**APPLIED SCIENCES AND TECHNOLOGY DEPARTMENT**

The Urban Horticulture program has created a community garden at the Landlab where community members, students, and MCC staff interact as they grow vegetables and flowers in their garden plots. Management of the garden is done on a volunteer basis by members and students. Their are plenty of plots available this year.  
Peter Conden  
Program Director, Urban Horticulture

Dental Hygiene Students, as part of DHE 132, DHE 212, DHE 232 and DHE 229 serve the dental hygiene needs of underserved children and adults through rotations at San Marcos Elementary School, Galveston Health Care Clinic and New Leaf's Men's Shelter. The also have educational rotations through various organizations such as Sunshine Acres and Taft Elementary School. Students are required to complete reflection papers not only describing their experiences about what they did, but the feelings and felt sense aspects that were generated as a result of their experience.

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| SADHA (Student Chapter of the American Dental Hygienists' Association)  I am the faculty advisor for this SADHA group which meets monthly during the academic year. Each year in November our students complete a community service project called, "Teach One, Show One". This project was initiated through a collaboration of dental students and dental hygiene students and is performed at Taft Elementary School. The dental hygiene students teach both oral hygiene and nutritional information to 60 - 70 sixth grade students. These sixth-graders then teach 60 - 70 first-graders the same information with our dental hygiene students supervising. This allows the sixth-graders to become the teacher and give information in language understandable to the younger children. Our dental hygiene students must acquire donations of toothbrushes, floss, xylitol gum samples, and water bottles to provide to each child. They must make all the contacts and organize the entire project with me supplying the contact name only. It teaches them how to create and implement a program and provides leadership opportunities for personal and professional growth to the student. This has now been ongoing for the last three years.  I decided to place this particular community activity into our SADHA group instead of a classroom for a specific reason. The SADHA group has both first and second year dental hygiene students. This allows for mentoring and continuity from year to year. Our hope is to continue with Taft Elementary School and then add other schools into the rotation for this education. |
| DHE213 Dental Hygiene Clinic II  Our students have an external rotation through the Special Care Clinic at the Arizona School of Dentistry and Oral Health (ASDOH). Students from this class are asked to volunteer to be part of the "Special Day of Smiles". This is a day where dental and dental hygiene services are provided at no cost to the patient by the dental students from ASDOH and the dental hygiene students from MCC. The recipients of these services are the Special Olympic athletes in the community. This activity is organized by ASDOH with several of our students volunteering for this day. |
| DHE229 Community Oral Health  Four teams are required to complete a community project from identifying stakeholders, through implementation and evaluation. Each group must present their community project to the class as well. This allows for great peer learning and sharing of information through lively discussions. Last years class went to:  Sunshine Acres - 6 to 13 year olds. Nutrition and oral hygiene instructions (OHI) are given to students in this foster care system.   Compadre High School - TAPP (Teen Pregnancy & ECC) Program - OHI & Nutrition  Red Mountain High School Special Needs group - 14-18 year olds - OHI & Nutrition  MCC Children's Center - 5-7 years old - OHI & Nutrition |
| DHE233 Dental Hygiene Clinic III  "Give Kids a Smile" is an annual program run by the dental students at the Arizona School of Dentistry and Oral Health (ASDOH). One of our first year student's and one of our second year student's is included in the planning process. Children from 5 to 18 years of age from the underserved areas are bussed to the ASDOH facility for the day. Dental students from ASDOH provide dental services at cost and dental hygiene students from MCC provide dental hygiene services at no cost. All of our first and second year students volunteer for this day. |
| DHE127 Prevention of Dental Disease (this may be a duplication, as I did not see the submission note saying it was received.)  Students from the first year class in the dental hygiene program are required to create a display. There are four teams and each team is assigned a project that is age specific. Three of the four teams create a display for Pregnancy & Early Childhood, Teens & Adults, or Geriatrics. The fourth team creates a display regarding the dental hygiene profession and specifically our program at MCC Red Mountain campus.  Displays are set up in a poster session style for the Family Discovery Series at the Red Mountain campus where students have the opportunity to provide information and samples to all age groups in the community. Our hope is to not only get the preventive information out but hopefully to inspire some to choose MCC and dental hygiene as a career option. |
| DHE 112 Oral Pathology students perform oral cancer and blood glucose screenings for students, employees, and the community at both the Southern and Dobson campus and the Red Mountain campus twice a year.   Additionally students do oral cancer screenings and provide tobacco cessation education to MCC's baseball team. |

**ART DEPARTMENT**

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| I have done various projects and assignments with my classes that encourage community involvement. Most semesters they visit a local gallery or museum - they may write a paper about it or some semesters they use the art they viewed as an inspiration for their own new work. We will sometimes do this as a group field trip, or I may assign them to do it on their own. With advanced students we have done two exhibitions in the MCC Rose Garden working with the woman who manages the garden and centering our exhibition around an event she was promoting. Another semester the students worked together to create a permanent piece of sculpture on the MCC campus. One semester they were asked to go interview a local artist and get images of their work and their studio. Then they made a presentation to the class on the artist they selected. One semester we worked with Service Learning and did painted tiles with local students from the Mesa School District. Outside of the assigned projects, I make announcements in class about local shows, studio tours, and such and encourage them to explore them on their own. I also make announcements regarding volunteer opportunities - specifically on our campus for Empty Bowl but also through other art-related agencies - and encourage them to participate in these community events as well. |
| ART 112 Two-Dimensional Design and ART 113 Color Theory Both classes are involved with community exhibitions of art work. The most recent exhibit, that my students participated in, was the Tempe Artist Guild art competition. Two of them won art supply purchase awards which allowed them to buy art supplies at local art stores. Their involvement with the Tempe Artist Guild and other art competitions has allowed them to meet other practicing artists in the community. The Tempe Artist Guild, in particular, also hosts workshops with many nationally and internationally known artists. Exposure is to artists from around the world. |
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| In my ARH101 and ARH102 classes (one section of each), one required assignment is to visit an art museum - local or elsewhere - and then to write about a particular art work, an exhibition, and the museum visitation experience overall.  In my ART255 class (Art Marketing), I invite community and visiting artists, gallerists, and art community leaders into my class in order to connect my students with the larger world of art so that they can get a sense of their place in the local, global contemporary art community. |

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| Yes. I give an assignment which requires the student to visit a local photographic exhibition. The destination is open. However, the PHX Art Gallery, Art Intersection in Gilbert and Northlight Gallery at ASU are encoraged, |
| Community engagement is firmly embedded in the content all of the ARH (Arts Humanities) courses we offer in the Art Department. Our courses emphasize creative expression and human production not only as an individual practice, but also as a vehicle for cultural interaction, reflection, formation and change. We examine art from different cultures and discuss cultural context and cross-cultural connections. We ask students to relate art from various communities to their own lives through essay questions, in-class debates and personal experience. We frame aesthetic engagement as personal expression and a way to forge empathy and connections with others.  We also provide opportunities for students to actively participate in the community through arts events and service learning projects. A few examples are listed below:  --In ARH 100: Introduction to Art, students visit local museums and galleries and attend community events such as First Fridays. In their written reviews and reflections, they must consider the ways in which the arts connect us in our local, national and global communities.   --Students working for honors credit in ARH 100: Intro to Art, ARH 101: Prehistoric to Gothic Art, and ARH 102: Art from Renaissance to Present often opt to complete service learning projects in the Mesa area. In the past, students have developed art lessons for preschool and elementary school students, delivered the lessons in community classrooms, and then used the experience to write an analysis of how their project promotes cultural understanding. Other students have designed exhibitions based on global themes that affect us as a society. One student designed an exhibit to raise awareness about artists with disabilities and proposed an interactive environment in which visitors would experience deafness and blindness through simulation. Another student proposed a "living exhibit" in which visitors would contribute images and text to a large wall, resulting in a collaborative expression of ideas and a sense of community through art-making.  --In ARH 100, 101 and 102, students create new works of art based on a famous painting or sculpture. In the "artist's statement" component of the project, students reflect upon how the famous work of art met the needs of the culture in which it was made, and how their reinterpretation addresses a contemporary context or community.  --In ARH 101: Prehistoric through Gothic Art, students submit examples of Greek art they find in popular culture and modern architecture. They then write a paragraph describing how ancient Greek art and culture resonates within their community and their nation. For another assignment, they view and analyze a debate about the Elgin marbles, which grapples with issues of cultural property, ownership and repatriation. The exercise encourages them to think critically about issues of nationalism, globalism and social values as they relate to cultural production.  --In Spring 2014, the all-honors section of ARH 102: Art from Renaissance to Present will collaborate on a service learning project for Broadmor Elementary's Multicultural Fair. Students will research the art of a particular country and develop an interactive booth for the event. The project culminates in the fair itself, where students will host their booths, interact with the elementary students and promote an understanding of how culture defines and connects us in meaningful ways. |

Every semester my photography students are required to write two reviews about photography exhibitions that we have visited as a class on a field trip. The written reviews include information about the gallery or museum and focus on critiquing one photograph from the exhibit. This is ten percent of their final grade. We visit three shows a semester, the students can choose which two exhibits to write about. We usually visit the Phoenix Art Museum, Northlight Gallery at ASU and Art Intersection in Gilbert. This semester we will also visit Sette Gallery in Scottsdale. I think it is important for my students to know where they can view fine art photography in the local community when the semester is over. My class this semester is Photography I, ART131 24131. For many of my students this is their first time visiting a museum and most have never been to a gallery. Another museum I try to include (depending on the exhibition schedule) is the Scottsdale Museum of Contemporary Art. All of the fees are waived and there is no cost to students.

The ceramics department works on making and selling bowls for the Empty Bowl charity that tis run on both of the MCC campuses. The entire ceramics department contributes time in different areas of the processes, making and/or glazing bowls, loading the kilns and even boxing up and transporting them to the event. The project is designed to connect students with the local needy community. We use Paz de Cristo (in Mesa) as the charity which feeds over 250 people a day and gives out 1,200 food boxes a month. The events this year raised $16,100.

**BUSINESS AND INFORMATION SYSTEMS DEPARTMENT**

The fashion programs are always involved with the community, local and global. Here is just a little about what we do since our industry has been global ever since Marco Polo spirited the silk worm out of China (actually it was long before that but he has the name recognition).  
  
TEC 101, 102 and 103 are our new mini series classes that survey how to start your own boutique or fashion line.  
Each class is taught by a different community teacher that has expertise in running a store, creating a fashion line, and a lawyer that works with small businesses. This was our first full 3 course session to rave reviews. I am hoping to expand through the Chambers of Commerce for spring. All are 1 credit and cover separate topics.  
  
TEC 105 all sections--cover clothing and culture. Students do a variety of reports on both cultures of other countries and on "style tribes" like Steam Punk, skaters, etc. They involve interviewing a member of that group. They also do a generational report talking to parents or grandparents on how they dress to determine extent of influence. The last project is cultural wearable art that is then shown in the annual spring fashion show.  
  
TEC 109 all sections--this intro to fashion merchandising course includes a report on a public or private fashion related business. Part of the report is an interview with a manager, or above professional, and our students have done store principles including Thailand, China, Mexico, the UK, and even Neil Nordstrom in Seattle.  
  
TEC 106--History of Fashion--all sections. Students do a project that involves the creation of a museum exhibition and they need to research just what that is--I have students that have never been to an art museum. We use our wonderful free pass as an MCC student to visit the Phoenix Art Museum and the Costume Exhibit. It is one of the best in the country; we are so lucky. The curator spends time with students so they can complete their projects and have an understanding of how important fashion is to museums (exhibitions raise the most philanthropic monies of all exhibits) and now they can create their own fashion exhibit--topics vary from contemporary designers to Princess Grace and Dianna or the Renaissance.  
  
TEC 200 Retail Buying Students do a report about a real buyer. They find their own or I help with Dillard's and some local shops. Students have a variety of questions to ask which include education needed. It is an eye-opener when they discover they need a Bachelor's degree, math skills, knowledge of consumer behavior and textile science. This is profound as it is everything they are learning in either General Education classes or Program specific classes. Suddenly they see themselves as part of the global retail industry and how their education can open this career for them. Again, I have had students that use stores in their home countries--Mexico, Germany, China and Japan this year.  
  
I know that Lori Liang uses a variety of fabrics to show in her specialty classes.  
TEC 116 Embellishment and Creative Stitchery--antique fabrics from China showing beading, intricate stitch patterns and Mole from Panama. Students also learn traditional stitchery from other cultures often bringing in that of their heritage. We currently have students from Iran and Iraq that are sharing their handicrafts.   
  
Wow! I could go on forever. We are constantly encouraging students out into community engagement through our club and internships. MCC has a good reputation in the retailing marketplace, too. The career aspect of what we teach never lets us get far from the community, both locally and nationally. Our university transfer options to global colleges is also broadening each student's view of their larger community. We now have students in university as far as the UK and NZ--working on India this semester with a student.   
  
If you need more I can do so. Thanks for the platform to showcase what we do in our community.  
Evonne

**COMMUNICATION, THEATRE, AND FILM ARTS**

All THP112 Acting I, THP212 Acting II, and THE111 Introduction to Theatre courses require students to see plays produced by community based theatre groups.   
  
THP203 Technical Theatre Production and THP282 Acting & Production II students annually compete at the Kennedy Center American College Theatre Festival in set design, costume design, sound design, make-up design, props design, lighting design, stage management, theatre criticism, dramaturgy and acting. 550 colleges and universities participate nationwide in KCACTF, and many outside professionals in all facets of theatre and film production participate as well. Occasionally, students additionally compete at the United States Institute of Theatre Technology, if selected to do so at KCACTF.   
  
Two fall sections of THP201AA Theatre Production are associated with our theatre for young audiences tour of Mesa Public Schools, which will do 14 performances at 9 different elementary schools, and play to 3500 MPS students this year.  
  
THP214 Directing Techniques requires student directors to direct a ten-minute play for the the Theatre Outback stage, and the performances are viewed by the community at large.  
  
All Theatre Production (THP) classes train students to participate in our mainstage season of plays which are presented for the community at large.

The third and final project in COM230 (Small Group Communication) is a service learning project. The assignment asks the students to find a need in the community and then find a way to meet that need through their efforts as a small group. Often there are four or five groups serving as many organizations. Over the years, many, many organizations have been served through this project. It is entirely student driven, i.e., students find the need and the organization, devise a way to meet the need and then carry out the plan. I never know exactly what will be done or who will be served, but it is always amazing and more than I could ever ask of the groups. Most recently the following organizations benefited from this assignment:  
A New Leaf  
Sunshine Acres  
La Mesita  
Arizonans for children  
Rio Salado Habitat Restoration  
Special Olympics  
Banner Anderson Cancer Center  
Arizona Humane Society  
Head Start  
Maricopa Elementary School  
(More specific information can be culled from the project reports in my files)  
The following is a more comprehensive list of projects from the spring semester of '08.   
  
Service Learning Projects – 20082  
4 weeks to complete projects  
Child Crisis Center  
97 pairs of shoes  
374 pairs of socks  
$150 (checks)  
$620 donated funds and donated items contributed to the total  
  
Longfellow Elementary School Ms. Garvin’s 3rd grade class  
~100 books for literacy program, binders, and popsicles to encourage the children to continue the pursuit of education and to read.  
  
I-Help  
621 bottles of water  
142 pairs of socks  
  
Care Partnership  
245 toothbrushes  
216 tubes of toothpaste  
  
St. Vincent de Paul  
1200 diapers collected for families served by SVDP  
  
AZ Animal Welfare League  
  
Bridging AZ Furniture Bank  
  
Thomas J. Pappas School for homeless  
Provided a pizza party with school supplies, sports equipment, and miscellaneous items for group of honor students #3641))  
  
Longfellow Elementary School – Mesa  
Book drive for 3rd grade  
  
Heritage Academy - Mesa Community College  
  
Booster Club startup to support a newly developing athletic department  
  
  
  
  
  
  
  
  
And, many others.....I have a collection of showcase pictorial documentation of the the projects.....  
  
Hope this can be of some help....

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| Community Service is part of COM 100 (Introduction to Human Communication). Through consensus they decide how to design a project which will help a need in the community. They start with constraints: limited time, the money they may need to raise (if needed), transportation, etc. It is especially interesting to see how online students go through the stages of group development: The first time they meet is often the day of the project in the community. Included are pictures from Fall 2013’s online student projects. One group chose the "Take Them a Meal" program. Two families in the east valley, both with mothers with advanced cancer, received two dinners for their families. The students raised money, were able to get Sprouts grocery chain to donate food, went to Chicken Scratch Ranch in Gilbert to collect fresh eggs, and put it all together in beautiful packages for the families. The spirit of community giving is alive and thriving in the online MCC environment. |
| This project was a successful and remarkable effort in community engagement by the students of Com 230 (Honors Small Group Communication) and Sigma Chi Eta (National Communication Honor Society), as well as the Red Mountain campus.  On October 31, 2013, the MCC Red Mountain campus hosted its third annual Halloween Extravaganza event. This collaborative effort offered the community a free and safe environment to experience Halloween festivities. More than 1500 people (community members, students, staff and families, and the children from a local charity) attended this completely free event to trick-or-treat and play games at 30 themed booths, staffed by student and faculty volunteers from the campus. In addition to the 1600 bags of candy generously donated by students, staff, and faculty, the RDM Office of Student Life offered free popcorn, cotton candy, custom MCC bags, caricature artist, professional photographer and countless other activities to create a fun, Halloween carnival atmosphere.  In conjunction with the broader event, Sigma Chi Eta's Upsilon chapter hosted 100 trick-or-treaters from the Sunshine Acres Children's Home, a local charity. This project was a joint service learning effort for the students of Com 230, Sigma Chi Eta, and the Red Mountain Student Life office. As the children entered the Community Room, we gave them favors containing stickers, skull rings, pencils, activity books, toothpaste (donated by the Dental Hygiene department), and Jack-O-Lantern fruit cups. Then, the children enjoyed a pizza dinner served to them by the members and officers of Sigma Chi Eta. During dinner, the honors students in Com 230 prepared and presented an edutainment on the History of Halloween and Magic, which was received very positively by the children. The presentation educated the children about the history of Halloween and taught them how different cultures celebrate the same holiday across the world (focusing on Irish/Celtic traditions, German traditions, and Mexican traditions - Dia De Los Muertos). The students performed skits while telling the children stories about Halloween traditions accompanied by engaging visuals (pictures and videos).   Following the edutainment, the children were treated to a professional magic show, which included humorous juggling acts, a live bird, and lots of laughter. The magician, Mr. Craig Davis, donated his time generously to the event and even performed a duet juggling act with his daughter (an honors student in Com 230). In addition, the children also enjoyed playing Halloween Bingo and had a great time at the “Monster-making” contest before they happily went downstairs to fill their custom MCC trick-or-treat bags with candy. All the activities for the children were designed and conducted by the honors students and Sigma Chi Eta.   The event was an unprecedented success. Through the remarkable efforts and collaboration of countless individuals and groups at MCC, the community was well served with a spectacular event. Needless to say, a scary good time was had by all, and we look forward to another Halloween Extravaganza next year. |

**COUNSELING DEPARTMENT**

Greetings and thanks for the opportunity. In CPD -150 during the fall students are given the opportunity to take active roles and earn extra credit as well as an indelible first hand experience from (3) events. The first is Day of Unity. The first Monday in October, students have participated in this event by first learning of the challenges of violence and referencing course material (College Success text) and cooresponding chapters on Critical Thinking, Coimmunication, and Health and how increased knowledge in these content areas can benefit a person caught in the web of violence. Students attend the Day of Unity - participate by reading proclamations, handing out purple ribbons and attending events in their community and or reading an articile of their choice on the subject and writing a reaction report on the subject. Other students with more time (those not working) can also participate in the community collaboration between Counseling and the Children's Benefit Foundation - Week w/o Violence Poetry and Poster Competition. Students assist in collecting the poems and posters and arranging them in the CTL display showcase for the Unveiling and presentation of the material. Students again have the opportunity to read, review and reflect on the work of youth (a bit younger than they) but critical in the sense it allows them to gain a different perspective on violence and the issues as seen and presented by younger students. Again, students gain from this experience in the sense they are moved to not act on first emotion but to think before becoming involved in a verbal or physical incident. Students are asked to monitor their behavior (really pay attention to what they are feeling) and record those feeling and report back to class how thinking about what they had seen and read of the children's Peace Posters and Poetry helped them not escalate when they might have in the past. Both efforts allow MCC to interact with various segments of the Community - Service providers and youth. The Posters and Poetry are then placed on display from mid-Oct until the end of Oct/Nov 1, for the community and MCC students to observe. I trust this is close to what you were looking for?

**CULTURAL SCIENCE DEPARTMENT**

In SWU171 Introduction to Social Welfare, 15 hours of service learning at Care Partnership is one of three options students have for their class project, which many students choose to do. They then write a paper and give a class presentation on how the experience relates to the social work perspective; poverty, diversity, social justice, inequality, child welfare...  
  
In SWU171 Introduction to Social Welfare, an assignment is to visit a local Department of Economic Security, Family Assistance Administration office to fill out paperwork for welfare services, do observations, practice empathy and then write a comprehensive paper on the experience.  
  
In SWU291 Social Service Delivery Systems, all students are required to do a 40 hour internship at a local social service agency with specific learning objectives in which they write an agency paper about and do a class presentation.  
  
Each semester the MCC Social Work Program takes a group of 35-65 students on the light rail to the ASU Downtown Campus, School of Social Work for an orientation on transferring to ASU and a tour of the campus.  
  
Each spring semester the MCC Social Work Program takes a group of 36 students to the Arizona State Capital for Social Work Day at the Legislature where we get to watch legislation in action and hear from various representatives speak about important bills that impact social issues.  
  
Each semester our MCC Social Work Club participates in a community activity such as feeding the homeless, working at Saint Vincent DePaul, or a food drive for a local agency. This is decided upon by MCC SWC members who then promote and participate in it.  
  
Each semester the MCC Social Work Program classes bring numerous social workers and agencies in our local community who work in the various fields and aspects of social work. They do approximately 30 presentations to our students.  
  
The MCC Social Work Program Facebook page posts job opportunities at local social service agencies in our community. This gives our students the opportunity to acquire good experience in the filed of human services while also allowing them to earn extra money. This has been a win/win for both our students and local agencies who seek qualified people who have a passion for the work that they do!!

Students in my SOC130 Human Sexuality classes put on an Annual Sexually Transmitted Infections Awareness Week and one day fair partnering with the Phoenix Indian Medical Center, Care Partnership, Terros, The AZ Dept. of Health and the Maricopa County Dept. of Health. A local radio station announces the free STI testing for community members and students create games and information booths educating the MCC and local community about STIs, safer sex and abstinence. Research about STIs and safer sex practices along with event planning are skills students engage in to create this one day fair and week long awareness campaign.

There are several community engagement projects related to the Geospatial Technologies Program here at MCC. Since 2008 GIS students have worked closely with Tice Supplee, the Director of Bird Conservation at Audubon Arizona, in order to develop more robust representations of Important Bird Areas (IBA) throughout the state of Arizona. These representations include not only the geometry of the IBA but the descriptions of these regions. These data are the foundation of the IBA spatial database and will be one input to future analysis related to climate change.  
GIS students are currently involved with establishing protocol for obtaining GPS coordinates of every rose bush in the MCC Rose Garden. These data will ultimately be uploaded to IrisBG an online database dedicated to the inventory of botanical gardens.  
In September 2013, MCC and NAU were awarded an NSF-ATE grant, Geospatial Connections Promoting Advancement to Careers and Higher Education (GEOCACHE). This $900,000.00 (total award) collaborative grant has three components: 1) provide professional development opportunities that facilitate integration of GIS into the classroom to high school teachers and faculty, 2) develop dual enrollment courses in GIS and 3) develop career and education pathways in geospatial technologies that, supported through dual enrollment and articulation, traverse from high school through two-year and, ultimately, to the four-year institution.  
Related courses are GPH270, Introduction to Cartography and Geospatial Technologies and GPH219, Introduction to GIS Using ArcGIS.

I offer Service Learning opportunities in all of my Sociology classes. Students serve at local elementary schools, Boys and Girls Clubs, youth soccer leagues, YMCAs, assisted living facilities, food banks, and many other organizations serving the community. The students serve between 20 and 30 hours per semester while connecting their service to sociological issues such as race, gender, age, disabilities, and social class.  
  
One area of focus has been on developing relationships with the elementary schools within about a 6 miles radius of MCC's campus. The longer term objective is to strengthen the ties with the community through student mentors, after school homework clubs, social engagement, field trips to MCC, etc.

**EDUCATION STUDIES DEPARTMENT**

EDU 222 Introduction to the Exceptional Learner  
  
This course invites students to write their reflections on five field experiences. These observations help them gain insights not available in the college classroom. Each two-hour visit allows students to see children with various learning differences/disabilities within a high school, elementary or early childhood program.   
  
Students may choose to observe a neighborhood classroom, a therapy session or a residential program. Programs students have selected include Foundation for Blind Children, Sunshine Acres and Tempe High. Some join in to participate in community events hosted by organizations such as, Special Olympics, Down Syndrome Arizona and Autism Speaks.  
  
These community involvements strengthen the students' awareness of Special Education and allow them to follow the area in which they have the greatest interest. It is the most important component of the course.  
  
Corki Stewart

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| Literacy Outreach is a project that promotes community engagement within our local high schools. Students from high schools around the valley are concurrently enrolled into EDU101: Tutor Training and Practicum sections 25090, 25091, 46492 and 47149. Using course content and real time strategies, students tutor their peers in reading writing and/or math. Student tutors are awarded international certification for this service-learning project and are equipped with skills that promote college readiness and e-Learning proficiency to benefit their education and career goals. This project truly promotes a mindfulness of service-learning among the students enabling MCC to serve the community with an early intervention and increasing the number of college-ready students within MCCCD. |
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| EDU230 Cultural Diversity in Education 1) Students complete an in-course service learning module for 20 hours in a culturally diverse classroom setting, interacting with students in authentic settings to help support their learning 2) Class engages in a pen pan exchange with Garfield Elementary 4-6 grade students throughout the semester.  \*Fall classes: At the end of the semester, we visit Garfield Elementary for an in-person meeting with pen pals, providing an opportunity for college students to visit the inner city Title 1 school their pen pals attend and personally respond to their pen pals' questions about college.  \*Spring classes: At the end of the semester, we host a tour of MCC for our Garfield pen pal class, providing an opportunity for Garfield students to visit our college campus with their college pen pal as their guide. \*Summer class: An online section provides the opportunity for students who participate in the Guanajuato Study Abroad Program to fulfill their 20-hour in-course service learning requirement through the program's service learning component. These students also use their study abroad experience as the focus of their research project assignment for the class. \*\*\*\*\*\*\*\*\* The Literacy Outreach Program encourages and supports high school students serving as peer tutors at their high schools by providing opportunities for concurrent enrollment in a peer-tutoring practicum course that empowers them with effective tutoring skills and coordinating program components that lead them to an International Peer Tutoring Certificate. \*\*\*\*\*\*\*\*\* Educators Academy Workshops provide professional development opportunity for local educators on current, relevant topics. We tap the expertise of our own local educators by providing them with opportunities to serve as presenters for these workshops. \*\*\*\*\*\*\*\*\* The Teachers of Language Learners Learning Community Project has a strong focus on service learning, with student participants completing an average of 150 hours of field experience hours in local schools each semester (a total of 600 hours by program completion). The TL3C Program also includes numerous outreach efforts that support our local teachers through professional development opportunities focused on dual language and STEM education. \*\*\*\*\*\*\*\*\* The E.H. Warren Child Development Lab provides quality preschool experiences at an affordable rate for families within our community. The CDL serves as a valuable resource for students to make connections with their academic content across disciplines by providing opportunities to: \*observe children's behavior and interactions with other children and adults in an authentic setting \*complete their internship/field experience requirements in a model preschool program \*engage in customized projects (per class or student) that can benefit from interactions with and/or observations of children. \*\*\*\*\*\*\*\*\* The Future Educators Club engages our aspiring educators in college and community events that contribute to their own development as well as the success of these events. FEC members' contributions include assisting with the coordination and implementation of MCC's Read Across America Day (AKA Dr. Seuss Day) and Family Fun Fair events, visiting local educational agencies to encourage youth to begin planning for college, and participating in MCCCD's Future Educators and the National Association for Community College Teacher Education Programs (NACCTEP) conferences as participants and presenters. \*\*\*\*\*\*\*\*\* Professional Rewards serves as a fourth revenue stream for MCC's Education Studies Department that allows for hiring staff to support student-centered and community outreach projects/events. The revenues earned through this program also provide funding for the department to sponsor scholarships for student and faculty participation in professional preparation/development opportunities. \*\*\*\*\*\*\*\*\* The Guanajuato Study Abroad Summer Program has a service learning component focused on service in Mexican classrooms/schools. Student participants complete a one-credit service-learning module as part of the program. While serving our global community and learning about our neighboring country's culture and language, they also gain insights that help them better understand and serve our local community. |

**ENGLISH DEPARTMENT**

As a community service and final project for the semester, I require my ENG101 students to do observational studies such as profiling a place of interest or an economic, social, cultural, or religious activity in their communities. At the end they should submit a three to four page essay reflecting on what they learned: their insights, interpretations, and judgments. They do it by observations and interviews. To ensure success, we ask students to plan their visits by calling ahead of time to get permission, and we remind them that they should dress appropriately and thank the people once the interview is over. Finally they should bear in mind that they represent the whole institution (MCC).   
People (interviewees) are delighted to be of interest.

**EXERCISE SCIENCE DEPARTMENT**

My Students in my Recreation 120 class go into the Community to work with Non Profits and Governments agencies to support Recreation programs.

FON (Food and Nutrition) students participate in a Food Drive at the end of every semester. The food is donated to a local food bank. This assignment is offered to every FON student. Participation is generally very high. This assignment is connected to the notion of food security which we discuss in our classes. Students are given a list of nutrient dense foods to donate.

**LIFE SCIENCE DEPARTMENT**

Course Titles: Human Anatomy & Physiology I (Bio201); Human Anatomy & Physiology II (Bio202)  
  
For both my Bio201 and Bio202 classes this semester, the students are required to complete a writing assignment for which they must interview someone in the community that is currently working in their desired field (ie nursing, dental assistant, doctor). While they can ask whatever questions they like, the general goal is to determine what steps this person took in order to become successful in their field, what opportunities are available upon program completion, and the general outlook for their chosen career path. Hopefully this provides you with the information you are seeking. Thank you!

Ron Dinchak's BIO109 and the Environmental Action Club visit to Gray Hawk Nature Center to explore nature and learn about animals and plants native to Arizona and the San Pedro River. The Gray Hawk Nature Center is a conservation area on the San Pedro River, the last undammed river in Arizona, which provides educational opportunities to students of all ages.

**NURSING DEPARTMENT**

Nur 271: Nursing Theory and Science IV  
A required assignment is to attend a self help group. This can be AA, Compassionate Friends or any other group the student has interest in attending. After attending, the student writes a paper about the goals and expectations of the group, their reaction and how it impacts the lives of the members plus the impact on the student.

NUR171 - For the last three semesters, we have offered a community experience assignment to our second semester nursing students that allows the students to see nursing from a perspective other than what they see in the hospital or long term care. These observation experiences may include the role of the registered nurse in home health, hospice, or outpatient clinics. We believe that these experiences allow our students to more fully understand the expanding role of the RN in community/public health settings and will hopefully help inform their search for nursing positions in the community after graduation.

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| **PHILOSOPHY & RELIGIOUS STUDIES DEPARTMENT**  In my PHI224 Political Philosophy course I have students evaluate important political speeches (past and present) in light of local, national, and global issues. This encourages students to think of themselves as citizens in a broader sense. |
| In PHI104 Introduction to Ethics, the students write papers on issues of social justice from the various perspectives of applying the predominant moral theories. This encourages students to apply their own critical thinking skills to issues of social and civic importance. |
| Yes, in my PHI103 Introduction to Logic course I have students critique local editorials and famous political speeches on topics of local, national, or global interest. These writing assignments fulfill the critical inquiry component of the PHI103 class while informing students on important social and political issues in their community. |

In my Critical Thinking class PHI 106 students investigate current legislation in the Arizona legislature to analyze impact on the community.

REL 243 -The description that introduces this describes what I do in the World Religions course, but one additional detail is needed to bring it fully to light: as the instructor, I attend with the students every one of the 24 worship service options available for students (they must select four from the list). In that way, students are folded into the group we are visiting, rather than hiding in a seat in the back. The experience typically culminates in real conversation with congregation members, and students meet individual Muslims, Jews, Pentecostals, Jains, Buddhists and so on. The course then becomes one of reflection on people, rather than an abstract study of history or doctrines or rituals.

REL 243 I send students out to see both eastern and western religious institutions in the world religions class.  
  
REL 205 In Religion and the Modern World, I have had students map the religious institutions within a 5 mile radius of campus and document how they serve the larger community (day care, polling centers, etc...)  
  
REL 243 I bring in guest speakers from a variety of world religions represented in the valley.  
  
REL 290/ WST 290 I skype international speakers into my classroom. Last semester, I skyped a woman from southern India into my Women and Religion class. She had to stay up until midnight to talk with us!  
  
REL 243 I skyped in a student from China to explain how her family celebrates the Harvest Moon Festival.  
  
REL 203 My American Indian religions class visit local American Indian museums and pow wows.

**PSYCHOLOGICAL SCIENCE DEPARTMENT**

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| Psi Beta, the National Honor Society for students of Psychology at Community Colleges, visited Sunshine Acres, a children's home in East Mesa on Saturday, October 26. Sixty five children live at this home for children whose parents cannot take care of them. The home is totally supported by private donations. Every semester for the last fourteen years, Psi Beta has put on a bar-be-que and play day for the children and staff at the home. Psi Beta brings and cooks hot dogs and hamburgers along with salad, chips, cookies and candy and serves lunch to approximately 100 people. In addition, the Psi Beta students from both campuses set up activities, crafts, and games to provide entertainment for the children. Saturday was a beautiful day and a good time was enjoyed by all. |
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| A group of Psi Beta students has prepared a presentation called "The Heroic Imagination Project", to take to youth groups in the community. This project is inspired by Dr. Philip Zimbardo and the Psi Beta National Organization. The purpose of the presentation is to explain the bystander effect and help students to understand that they can be "heroes in waiting" by learning to intervene simply by notifying an adult or calling 911 when an emergency occurs. The presentation includes videos and scenarios to discuss to enable people to recognize an emergency situation and know what to do to prevent pluralistic ignorance and the bystander effect. |

Psychology and Culture (Psy132)  
  
Cross- Cultural Awareness (Discussion board)  
  
The objective of this discussion board is to broaden cross-cultural understanding about different issues in todays global world. To get this understanding, select any ONE topic given below. Discuss the topic with an individual from an ethnic, cultural, or religious group other than yours. Ask the following questions to your interviewee or you can make your own questions to know his/her views about the topic.  
  
1. What are your views about the issue? What influences have affected your views? How do you think your views fit with your personality, family, religion, or cultural expectations?  
2. Ask the same questions to yourself in the light of your own personality, family, religion, and cultural expectation.  
3. Write down 2 short paragraphs on the discussion board:  
  
First paragraph: Your interviewee’s responses  
Second paragraph: Compare and contrast yours and your interviewee’s point of view. Did you find any difference? What underlies the difference? Individual, family, culture, ethnicity, religion? Anything else?  
  
Suggested Topics

Spirituality  
Cohabitation  
Sexual Education  
Pre-marital Sex  
Abortion  
Taking Care of Elderly  
Divorce  
Acceptance of Mental Illness  
Gender Equality  
Gay Marriages  
  
Instructions:  
  
Make sure to read and answer all questions generated by the instructor and other students under your post.  
  
To earn the full credit, read other students' postings and reply to at least two postings to generate new questions, to reflect upon the ideas presented, and/or share your point of view.  
  
Make sure to respect others belief system, opinion, and point of view while posting your feedback.

**READING DEPARTMENT**

Students in CRE101 are asked to evaluate the needs of the community along with their own particular gifts of talent/time. They serve our community partners in any capacity they choose. While serving, they identify the competencies of the class in the contemporary world. They then create Critical Reading portfolios where they find articles related to issues discovered during their service. They analyze the articles on many criteria (as per the course competencies) and evaluate the analysis skills of their peers. As a result of this project, the community around us gains help in their worthwhile endeavors. The students, among other things, gain valuable work experience, access to professional networks, and critical reading skills.

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| **SERVICE LEARNING PROJECTS**  America Reads is a training program for college students to tutor and encourage elementary-age children to read well and independently. The program has been offered through the Center for Service-Learning for over 10 years. It is now designed specifically for Education majors and has become a a collaborative tutoring program that is run by both the Center for Service-Learning, who handles the administrative functions, and the Education Studies Department, who offers training for education members. There are two segments under the America Reads program. • Federal Work-Study • TL3C Most of the tutors are part of the Teachers of Language Learners Learning Community (TL3C) Project, a $1.9 million dollar grant from the U.S. Department of Educations to increase the pool of effective teachers of language learners, improving their instruction and support in programs at local Title 1 schools. Our tutors serve with grades K-9.   This is a clear example of Community Engagement because the students are going out into the community to make a difference through an MCC program - that is run through multiple departments even. |
| While I've been employed at Mesa Community College, I've supported several multicultural programs over many years. Some examples would be: MECHA, NAACP, Hispanic Awareness Week, and various outreach programs through MCC student clubs. |
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| America Reads, Future Educators Club, and other student volunteers come together around Read Across America Week to plan an event called Dr. Seuss' Birthday. This event is put on by the Center for Service-Learning and promotes literacy to children - over 200+ children from partner elementary schools (K-3rd grade) attend this event. This field trip across campus takes children to different breakout sessions and will bring in the National Geographic Map this year (Feb 14, 2014). The children leave with goodie bags promoting MCC and literacy. |
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| The Community Outreach Center serves the East valley community working in collaboration with our Community Base Organizations to serve their clients on providing extensive college access information/resources, one stop enrollment services to MCC, as well as our Family literacy program though our GED programs in English and Spanish. We also work closely with Mesa Public Schools Migrant program were we attend events with the Hispanic community in their neighborhood meetings and promote our programs and services, engaging the parents as well as young adults in perusing an education. The Outreach Center also offers free workshops to our community on financial literacy, college readiness, and College informational nights (in Spanish).  The Community Outreach Center serve as an key stakeholder with our partnership with Mesa Public Schools adult education on the GED to MCC pilot, serving 16 to 26 disconnected youth on obtaining a GED and transitioning to MCC, this pilot is on its 2 semester and from our first cohort we have now 5 students that enrolled for the Fall 2013. |
| The Peervention Volunteers provide alcohol and other drug abuse prevention information to our campus and community. They plan, implement, and host campus-wide prevention while earning college credit for their volunteer work. Presently, the Peervention Volunteers are collaborating with Arizonans Concerned About Smoking, Drug Watch International, and Maricopa County's IGNITE Program in order to provide our campus and community the critically-needed prevention and intervention information concerning alcohol and other drugs. Information will be available on November 18th in the Kirk Student Center Walkway concerning the 2013 Great American Smoke Out. Get involved and learn how prevention and intervention save lives! |
| The International Student Association (ISA) was created to encourage and promote goodwill among international students to increase awareness and appreciation of other cultures, and to provide an opportunity to develop lifelong friendships.  ISA recognizes, honors, and learns from students who come from many countries. Activities and events include guest presenters, educational trips, leadership opportunities, social activities, and volunteer efforts.  We host 15-20 events and/or activities per semester. And promote Community Engagement by giving back to the local and global community. Volunteering is very important and a big part of the U.S. culture. We most recently raised funds to benefit the victims of the Typhoon in the Philippines. The students started raising funds just a day after the devastation in order to provide help immediately. In addition, we have helped newly resettled refugees move in their new homes in the Phoenix area through the Welcome to America Project. This helped the students learn about refugees and their sad past and help them be part of building a new and peaceful future. We welcomed them to their new home country. ISA students reach out and help on and off campus and are an active part of the community. |