

**From:** [Boehmer, Charles R.](#)  
**To:** [Gonzalez, Azuri L.](#)  
**Cc:** [Villalobos, Jose De Jesus](#)  
**Subject:** RE: CEL course  
**Date:** Wednesday, January 27, 2021 3:21:25 PM  
**Attachments:** [image002.png](#)

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Dear CEL Committee,  
I approve of this CEL application by Dr. Azuri Gonzalez.

Best regards,

Chuck Boehmer

Professor  
Chair of Political Science  
UTEP Distinguished Teaching Professor  
[crboehmer@utep.edu](mailto:crboehmer@utep.edu)  
(915) 747-7979

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**From:** Gonzalez, Azuri L. <azurig@utep.edu>  
**Sent:** Wednesday, January 27, 2021 3:18 PM  
**To:** Boehmer, Charles R. <crboehmer@utep.edu>  
**Cc:** Villalobos, Jose De Jesus <jdvillalobos2@utep.edu>  
**Subject:** CEL course

Hi Dr. Boehmer,

I would like to request your approval for the attached proposal for the CEL designation of the POLS 4357 Leadership and Civic Participation course I teach.

It is my understanding that you can indicate your approval in the body of the e-mail I can forward along with my application.

Please let me know if you have any questions or if I may further clarify/justify this request.

Thank you for your consideration.

Attached:

- Designation form
- Syllabus
- Signature page for approval from Chair.

**Azuri L. Gonzalez, Ed.D.**  
Director



Center for Community Engagement  
The University of Texas at El Paso  
1514 Hawthorne  
El Paso, TX 79968

[Find me on MS Teams here](#)

Office: 915-747-7969

[utep.edu/cce](http://utep.edu/cce)

# Community Engagement & Leadership (CEL) Certificate Program

## Liberal Arts “CEL” Course Application Form

\*All fields below are required and please be sure also attach your proposed syllabus to this form (see also the “Faculty Syllabus Design Guide” for additional guidance).

**Request for approval for the following course:** POLS 4357 Leadership and Civic Participation

**Faculty Member:** Azuri Gonzalez, Ed.D.

**Course Prefix/Abbreviation and CRN Number:** POLS 4357- CRN 267772

**Course Title:** Leadership and Civic Participation

**Undergraduate or Graduate Level:** Undergraduate

**Department:** Political Science

### **Rational for including the course as a “CEL” (Community Engagement & Leadership) course for the Community Engagement & Leadership Certificate Program:**

This course offers a very clear connection between the role of a student as an engaged citizen and democracy. Leadership and civic participation are the primary focus. Learning objectives and engagement activity directly contribute to their understanding and development as engaged citizens.

**The course being proposed as a Liberal Arts “CEL” (Community Engagement & Leadership) course for the Community Engagement & Leadership Certificate Program must fulfill the following requirements. Please describe how the proposed course meets each requirement and attach a copy of the syllabus for the course.**

- 1. The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.**

This course typically requires 20 hours of engagement in the community. During the time of COVID, I have shifted this to an indirect service activity, with the use of group and class time to formulate and prepare for indirect community participation initiatives and outreach events. The hour requirement is comparable.

- 2. What percentage of time will the above engagement hours and deliverables comprise for this course?**  
The learning objectives and concepts of the course are all directly related to the experience. Students formulate their projects and experiences based on course concepts such as organizing, mobilizing, and the engagement of different generations in civics. Students reflective final presentation includes and requires the integration of their engagement experience reflection. As an estimate, 30 to 40 percent of classes will dedicate a portion of time to discuss and reflect on progress towards the project.

- 3. What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)?**

Under normal circumstances, this is 20% of the grade. This semester, the graded portion of the project only constitutes 10%. This was to limit the high-stakes level of the activity in the event that it required significant additional time outside the class, or in the event that a student faced additional hardships during COVID that would make this activity unmanageable. I have created a very integrated activity this semester, that I might have added more weight to this activity but am trying it out at this level.

Nonetheless, as mentioned previously, at least 10% of their final presentation requires the integration of their engagement experience reflection in relation to course concepts.

Future offerings of this course will revert back to the 20%. Please note that the embeddedness of the activity and the course concepts are directly related to the purposes of the community engagement and leadership certificate program.

**4. How will these elements be assessed?**

The direct portion that is graded in relation to the community engagement project will be graded based on completion. The reflective portion will be graded based on participation in class discussions and finally in the final presentation and exam.

**5. What is the “alternative engagement” activity requirement for students experiencing extenuating circumstances?**

There is no need for an alternative activity given how it is structured this semester taking into account COVID related potential emergencies. It is embedded and does not require students to schedule additional time (outside of specific events organized) for them to complete direct service hours in the community. In the event of some extreme, unforeseen circumstance for a class member, an alternative assignment may be considered on a case by case basis as would be the case for any component of the course.

**6. How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?**

The hours and deliverables are directly related to the course description and learning objectives. Students will integrate learning about civic participation trends across generations, as well as civic engagement models and strategies for improving civic participation in their community. All activities will be facilitated and organized remotely and will work directly with the Center for Community Engagement to be implemented. Please note that the overall content of this course also includes understanding the use and role of education, role of high school and higher education facilitated engagement in promoting and perpetuating the education of an engaged citizen. All components of the course directly contribute to the community engagement and leadership learning of students. Please see syllabus.

**7. Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?**

Students will be organized by groups and each will collaborate with a representative student from the Center for Community Engagement to implement their civic participation strategy and activity. Students may decide to include additional speakers and I will help facilitate the introduction and solicitation of such partners.

**8. How many faculty members within your departments are able and willing to teach this course in this format?**

At this point, it is my understanding that I am the only one who offers this course. I have no doubt that if another person would be recruited to offer this course, they too would find the merit in integrating community engagement.

# Leadership and Civic Participation POLS 4357 (ONLINE)

Political Science - CRN:26772

**Meets:** Tuesdays and Thursdays 3:00 p.m. to 4:20 p.m. via Zoom and MS Teams

**Instructor:** Dr. Azuri L. Gonzalez

**Office:** All meetings will be held virtually | 915.747.7969 | azurig@utep.edu

**Office Hours:** Via [MS Teams](#) 1:30pm to 2:30pm T/TR and by appointments (preferred).

## **Course Description:**

The focus of this CEL\* course is on leadership, civic participation, and community engagement and their impact on the vitality of democracy. Through the course we will address institutions and procedures in the political processes that enhance or deter people's participation, community organizing, and civic education. Students will learn about the different forms of civic and community engagement, their evolution over time, and the meaning of social responsibility. Special emphasis will be placed on the role leadership plays in the ability to mobilize, influence, guide, motivate and support others' participation and involvement in society. Last, students will continuously reflect on their own role, responsibility to society, and their interest and ability to impact special issues and challenges facing a community.

\*The "CEL" designation for this course stands for "Community Engagement & Leadership" and is part of a new program in the College of Liberal Arts (full details to be provided at the start of the course).

In line with the UTEP Edge initiative, through this CEL course, students will have the opportunity to identify and build on their strengths, skills, and knowledge, and participate in an experiential opportunity (virtually) in the community. Student will be able to strengthen the following [Edge](#)

## **Advantages:**

1. Critical Thinking
2. Leadership skill
3. Problem-solving
4. Social responsibility
5. Communication
6. Teamwork &
7. Leadership

## **Course Learning Objectives:**

At the end of the course, students will be able to

- Identify the different forms of civic and political participation
- Explain how civic participation has changed in the U.S. in recent years
- Understand factors that influence participation such as generational perspectives
- Recognize the role of civic engagement in American politics, society, and democracy
- Distinguish between different approaches of understanding leadership
- Increase/enhance/improve critical thinking ability and skills
- Identify issues of interest in society and apply them to future career goals and interests
- Identify the importance of community engagement as a form of civic engagement, participation, community-based learning, and a way to strengthen social responsibility.

### **Class Format:**

While this class was originally designed and intended as a face-to-face class, a number of activities will be adapted and modified into a virtual format. Group discussions and work, for example, are a key component of the course and we will dedicate extra effort to ensure that students interact with one another.

The class will be held real-time during the scheduled class meeting times via ZOOM. However, once the class and learning is well underway, we may shift to live sessions only on Tuesdays, with independent and group work assigned during Thursday class meeting time. Please refer to the [calendar of assignments and activities](#) below.

The class format will also include:

- Lectures and presentations
- Facilitated small and large group discussions
- Educational video presentations
- Guest speakers\* (as time permits)
- Interactive activities
- Applied learning- community-focused experience
- *Liberating Structures* in virtual format

### **Teaching Philosophy**

I believe in meeting students “where they are” while also challenging students to expand their self-awareness and improve their skills. I believe in a strength-based approach to teaching and learning where students have the opportunity to operate from a place of strength, and where they are able to identify their assets and skills to succeed in every setting. I believe in respectful dialogue, in thinking critically and in further developing perspectives that help students serve as boundary spanners. I believe in collective learning while also setting an expectation for individual contributions. Last, I believe in the concept that we are all teachers and learners and that the “wisdom is in the room.”

Students willing to push themselves to learn and demonstrate their learning will be successful in this course. Communication is absolutely key and appreciated.

### **Students will be responsible for the following:**

**Class Participation-** Participation in this class is crucial. Students are required to be prepared to discuss readings at the beginning of class and should submit ‘bullets’ or notes pages for discussion **every time**. Participation group in group chats is also imperative and necessary to receive credit for any assignment submitted as a group.

**Attendance:** Students should notify the instructor of any reason for which the student cannot make it to a live class or group session. Attendance is a portion of the class participation grade. To achieve the full attendance credit, no more than 3 classes may be missed. Missing 3 consecutive classes without notifying the instructor may result in being dropped from the class with a (W) before the drop deadline, or with a failing grade (F) after the drop deadline. **Drop deadline:** April 1, 2021.

**Assignments:** Specific instructions and due dates on all assignments will be given in class and will be followed-up with on Blackboard. Please use this syllabus as an overview of the course.

### Reading Bullets and Journal [RBJ]

You are required to complete a brief reading analysis for each assigned reading. All notes are to be a typed bulleted list of thoughts, reflections, or questions you may have on the reading. You are expected to have this document available with you to help you participate during class. You will be expected to discuss and demonstrate your understanding of the material in groups and with the class, and by completing this assignment, you will be better prepared. Due dates and details for each reading are in the calendar of activities.

**Journals:** All bullets are to also be submitted via the Journal function on Blackboard where a “journal” is a compilation of all bullets for each book. Journal entries and bullets should be thoughts and questions you are prepared and willing to discuss in class. You are responsible for completing all journal entries for each chapter assigned for each of the three books assigned in the course as follows:

**Journal 1:** Macedo week 4 (Chpts 1-3)

**Journal 2:** Zunkin week 5 (Chp 4)

**Journal 3:** Hart week 10 (Chpts 2,4, 6 & 7)

**Journal 4:** Han- week 13 (Chpts 1 & 3)

There are times when certain topic discussions take additional class time. When this happens, it is possible that due dates for assignments, or in this case journal due dates, may be pushed back. If you attend class regularly, you will have no problem staying on top of any changes that may occur.

### Attendance and Participation Assignments [AP]

AP assignments may include in-class discussions, handouts, activities, and group assignments. Students must be present, on time, and attend the full class period to receive attendance and participation credit for these assignments.

Leadership Assignment [LA] Students will be responsible for preparing a poster on a leadership theory or concept as assigned in class. Guidelines for this assignment will be given at a later time

Civic Engagement Project [CEP] students will be guided through a community engagement project or activity to enhance their course learning. Projects and activities will be organized to amount to the equivalent of roughly 20 hours of service. This activity will be performed virtually and may be done so in groups or as individuals. Additional guidelines will be discussed during the second and third week of classes.

### Final Exam [FE]

A final open book exam will be administered and a study guide will be provided. Independent work is expected.

### Final Presentation [FP]

A final presentation will be assigned towards the end of the semester that should help students demonstrate the cumulative knowledge acquired throughout the course. All assignments, chapters, and community engagement experience will be expected to be combined into an end-of semester presentation. A rubric for this presentation will be made available in the final presentation folder on blackboard.

**Due Dates:** All assignments are due as directed in the syllabus. No late work is ever accepted without proper communication or documented emergency.

### **Technological requirements:**

Classes will be held via Zoom and some group work will be facilitated via MS TEAMS. Course content and information will be made available via the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

### **Learning systems and their use for this class**

**Blackboard:** Students will use blackboard to access assignments discussed in class as well as the syllabus and all guidelines for presentations, projects, final exam, etc. **PLEASE DO NOT** use the blackboard e-mail to contact the instructor. **ONLY USE** the e-mail listed on this Syllabus but communication through MS Teams is preferred. This will allow me to have a virtual face-to-face conversation with you.

**MS Teams** will be made available for your TEAM work. All assignments completed as groups will be completed through the TEAM channels. Teams will be switched around mid-semester to allow you to engage with a different team for assignments.

**ZOOM** will be the platform through which we will hold classes. This platform is a bit more user friendly and will allow me to make use of the grouping function when we do in class activities. The zoom link for our class will change periodically. In order to enter the class, you will need to access the link by first going through Blackboard. UTEP does not provide technical support for zoom, however, we are permitted to use this at our discretion. Please let me know if you have any challenges downloading this free tool.

### **Course Readings and Materials:**

1. Stephen Macedo. 2005. Democracy at Risk: How Political Choices Undermine Citizen Participation, and What We Can Do About It. **ISBN:** 978-0815754053
2. Hart & Youniss. 2018. Renewing Democracy in Young America. ISBN: 978-0-19-064151-1
3. Hahrie Han. 2014. How Organizations Develop Activists: Civic Associations and Leadership in the 21<sup>st</sup> Century ISBN: 978-0199336777
4. *Other readings as assigned. These will be made available via Blackboard as PDF documents. Zukin Chapter 4 is one of these.*



## Grading and Performance Evaluation:

Grade Scale			
A	90-100	Journals and Reading Bullets [JRB]	30%
B	80-89	Attendance & Participation [AP]	30%
C	70-79	Leadership Assignment [LA]	10%
D	60-69	Civic Engagement Project & Reflection Piece [CEP]	10%
F	0-59	Final Exam [FE]/Final Presentation [FP]	20%
		TOTAL	100%

### Extra Credit:

Students are expected to successfully perform in each of the evaluated areas. However, extra credit will be given for attending/reporting on community or university events **pre-approved** by the instructor throughout the semester. These will be added points to the attendance and participation grade. To document the pre-approved activities, students must reflect on their participation in the Extra Credit Journal.

### Policies:

Policy for final exams: [From the online Schedule of Classes]

Exemption from final examination may not be given. Final examinations are scheduled to be two hours, forty-five minutes in length and take place during the final examination period. It is the policy of the university not to administer a second final examination in the course. It is also university policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student's three examinations.

Copyright: Some of the materials in this course are copyrighted. Violation of US copyright law can result in civil damages up to \$100,000 for each work copied. Copying of textbooks is not "fair use" under the Copyright Act. The "fair use doctrine" only permits non-commercial copying of part (in general, not more than 10%) of a copyrighted work. Do not bring a copied textbook to this class. Your cooperation is expected.

1.3 Student Conduct: [From the Handbook of Operating Procedures: Student Affairs]

Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>.

1.3.1 Scholastic Dishonesty: [From the Handbook of Operating Procedures: Student Affairs]

It is the official policy of the University that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. It is contrary to University policy for a faculty member to assign a disciplinary grade such as an "F" or zero to an assignment, test, examination, or other course work as a sanction for admitted or suspected scholastic dishonesty in lieu of normally charging the student through the Dean of Students. Similarly, students are prohibited from proposing and/or entering into an arrangement with a faculty member to receive a grade of "F" or any reduced grade in lieu of being charged with scholastic dishonesty. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or

materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1.3.12 Plagiarism: [From the Handbook of Operating Procedures: Student Affairs]

"Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

Center for Accommodations and Support Services Policy: If you have or suspect a disability and need an accommodation, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148 or at [cass@utep.edu](mailto:cass@utep.edu) or go to Room 106 Union East Building. If you have already made such arrangements, I should have already received an e-mail communication. **Please e-mail me or communicate with me so that together we make the proper accommodations based on your needs for the applicable assignments or tests listed here.** I am more than happy to work with you to make sure you are successful.

## NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard, Zoom & MS Teams are not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

## **COVID-19 Accommodations**

Though this will be completely online, you have access to resources and facilities on campus. Please note the following about going to campus:

*Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.*

**NOTE: I will work with you if you communicate with me. These are definitely different times and we are all in different places of comfort with this new way of operating and doing our school work. I WANT YOU TO BE SUCCESSFUL and YOU WILL be successful. Policies are in place so you know what you are responsible for – BUT I can work with you if we can still adhere to the intent of policies. What is most important is that you learn from this course and that you don't do it at the expense of your health or that of others around you.**

## Calendar of Assignments and Activities:

UPDATED Jan 27- Page 1 CEL and color coding in P. 7-8.

This is the tentative calendar for the semester. Except for changes that substantially affect the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Any assignments given in class will also be available via blackboard. Remember that all readings require that you prepare your 'bullets' and notes for the reading.

If highlighted in Purple – expected to meet via MS Teams with your groups

Wk		Tuesday		Thursday	
Wk	Date	Date	Date	Date	Date
1	Jan 19	Course Introduction Complete questionnaire	Jan 21	Deborah Stone Policy Paradox: Equity (in class reading and activity) Course introduction activity Group Questionnaire Activity	
2	Jan 26	What is civic engagement? Macedo Chapter 1	Jan 28	Civic Engagement – Quantity, Quality and Equality What is civic engagement ? <b>Civic Engagement Planning</b>	
3	Feb 2	Macedo Chapter 1 Group questions Macedo Chapter 2 bullets	Feb 4	Macedo Chapter 2 National Electoral Processes Solutions to address quantity of engagement <b>Leadership Assignment introduced and assigned</b>	
4	Feb 9	<b>Civic Engagement Planning</b> Generational Survey Macedo Chapter 2	Feb 11	Chapter 3: Macedo American Metropolis and Local Politics Assignment <b>Macedo Journal due Sunday, Feb 14</b>	
5	Feb 16	Zukin Chapter 1 Overview (do not need to read) Read Zukin Chapter 4 Generational differences in participation	Feb 18	Precursors to community Engagement Set MS Teams Zukin Chapter 4 <b>Zukin Journal Due Sunday, Feb 21</b>	
6	Feb 23	Precursors Review <b>Community engagement project check-in</b> Prepare for Hart Chapter 2 Parties, Voters and Interest Groups	Feb 25	Hart Chapter 2 Parties, Voters and Interest Groups MS Teams	
7	Mar 2	Review Hart 2 Importance of citizenship and the role of education Education for Citizenship Prepare for Hart Chapter 4	Mar 4	Hart Chapter 4 Group Assignment MS Teams	
8	Mar 9	Hart 4 Review Content review Activity (flexible day to catch-up)	Mar 11	Midpoint Troika <b>Leadership Assignment reviewed</b>	
	Mar 16	Spring Break	Mar 18	Spring Break	

9	Mar 23	Chapter 6 prep – Voting Age and Participation POSSIBLE MS Teams Voting Age Assignment	Mar 25	Hart Chapter 7 Review and discussion Group activity in class
10	Mar 30	Community Engagement Project cont. Pecha Kucha Information Activity	Apr 1	Leadership theories and approaches <b>Assignment due (blackboard)</b> <b>Will present in class in groups</b> Hart Journal Due Sunday, Apr 4
11	Apr 6	Introduction to Han Ho Organizations develop Activists Lone wolves, Organizers and Mobilizers	Apr 8	Han Chapter 1 Group Assignment Lone wolves, Organizers and Mobilizers
12	Apr 13	Review Han 1 Group discussion Prep Chapter 3 Han	Apr 15	Group Assignment Han Chapter 3 Strategizing on best approach for empowerment
13	Apr 20	Review of organizing Check-in on community project	Apr 22	Organizing vs. Mobilizing Group assignment And community project Han Journal Due Sunday, April 25
14	Apr 27	Semester Content Review PechaKucha Peer Review	Apr 29	Workshop Presentations
15	May 4	Presentations In class	May 6	Course Conclusion Discussion
Final		Thursday, May 13 4:00 p.m – 6:45 p.m. Final exam		