

## **Spring 2013 Sabbatical Proposal for Leeann Mulville**

### **Moorpark College Criminal Justice Faculty**

**Submitted: October 15, 2011**

#### **Personal Background**

In 1981 I was hired by the Ventura Community College District as an Adjunct Faculty member to instruct future police officers at the Ventura Police and Sheriff Basic and Reserve Academies in firearms, crime scene investigation and patrol procedures. I also taught Criminal Justice degree courses and was the Criminal Justice department chair at Ventura College. In 2001 I became a full-time faculty member at Moorpark College instructing students in all aspects of the criminal justice system as well as continuing my position as firearms and arrest search and seizure instructor for POST (Peace Officers Standards and Training) through Ventura College.

During these last thirty years in the education field I have seen the direction of the criminal justice programs change from emphasis on career/academy preparation to transfer and higher education preparation. The CJ community is seeking a diverse pool of applicants and expecting degree completed candidates for employment. During these last ten years at Moorpark College I have reviewed and expanded our CJ program and curriculum to support this ongoing trend.

I am also deeply aware of the needs of faculty as I have been involved with faculty development for over seven years and have served as the faculty development committee co-chair for the last four years. I have supported the campus community and participated in career orientation, student recruitment, work experience/internships, community outreach, learning communities, distance education and transfer model curriculum preparation.

#### **Sabbatical Proposal**

The purpose of my sabbatical leave of Spring 2013 is to network with multicultural based community organizations in Ventura and Los Angeles counties to establish a service opportunity base that students enrolled in our criminal justice courses can draw from when participating in a service learning project.

Also, in collaboration with community organizations, I will formalize a community service evaluation rubric for students and community organizations to enhance the partnership and learning experience of our students and community members.

The contact networking process would include but not be limited to:

1. K-12 Schools
2. Child/Youth Organizations
3. Social Service Agencies
4. Elder/senior care centers
5. Faith-based organizations
6. Health agencies/organization
7. Environmental agency/organization
8. Arts/cultural organizations
9. Animal Shelter
10. Local government
11. Volunteer Organizations

### **Proposal Background and Rationale**

The Criminal Justice community has recognized that the community it serves as an integral part of its success in stopping crime and giving the community a sense of security. There continues to be one theme that is expanding and very prevalent in the CJ and academic communities and that is the identification and realization that we are a multicultural community with diverse views and broad expectations.

Currently the CJ community is using "Community Policing" (a partnership between the community and the police to solve quality of life issues) as the defining philosophy to describe the relationship between police and community. However, this philosophy of thirty years continues to evolve and expand to adjust to ongoing changes in the diversity of the community and our country.

Support for diversity education is growing rapidly within criminal justice. Significant changes in student demographics, shifts in cultural values, and pressures from criminal justice agencies have encouraged criminal justice programs to revise their curriculum (Nielsen & Perry, 2000). As a result, universities around the country are adding courses on topics such as gender, race and ethnicity, and cultural diversity (Nielsen & Perry, 2000). According to McTighe-Musil (2002), teaching students about diversity assists them to deal constructively with issues of differences and to develop respect for and become aware of the views, interactions, and contributions of various ethnic groups to U.S. society and culture. In addition diversity education is germane to our college mission and addresses the CJ core Competency and Program Purpose.

Service learning is a method through which an understanding of cultural diversity can be taught. When done effectively, service learning can be a powerful learning experience. Moreover, it is a valuable teaching tool used to strengthen one's ability to work with others and to appreciate and understand social problems. The CJ community as well as the college community has recognized that students and future police officers are not only required to engage the community in problem solving but to **serve in** the community as a means in which to understand cultural diversity. Service learning gives students opportunities to explore things that they cannot learn from readings or classroom lectures (Situ, 1997) and increases the relevancy of education to the students. Our Criminal Justice program has recognized this research and has incorporated a service learning requirement into our new Course Outline of Record (COR) for CJ M03 (Police Community Relations) course.

### **Benefit to Students and Faculty**

Students preparing for a Criminal Justice career that participate in a multicultural service learning project will develop skills in problem solving and collaboration. They will engage the community and see issues from a pluralistic view that allows one to deal constructively with issues of differences in race, gender, economics, multiculturalism etc.

Several studies show that students engaged in service learning report stronger faculty relationships than those who are not involved in service learning (Eyler et. al., 1997; Giles & Eyler, 1994). This also promotes higher retention levels (Eyler et. al., 1997). Finally, students learn to work with others by being exposed to people from different backgrounds, cultures, and ages. This interaction has a positive effect on reducing stereotyped thinking and facilitating a cultural and racial understanding.

### **Benefit to College**

Multicultural Service Learning projects enable professors and students to develop relationships with practitioners and to connect with the community (Swanson et. al., 1997). These relationships also increase university-community collaboration. Further, participation in a service learning program can improve the interaction between faculty members and students.

## **Benefit to District**

The service opportunity network established by this project can be used by all campus disciplines interested in providing service learning opportunities for their students. In completing this service learning project I will work with faculty at both campuses to add/improve student learning opportunities for all our Criminal Justice students.

## **Feasibility of Implementation**

This project can be immediately implemented as a required project for Criminal Justice Community Relations course (CJ M03) students in the Fall 2013 semester. Funding is not required for implementation.

## **Citations**

Eyler, J., D.E. Giles, Jr., and Braxton. (1997). The Impact of Service Learning on College Students. *Mich. J. Community Service-Learning* 4:5-15.

Eyler, J. and D.E. Giles, Jr. (1999). *Where's the Learning in Service Learning?* San Francisco, CA: Jossey-Bass Publishers.

McTighe-Musil, C. (2002). Transformation and Change: The Cultural Breadth Requirement of [Santa Ana College](#). *Diversity Digest*, 6(3), 1-2, 15-16.

Nielsen, M. and B. Perry. (2000). Introduction: Investigating Difference. In *Investigating Difference* (pp. 3-9). Boston: Allyn and Bacon.

Situ, Y. (1997). A Pathway to the Knowledge of Environmental Crime: Learning Through Service. *Journal of Criminal Justice Education*, 8(2), 243-251.

Swanson, C., K. King and N. Wolbert. (1997). Mentoring Juveniles in Adult Jail: An Example of Service Learning. *Journal of Criminal Justice Education*, 8(2), 263-271.