

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) Designation Program “CEL” Course Renewal Form

FACULTY APPLICANT

Faculty Name:

CEL Course Name:

College:

Department:

Do you have more than one section of the same course (Ex: HIST 1301-CRN 12345, HIST 1301-12346)? If so, would you like all of them CEL designated? Please specify which sections you would like CEL designated.

Cross-list Information (if applicable):

New CRN (if known):

I am requesting a renewal of the “CEL” designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same “CEL” designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.



Faculty Signature

Date

DEPARTMENT CHAIR

Department Chair Name:

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.



Department Signature

March 19, 2024

Date

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL)

Course “CEL” Designation Renewal Form

Stacie Ordonez

CEL Course Name: Security Studies Internship INSS 4366

New CRN: Unknown at this time

College: Liberal Arts **Department:** Criminal Justice & Security Studies

FACULTY APPLICANT

I am requesting a renewal of the “CEL” designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same “CEL” designation to this latest section of the course with the new Course Registration Number (CRN) for the coming semester.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

Stacie Ordonez

03/27/2024

Signature

Date

DEPARTMENT CHAIR

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

Egbert Zavala

3-27-2024

Signature

Date

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) Designation Program “CEL” Course Renewal Form

FACULTY APPLICANT

Faculty Name: Jose Villalobos

CEL Course Name: POLS 4315 CEL: U.S. Latinx Politics

College: Liberal Arts

Department: Political Science and Public Administration

Do you have more than one section of the same course (Ex: HIST 1301-CRN 12345, HIST 1301-12346)? If so, would you like all of them CEL designated? Please specify which sections you would like CEL designated.

N/A

Cross-list Information (if applicable): N/A

New CRN (if known): 17133

I am requesting a renewal of the “CEL” designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same “CEL” designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.



Faculty Signature

03/27/2024

Date

DEPARTMENT CHAIR

Department Chair Name: Gaspere M. Genna

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

Gaspere Genna
Digitally signed by Gaspere Genna
DN: cn=Gaspere Genna, o=UTEP, ou=Political
Science and Public Administration,
email=ggenna@utep.edu, c=US
Date: 2024.03.27 10:14:52 -0600

Department Signature

3/27/2024

Date

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) Designation Program "CEL" Course Renewal Form

FACULTY APPLICANT

Faculty Name: Clive Cochran

CEL Course Name: ARTG 4316-Art Graphic Design 6: Practicum

College: Liberal Arts

Department: Art

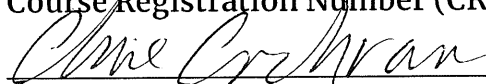
Do you have more than one section of the same course (Ex: HIST 1301-CRN 12345, HIST 1301-12346)? If so, would you like all of them CEL designated? Please specify which sections you would like CEL designated.

N/A

Cross-list Information (if applicable): n/a

New CRN (if known): 10974

I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming semester.



Faculty Signature


03/27/2024

Date

DEPARTMENT CHAIR

Department Chair Name: David Griffin

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.



Department Signature

3/28/2024

Date

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL)

Course “CEL” Designation Renewal Form

Stacie Ordonez

CEL Course Name: Internship in Criminal Justice I- CRIJ 4309

New CRN: Unknown at this time

College: Liberal Arts **Department:** Criminal Justice & Security Studies

FACULTY APPLICANT

I am requesting a renewal of the “CEL” designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same “CEL” designation to this latest section of the course with the new Course Registration Number (CRN) for the coming semester.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

Stacie Ordonez

03/27/2024

Signature

Date

DEPARTMENT CHAIR

I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

*This form may be signed/scanned or submitted with electronic signature via email to the College.

Egbert Zavala

3-27-24

Signature

Date

View results

Respondent

18 Stacie Ordonez

04:12

Time to complete

1. **Faculty Member Name:** *

Stacie Ordonez

2. **Semester, Year this form applies to: (i.e. Fall, 2024)** *

Fall 2024

3. **Course Title** *

Internship in Criminal Justice, and Security Studies Internship

4. **Course Prefix/Abbreviation (Ex: HIST 1302):** *

CRIJ 4309, INSS 4366

5. **CRN (if known):**


If not yet known, leave blank


6. **Please attach your signed renewal application here.**

Use the link below to download renewal form and attach your signed renewal application here.

<https://www.dropbox.com/scl/fi/e8a0q59idr7flg5ujy3ai/CEL-Renewal-Form-updated.pdf?rlkey=s1oi5ntjj096jojxkn7usoq04&dl=0>

*

 [INSS 4366 Cel Renewal 2024 Chair Signed Stacie Ordonez.docx](#)

 [CRIJ 4309 Cel Renewal 2024 Chair Signed Stacie Ordonez.docx](#)

COMMUNITY ENGAGEMENT & LEADERSHIP APPROVAL PAGE (CEL SIGNATURE FORM)

Proposal Title: SUMMER AND FALL - 2024

College: Department:

DEPARTMENT CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the department.

Arma V. Montelongo, Ph.D. _____

Signature

Date

LIBERAL ARTS CURRICULUM COMMITTEE CHAIR – SELFA A. CHEW-MELENDEZ

I have read the enclosed proposal and approve this proposal on behalf of the college curriculum committee.

Signature Date

LIBERAL ARTS COLLEGE DEAN – ANADELI BENCOMO

I have read the enclosed documents and approve the proposal on behalf of the college.

Signature Date

CHICANO CINEMA 3302

Fall 2024

CRN: TBA

INSTRUCTOR CONTACT INFORMATION

Professor: Ruby Montana

Office: Graham Hall 208

Office Phone: (915) 747-5985, Department Phone: (915) 747-5462

Office hours: Mon. and Wed. 3:00-4:00 pm or by appt.

Email: ramontana@utep.edu

Class Description:

The course examines the representation of Chicanos/as in films and documentaries. The Chicano experience is centered on struggles for social justice and a continuous negotiation of identity: Are we American? Mexican? Both? Neither? We will watch films to identify and address the social critiques and commentaries they offer on multiple social issues and to consider how film influences individual and societal perceptions of Chicanos/as. Cinema's vilification of Mexican Americans as criminals, drug addicts, oversexed señoritas or Latin lovers, undocumented immigrants, and/or welfare frauds builds on negative stereotypes from the early 1800s. A series of films, including Hollywood commercial and Chicano-made films, will be screened, as part of an analysis of Chicano images and their impact on American popular culture.

Further, you will be required to actively engage with one of our key issues unique to our border region: immigration. This is an interdisciplinary course that employs analytical constructs and techniques used in cultural anthropology, sociology, film criticism, and history.

Course Learning Objectives:

- To learn about and understand the major themes explored in Chicana/o/x Cinema.
- To learn to read mass-mediated information critically in order to resist its hegemonic influence, particularly when it presents Chicanas/os/exes as the "Other" in society.
- To learn to think about and write critically about social issues. How one sees the world and how one communicates such views is vital to being a successful professional and valuable member of society.
- Increase social justice and social responsibility awareness
- To participate actively in the volunteer processes of organizations that assist immigrants who arrive with (or without) their pets through direct interaction with and for these organizations.

Required Materials:

The class requires NO textbook. All readings will be posted via links on the course syllabus

Grading Scale:

Final grades will be given according to the student’s demonstrated level of mastery of the subject matter as determined by assignments, class discussion, and attendance. The assignments for this course are based on a scale of 1,000 points. Letter grades will be assigned according to the following scale:

(A): 90-100 (B): 80-89 (C): 70-79 (D): 60-69 (F): 0-59

Course Assignments:

Community Engagement and Leadership (proof of volunteer hours + Reflection Essay)	200 points
Midterm Exam	100 points
Discussion/YuJa video Participation (8x 25 points each)	200 points
Quizzes (10 x 20 points each)	200 points
Final Exam (Due: 10:00am – 12:45 pm)	100 points
Final Reflection Essay	200 points

Total

1000 points

Final Grade

Total points earned divided by 10

Quizzes: Pop Quizzes about course content (e.g., lectures, readings, films) will be regularly given and will take place in the first 5-10 minutes of class. Arriving late to class or being absent will not allow for a makeup quiz.

Class Discussions/YuJa Videos: Some weeks will have Discussion Questions relating to the course content. Some weeks' required submissions will be online in the Discussion section, and some will be on YuJa. Each student is responsible for responding to the questions thoughtfully, using the required readings, films, material, lectures, etc. to support your views or points. Answers that are vague/general with no supporting text from the readings, film, lectures, etc. will not receive full credit. If it is suspected at any time that Chat GPI or such apps are being used for the online Discussions, an in-person meeting will be required. Please do not resort to these dishonest measures as it defeats the entire purpose of academia. Please see the Academic

dishonesty section below for full details. Instructions for using YuJa can be found on the online syllabus on Blackboard.

Community Engagement & Leadership (CEL) Program (This is a course requirement)

One of the many social justice issues we focus on this semester is that of immigration to our border and the many complexities therein, such as the lack of official policy for immigrants who arrive with their pets. For this task, you are required to actively engage in the community as it relates to this issue. I have compiled a list of viable local options that would meet the requirements of this task. Please choose the one that would fit your interests, capabilities, and schedule best. Previous volunteer efforts not applicable. Please do not make up your own volunteer effort and expect credit.

All options require: 1. Proof of effort completed. Each option has details on the proof needed. (10 hours, 100 points) 2. A one page “Reflection Essay” describing what you did during this experience, what you gained from it, and how it relates to something discussed in class. (100 points)

1. Help Bridge Pups Rescue: <https://www.facebook.com/BridgePupsRescue> or <https://www.instagram.com/bridgepupsrescue/>

2. Animal Services Volunteer

“El Paso Animal Services could not provide such outstanding care for our animals without the help of our volunteers. Providing love, care and attention to the 26,000 animals that come into the center every year is no small feat! Our Volunteers are involved in various aspects of the shelter – providing hands-on care and attention to the shelter animals, helping keep the shelter and kennels clean, participating in events, and many other essential activities.” Details: <https://elpasoanimalservices.org/how-you-can-help/volunteer/> Proof needed: Email verifying hours of service sent to me by Animal Services plus Reflection Essay

3. Foster a pup or cat in need (specifically the pet of an immigrant going through the legal immigration process): Animal Services and local Rescues can provide food and all medical care.

4. Migrant Support Services Volunteer

Volunteers help organizations such as Annunciation House, Sacred Heart Church, Keepers Kitchen: Helping Hands, Casa Carmelita, and Las Americas Immigrant Advocacy Center. Your time and efforts help ensure the migrants passing through our community are treated in the most humane, respectful, and efficient way. Proof needed: Email verifying hours of service sent to me from organization, plus Reflection Essay

Late Papers: I do not accept late papers unless there are circumstances beyond your control that you can document. If you need to submit an assignment late, please let me know ahead of time. You will lose 5 points off the final grade for each day it is late. In cases of illness or death in your family, please contact me directly via email: ramontana@utep.edu

Extra credit: Throughout the semester, some extra credit opportunities will be given in class to help make up for lost points.

Course Communication:

- **Email:** UTEP email is the best way to contact me. I typically respond to emails within 24-48 hours of receipt, although I usually do not respond on Saturdays and Sundays. When emailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your email, clearly state your question. At the end of your email, be sure to put your first and last name.
- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, Calendar changes, or other important messages.

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.html>.

Attendance and Participation:

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Being present for in-class Quizzes
- Participating in engaging discussions with your peers in class and on the discussion boards
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

Excused absences and/or course drop policy:

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excused absences.

Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course. Students may drop the class and receive a “W” any time prior to March 28.

Student Support Services:

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship for the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services \(CASS\)](#). Contact the Center for Accommodations and Support Services at 915-747- 5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Academic Dishonesty:

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, processing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person

as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from the University for such actions.

Class Recordings:

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person extenuating circumstance. Our use of such technology is governed by the Federal Educational class meeting due to illness or other Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course. Doing so may result in disciplinary action.**

Plagiarism detecting software:

Some of your coursework and assessments may be submitted to SafeAssign, a plagiarism-detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Copyright statement for course materials:

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course Resources provided in online syllabus with links

COURSE CALENDAR

(INSTRUCTOR RESERVES THE RIGHT TO ALTER THE CLASS SCHEDULE)

***Please note that some films will be assigned to watch on your own; links to all films will be provided**

Course Introduction

- Familiarize yourself with the syllabus, course goals, objectives, and requirements
- Introductions and Questions

Week 1

Explore labels of Americans of Mexican Descent

- **Learning Objectives / Outcomes:** A brief overview of the parameters of the course; to explore labels for Americans of Mexican descent and their meanings, as well as the representation of Mexican/Americans in film.
- **Readings:** Gripe: [‘We’re Chicanos--Not Latinos or Hispanics’ by Leo Guerra](#)
[Tezcatlipoca](#) and [Roth and Hoffer on Broncho Billy](#)
- **Videos:** Billy Broncho and the Greaser (1914) and Flamin’ Hot (2023)
- **Lecture Topics:** What is a Chicana/o/x and Chicana/os in U.S. Cinema

Week 2 Chicanos on the WWII Homefront and Post-WWII Era

- **Learning Objectives / Learning Outcomes:** Learn about the Sleepy Lagoon Murder Trial of 1942, the Zoot Suit Riots of 1943, the miners’ strike represented in Salt of the Earth (1953) and the Witch Hunt for Communists in Hollywood
- **Readings:** [Fregoso on Zoot Suit and Intertextuality](#)
- **Videos:** Zoot Suit (1981)


Week 3 Continued: Chicanos on the WWII Homefront and Post-WWII Era

- **Readings:** [Lorraine on Suppression of Salt of the Earth](#)
- **Video:** Salt of the Earth (1953)

Week 4 Chicanos – The Nation’s Forgotten War Heroes and the Repatriation of Mexican/Americans, Focus: Immigration issues

- **Learning Objectives / Learning Outcomes:** Learn about the Longoria Affair and Chicanos in Vietnam. Discuss the US repatriation of Mexicans and Mexican Americans during the Great Depression and treatment of Mexican immigrants at our border
- **Readings:** and [Balderrama and Rodríguez \(2006\) - Deportation: ¡Adiós, Migra!](#)
- **Videos:** Soldados: and VOX video on Gasoline Baths at the US/Mexico Border

Week 5 (Immigration issues cont’d.)

- **Learning Objectives / Learning Outcomes:** Continue discussions of immigration at our border including human and non-human animal welfare
- **Readings:** [Ringside to a Revolution \(excerpt\)](#)
- **Videos:**  Only in El Paso | Bridge Pups Rescue , HBO’s “God Save Texas”, S1 Ep. 1 “La Frontera”

Week 6 **Vatos Locos – Chicano and Chicana Gang Member Representations**

- ***Learning Objectives / Learning Outcomes:*** Develop a Multidimensional Understanding of Chicana and Chicano Gang Members
- ***Readings:*** [Richard Mora - Cinematic Cholos and Abjection](#) , [Pitman on Policing Cinematic Barrio \(2010\)](#)
- ***Videos:*** Mi Vida Loca (1993), Boulevard Nights (1979)

Week 7

- Midterm Review and Exam

Week 8

Spring Break

Week 9

Chicanas/os/exes and Education

- ***Learning Objectives / Learning Outcomes:*** Learn about the history of structural racism against Mexican Americans in US public and higher education.
- ***Readings:*** Cepeda et al on Gang Members and Trauma
- ***Videos:*** Stolen Education (2015), Chicano! Taking Back the Schools (1995) and Stand and Deliver (1987)

Week 10

Chicanas/os/exes and Education

- ***Readings:*** [Shouse on Stand and Deliver and Organizational Structures](#)
- ***Videos:*** Cont'd, Chicano! Taking Back the Schools (1995) and Stand and Deliver (1987)
- Drop date: March 28

Week 11

The Struggle for Chicano Representation in El Paso's Public Memory and Public Space

- ***Learning Objectives / Learning Outcomes:*** Learn about El Paso's fantasy heritage and its negative impact on Mexican Americans. Learn about Chicanas in fantasy heritage.
- ***Readings:*** [Pérez and Ortega \(2008\) - The Juan de Oñate Controversy in El Paso](#)
- ***Videos:*** The Last Conquistador and Las Marthas (2013)

Week 12

Chicanas in the Professional Realm

- *Learning Objectives / Learning Outcomes:* Learn about Chicanas in the Professional Realm.
- *Readings:* [Nancy Aguirre - A Stranger in Charleston](#)
- *Video:* Real Women Have Curves (2002)

Week 13 **Cont'd: Chicanas in the Professional Realm**

- *Video:* Tortilla Soup (2001)

Week 14 **Anything for Selenas**

- *Learning Objectives / Learning Outcomes:* Learn about Chicana icon Selena and the lasting impact she has had on Chicano/a/x culture
- *Reading:* [Remembering Selena. Re-membering Selenidad](#)
- *Video:* Selena (1997)

Week 15 **LGBTQ Chicano/a/x experience**

- *Learning Objectives / Learning Outcomes:* Explore perspectives on Chicano/a/x LGBTQ identity and experiences
- Reading: [Confronting Patriarchy and Heterosexism in Chicanismo](#)
- Video: The Garden Left Behind (2019)
- Review for Final Exam

Final Exam

View results

Respondent

8 Ruby Montana

40:06

Time to complete

1. **Faculty Member Name:** *

Ruby Montana

2. **Semester, Year this form applies to: (i.e. Fall, 2024)** *

Summer, Fall 2024

3. **Course Title:** *

Chicano Film

4. **Course Prefix/Abbreviation (Ex: HIST 1302):** *

CHIC 3302

5. **CRN (if known):**

If not yet known, leave blank

6. **Undergraduate or Graduate Level:** *

Undergraduate

7. **Department or Program:** *

Chicano Studies

8. **Do you have more than one section of the same course (Ex: HIST 1301-CRN 12345, HIST 1301-12346)? If so, would you like all of them CEL designated? Please specify which sections you would like CEL designated.** *

no

9. **Is the course cross-listed?** *

Yes

No

10. **If yes, please provide Cross-listed course information below:**

If no, skip to next question.

Film 3302

Rational for including the course as a CEL course for the CEL Designated Program:

The course being proposed as a Liberal Arts "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Designation Program must fulfill the following requirements. Please describe how the proposed course meets each requirement.

11. **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.** *

Volunteer with Bridge Pups Rescue or El Paso Animal Services

students must volunteer for a minimum of 10 hours with either organization as they assist with dogs and cats who cross the border on their own, as well as the pets of immigrants that are taken from them when they enter Immigration facilities for processing.

Volunteer with Annunciation House, Sacred Heart Church, Keepers Kitchen: Helping Hands, Casa Carmelita, and Las Americas Immigrant Advocacy Center
Students will volunteer for a minimum of 10 hours with any of the above organizations as they help ensure the migrants passing through our community are treated in the most humane, respectful, and efficient way.

Reflection Essay: Reflection Essay will consist of a 2-3 page essay describing what they did, how it affected them, how their experience relates to course content, and why volunteering in the community is important and necessary.

12. **What percentage of time will the above engagement hours and deliverables comprise for this course?** *

Volunteering: 20 hours

Reflection Essay: Time spent by student varies

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

Volunteering 20 hours min.: 10% (100 points on grade scale)
Reflection Essay: 10% (100 points on grade scale)
Total: 20% (200 points on grade scale)

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

Volunteer hours will be proven by submitting documented hours from the organization students volunteer with.
Reflection Essay will consist of a 2-3 page essay describing what they did, how it affected them, how their experience relates to course content, and why volunteering in the community is important and necessary.

15. **What is the "alternative engagement" activity requirement for students experiencing extenuating circumstances? ***

Students who cannot volunteer can foster a "Bridge Pup" temporarily.
Students who cannot volunteer can serve as a "coordinator", or point of contact between Bridge Pups Rescue, Animal Services, the migrant services organization, and/or Border Patrol or CBP as needed.
Students who cannot volunteer can assist with social media posting, content, and promotion.

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

This project will help students specifically in learning how to think about and actively engage with social issues such as immigration and animal welfare. How one sees the world and how one actively engages with their community is vital to being a successful professional and valuable member of society. This project will increase social justice and social responsibility awareness by having students participate and engage directly with an organization related to immigration and/or animal welfare on our border. This course will also have students participate actively in the volunteer processes of organizations that assist immigrants who arrive with (or without) their pets through direct interaction with and for these organizations.

17. **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? ***

Bridge Pups Rescue already works closely with both Animal Services and Casa Carmelita in assisting immigrants with their pets or with dogs and cats who cross our International borders. This project will help foster a relationship with Annunciation House, Sacred Heart Church, Keepers Kitchen: Helping Hands, and Las Americas Immigrant Advocacy Center.


18. **Are there faculty members within your department(s) able and willing to teach this course in this format? If so, please provide their name(s) and department information. ***

n/a

19. **Please attach your proposed syllabus.**

For additional guidance please visit the Faculty Syllabus Design Guide.

<https://www.utep.edu/liberalarts/files/docs/resources/cel-syllabus-design-guide.pdf> *

 [CEL Copy of CHICANO CINEMA 3302, R. Montana \(Ruby Montana.pdf](#)

20. **Please attach your signed CEL approval form.**

For additional guidance please visit the Faculty Syllabus Design Guide.

<https://www.utep.edu/liberalarts/resources/faculty-staff-resources/ce/ce/ce-approval-page.pdf> *



[ce-approval-page_Ruby_Montana.pdf](#)