## General Education Submission Form

Electronic submissions are preferred.

### A. GE component for which course is being proposed:
Serving Society; Enacting Justice

### B. Submitted by Angela D’Amour, Director of Campus Life

### C. Ideally, submissions should be discussed by the entire department prior to submittal.
- Chair has reviewed and approved the course. Jane Higa is aware and supportive of the practicum.

### D. Course being proposed (please attach syllabus):
APP 192: Potter’s Clay Seminar

### E. This course
- Has not been modified, but is being submitted to check its suitability
- Has had its syllabus rewritten to communicate the course’s contribution to GE
- Has had its contents modified to address the relevant GE issues
- [x] Is a new course designed to fulfill the GE requirement

### F. This course is being submitted as
- [ ] A Template. Applicable to courses with multiple sections which require only general training in the discipline. The submission should come with the approval of the department chair and should clearly identify what course content and what elements of the syllabus the department has agreed will common to all sections. Upon approval by the GE Committee, any course whose syllabus is determined by the department to meet the specifications of the template is approved to satisfy this area requirement. A copy of each syllabus should be forwarded to the G.E. committee for record keeping purposes.
- [x] An Individual Course. Applicable to courses requiring specialized training in the discipline or are typically offered by a particular instructor. The course should be resubmitted and reassessed in the event of a change in staffing or syllabus.

### G. Brief statement of rationale:

Potter’s Clay has been in existence for over thirty years during which time thousands of Westmont students have traveled to Ensenada, Mexico to participate in one of four types of service projects: Medical/Dental, Construction, Sports or Vacation Bible School.

In keeping with the College’s desire to connect classroom learning with outside endeavors, this course will challenge students to think critically about the Potter’s Clay experience. Through readings, discussion and focused reflection, this course brings students’ service involvement together with their academic pursuits in a way that will result in more compassionate scholars and more informed servants.
Potter’s Clay participants are regularly exposed to issues of economic disparity and class, issues of community identity and infrastructure, and issues of gender and ethnicity. This course will allow a select group of participants in Potter’s Clay to engage in conversations around key readings that highlight the cultural and economic differences that exist between Mexico and the United States. Through daily journal reflections and a summary paper, students will note observations about working within the Ensenada community and will be encouraged to consider positive and negative impacts of Potter’s Clay on the local Mexican community. Students will also be challenged to consider how their spiritual beliefs, personal values and academic knowledge influence one another through the Potter’s Clay experience.

Through this course, students will participate in approximately 6 hours of classroom discussion and 6 days of service in Ensenada with an average of 8 hours of service per day. During service components, students will be in regular contact with citizens of Ensenada. There will be a maximum of 15 students participating in the seminar.