institute for Civic and Community Engagement (ICCE), the Community Service Learning (CSL) program strongly endorses the inclusion of high impact practices throughout the curriculum. In particular the newly adopted *Goals for the Baccalaureate at San Francisco State* as articulated by the Graduation Requirements Task Force (GRTF) and endorsed by the Academic Senate in 2008, provide ample opportunities to propose CSL courses within the new requirements.

Central to the recommendations of the final report is the premise that “Curriculum requirements should reflect the values of the university and the needs of the communities they serve.” By enrolling in community service learning courses across the curricula, students will be able to satisfy “interconnected educational outcomes” (GRTF, p. 2-3, #s 3-6) that foster:

- **Appreciation of diversity:** Students will be able to engage in informed, civil discourse with persons different from themselves in intellectual and cultural outlook.
- **Ethical Engagement:** Students will recognize their responsibility to work toward social justice and equity by contributing purposefully to the well-being of their local communities, their nations, and the people of the world, as well as to the sustainability of the natural environment.
- **Integration and Application of knowledge in both Lower and Upper Division General Education coursework:** Graduates will be able to apply academic knowledge to what is important in their own lives and to local and global communities.
- **Qualities of Mind and Spirit:** Students will engage in critical self-reflection and make connections between their needs and the needs of all human beings.

Additionally, SF State faculty currently offer **180 designated CSL courses across each domain of inquiry:** (1) Physical and/or Life Sciences, (2) Arts and/or Humanities, and (3) Social Sciences that meet Topical Perspectives #2, and 5-8 in **Option 1** (GRTF, p. 35). Those are:

2. Enduring Ideas, Values, and Achievements: Students will comprehend what unites human beings, despite cultural differences, kinship and community bonds, and democratic values, especially the ability to draw meaningful connections between the subjects explored and their own experiences, beliefs, values, and goals as individuals and members of communities.”

5. Human Diversity: Students will be able to relate to multiple forms and variations of human diversity, within the Bay Area, United States and/or globally, and participate in informed, civil discourse with persons different from themselves.

***6. Life in the SF Bay Area and/or CA. Since most of our service partners are located in the San Francisco Bay Area, students will be able to** identify and analyze aspects of life in the San Francisco Bay Area and/or California that contribute to the region’s distinctive character, appreciate the complex set of forces that have shaped opportunities for and challenges to the region’s inhabitants, and recognize how they can seize on opportunities to improve the quality of life in the region. During the past two years in particular, ICCE has facilitated engaged work in two of San Francisco’s 11 districts. That work has been recognized by District Supervisors and community stakeholders as being a transformative practice.

7. Personal and Community Well-Being: Students will acquire knowledge and skills need to make informed choices that enhance the quality of life and health of themselves, others, and their communities.

****8. Social Justice and Civic Knowledge/Engagement:** Students will be able to analyze the nature and dynamics of power and privilege, and articulate strategies for combating injustice and realizing positive social change. Further, **within the Social Justice overlay**, students will be able to (1) analyze, articulate, and apply principles of social justice in addressing social constructions of identity, hierarchy, power, and privilege; and (2) identify ways in which they can contribute to social justice within local communities, nations, or the world.

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