UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X Business</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>Kelli Slunt</td>
<td>Date Prepared: 9/28/12</td>
<td>revised 11/12</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Honors Service Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department/discipline and course number*:</td>
<td>HONR 201</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>1</th>
<th>Prerequisites:</th>
<th>honors students, sophomore year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
<td>x</td>
<td>YES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of first offering of this new course:</th>
<th>FALL SEMESTER, year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed frequency of offering of the course:</td>
<td>each semester</td>
</tr>
<tr>
<td>List the faculty who will likely teach the course:</td>
<td>all faculty</td>
</tr>
<tr>
<td>Are ANY new resources required?</td>
<td>NO</td>
</tr>
<tr>
<td>Document in attached impact statement</td>
<td></td>
</tr>
</tbody>
</table>

This new course will be (check all that apply): Required for Honors Program Requirements

<table>
<thead>
<tr>
<th>Required in the major</th>
<th>General Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective in the major</td>
<td>General Education** experiential learning</td>
</tr>
</tbody>
</table>

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description: Supervised on-campus or off-campus mentored service learning project developed in consultation with the honors program committee.

COURSE HISTORY

<table>
<thead>
<tr>
<th>Was this course taught previously as a topics or experimental course?</th>
<th>YES</th>
<th>NO</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number and Title of Previous Course</td>
<td>Semester Offered</td>
<td>Enrollment</td>
<td></td>
</tr>
</tbody>
</table>

CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE. If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:

1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair Approval: [Signature]  Date: 9/28/12

CCC Chair Approval: Bradley Hansen  Date: 11/9/12

UCC Chair Approval:  Date:
General COVER SHEET FOR A NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>DESCRIPTION OF PROPOSED COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted By: Kelli Slunt/Honors Program Committee – Laurie Abeel, Porter Blakemore, Jackie Gallagher, Terry Kennedy, Suzanne Sumner; David Rettinger, Doug Searcy, Christina Eggenberger</td>
</tr>
<tr>
<td>Date Prepared: 9/28/12</td>
</tr>
</tbody>
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| Department/discipline and course number*: | IONR201 |

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

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<th>Prerequisites:</th>
<th>Honors students only, sophomore year</th>
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</thead>
<tbody>
<tr>
<td>Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
<td>X</td>
<td>YES</td>
</tr>
</tbody>
</table>

| Date of first offering of this new course: | Fall 2013 |
| Proposed frequency of offering of the course: | Each semester |
| List the faculty who will likely teach the course: | Variable – all teaching faculty or admin faculty could supervise the service projects associated with IONR 201 |
| New Library resources required? | NO | X | YES | Explain all resource needs in the attached rationale statement. |
| New space or equipment needed? | NO | X | YES |

This new course will be (check all that apply): will be required of honors students to fulfill the requirements of the honors program – will apply for experiential learning credit

Required in the major General Elective
Elective in the major General Education** X

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:
Supervised on-campus or off-campus mentored service learning project developed in consultation with the honors program committee.

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<tr>
<td></td>
</tr>
</tbody>
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CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached course justification why the course should be adopted even though it has not been tried out.
1. **Rationale Statement**

The University Faculty Council (UFC) approved the general curriculum for the honors program on September 9, 2011. One of the requirements of the program is that students complete a mentored service learning project. The purpose of the service learning project is to expose students to opportunities for sharing their disciplinary knowledge with members of the local community or UMW groups. These activities would be supervised by UMW faculty or staff (such as staff members in the Office of Student Life or the Center of Honor, Leadership, and Service). Proposed activities could include:

- Service internships at local agencies
- Community service projects with local organizations, student clubs, community groups
- Team service projects

Students could tutor local children, participate in outreach activities at area schools, assist community groups with projects such as clothing drives, blood drives, etc.

All Honors scholars are required to complete a mentored service learning project. The program is designed such that students would complete this requirement some time during the second year. Students will be encouraged to work with a team of other honors students to fulfill this requirement but will not be required to complete group work.

This course represents collaboration between the Honors Program, The Center for Honor, Leadership, and Service, and Student Affairs. A main goal of this course would be to establish long-term service learning opportunities and collaborations with UMW Honors Students and the local community. The following roles would be established in the collaboration:

**Honors Program Director and Committee**

- Recruit faculty to work with students
- Provide resources (within reason) to support the faculty/student projects
- Approve the service-learning contracts
- Assist the Center for Honor, Leadership, and Service with identifying projects and making a list of projects/interested agencies available to honors students
- Meet with local organizations to identify projects
- Participate in the assessment of the projects

**The Center for Honor, Leadership, and Service**

- Provide expertise in oversight of service-learning projects by training/supporting the faculty supervising the projects
- Assist with identification of projects/activities for the student/faculty teams
- Assist with the assessment of the projects

**Faculty mentors**

- Serve as instructor of record for the course – this would work the same way that 491 (independent studies) or 499 (internships) run at UMW
- Help students to identify the project and organize the student teams to work on the project
- Assist with creation/approval of the service-learning contract
• Assessment of the service-learning project

Students
• Select project/agency
• Complete service-learning contract and obtain appropriate signatures for approval
• Participate in the project
• Communicate progress to faculty mentor
• Attend reflection sessions – one a third of the way into the project and one 2/3rds of the way through
• Submit final reflection paper

Student Mentors (for the first year will be upperclassman students not associated with the honors program but in the future will be upperclassman honors students fulfilling their leadership requirement)
• Assist faculty and honors program with the assessment and mentoring of the project
• Attend the reflection sessions and act as moderator of the sessions
• Provide the honors program with a summary of the reflection session

If the course is approved, an application to the general education committee to include the course as a means to fulfill the experiential learning requirement will be submitted.

2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)

No impact on a major program would occur with this course. As mentioned above and in the sample syllabus, this course reflects collaboration between two programs on campus. Resources from these programs will be required as outlined above for the success of this course. Resources from the Honors Program budget would include course releases (if a faculty member supervises four or five groups of students participating in the course), monetary support for project supplies (within reason – limit budget available – but a few hundred dollars could be provided per project if needed). Ideally, transportation for the students to the community site would be an enhancement but this is not monetarily supported in the Honors Program budget at this time.

3. **Sample Syllabus**

attached
Honors Mentored Service Learning

Course Description

The purpose of the service learning project is to expose honors scholars to opportunities for sharing their disciplinary knowledge with members of the local community or UMW groups. These activities will be supervised by UMW faculty or staff (such as The Center for Honor, Leadership, and Service) and must be approved in advance by the Honors Program committee.

Proposed activities could include:
- Service internships at local agencies
- Community service projects with local organizations, student clubs, community groups
- Team service projects

Students could tutor local children, participate in outreach activities at area schools, assist community groups with projects such as clothing drives, blood drives, etc.

Expectations: All Honors scholars are required to complete a mentored service learning project. The program is designed such that students would complete this requirement some time during the second year. Students will be encouraged to work with a team of other honors students to fulfill this requirement but will not be required to complete group work. If a student has made unsatisfactory progress towards completion of the project at the time of mid-semester reports, a mid-semester grade of U will be reported.

This course represents collaboration between the Honors Program, The Center for Honor, Leadership, and Service, and Student Affairs. A main goal of this course would be to establish long-term service learning opportunities and collaborations with UMW Honors Students and the local community. The following roles would be established in the collaboration:

Honors Program Director and Committee
- Recruit faculty to work with students
- Provide resources (within reason) to support the faculty/student projects
- Approve the service-learning contracts
- Assist the Center for Honor, Leadership, and Service with identifying projects and making a list of projects/interested agencies available to honors students
- Meet with local organizations to identify projects
- Participate in the assessment of the projects

The Center for Honor, Leadership, and Service
- Provide expertise in oversight of service-learning projects by training/supporting the faculty supervising the projects
- Assist with identification of projects/activities for the student/faculty teams
- Assist with the assessment of the projects

Faculty mentor
- Serve as instructor of record for the course – this would work the same way that 491 (independent studies) or 499 (internships) run at UMW
- Help students to identify the project and organize the student teams to work on the project
- Assist with creation/approval of the service-learning contract
- Assessment of the service-learning project

Students
- Select project/agency
- Complete service-learning contract and obtain appropriate signatures for approval
- Participate in the project
- Communicate progress to faculty mentor
- Attend reflection sessions – one a third of the way into the project and one 2/3rds of the way through
- Submit final reflection paper

Student Mentors (for the first year will be upperclassman students not associated with the honors program but in the future will be upperclassman honors students fulfilling their leadership requirement)
- Assist faculty and honors program with the assessment and mentoring of the project
- Attend the reflection sessions and act as moderator of the sessions
- Provide the honors program with a summary of the reflection session

The service learning project must be approved by the mentor (faculty or staff) and the Honors Program committee prior to beginning the project. The student will complete the attached contract providing details of the project. Each student must complete at least 20 hours of service on the proposed project and complete the required assessment assignments.

**Project Contract**
The project contract is a formal written agreement between the student and the mentor.

**Honor System:**
All work must be your own and pledged according to the Honor Code: *I hereby declare upon my word of honor that I have neither given nor received any unauthorized help on this work.*

*Signature*
HONORS PROGRAM MENTORED SERVICE PROJECT CONTRACT
To be completed by student, UMW faculty/staff mentor, Supervisor from Agency

The student must submit this HONR 201 Contract form to the Director of the Honors Program by the end of the second week of classes of the semester in which the proposed project will be performed. After approval by the Honors Program committee, the student will be notified.

Name of Student ________________________________

The term you are registering for is: ________________

UMW Faculty/Staff Mentor: _______________________

Department of the UMW Faculty/Staff Mentor: ________________

Participating group/organization for service project: ________________

Name of Supervisor at the participating agency: ________________

Supervisor’s Title: ________________________________

Supervisor/Agency’s Mailing Address: ______________________________________

Supervisor’s Phone Number: ____________________________

If working with a group of other honors students, please provide a list of the names of the other students. A maximum of 8 students can work on the same project in the same semester. If more than 8 are to be involved, provide in writing a rationale for an exception. NOTE – Each student must individually complete a contract for a group project.

1)
2)
3)
4)
5)
6)
7)
8)

Number of hours proposed for the project: ______________________
Attach to this document, the following supplemental documents:

1) A brief description (1-2 paragraphs) of the project and the population to be served.
2) A proposed work schedule/timetable for the proposed service project. If a group of students are involved in the project, indicate the role that each student will play in the project.
3) A brief description (1-2 paragraphs) of how this service project ties to the learning outcomes of the honors program.
4) At the conclusion of the service project, what will be the final reporting to the UMW faculty/staff mentor? (Examples: a final written report, presentation as part of research/creativity day on campus, portfolio of materials created in the project). Please provide the committee with a description of how the UMW faculty/staff mentor will determine successful completion of the service project.

As part of the assessment of the Honors Program, students participating in the service project are required to participate in two reflection sessions held by the student mentors and submit a reflection essay about the activity completed and the impact on learning. An electronic copy of the essay must be submitted to the Director of the Honors Program no later than the conclusion of the last day of the semester in which the project is completed. A signature on this contract indicates an understanding of this policy.

SIGNATURES:

UMW Faculty/Staff Mentor  Signature_________________________  Date___________________

Student  Signature_________________________  Date___________________

Agency Supervisor  Signature_________________________  Date___________________

Approval by the Honors Program Committee

Signature of the Director of Honors Program Committee:___________________________

Date: _____________
**Credit hour:** An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2. At least an equivalent amount of work as required/outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Contact hour:** An amount of scheduled time spent in the classroom or under direct faculty instruction equal to 50 minutes.

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Student Workload associated with the HONR 201 course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time on task</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Select project/agency</td>
<td>Variable (one to five hours)</td>
</tr>
<tr>
<td>• Complete service-learning contract and obtain appropriate signatures</td>
<td>two hours</td>
</tr>
<tr>
<td>for approval</td>
<td></td>
</tr>
<tr>
<td>• Participate in the project</td>
<td>Minimum 20 hours service through</td>
</tr>
<tr>
<td>• Communicate progress to faculty mentor</td>
<td>the semester</td>
</tr>
<tr>
<td>• Attend reflection sessions – one a third of the way into the project</td>
<td>Meet with faculty mentor several</td>
</tr>
<tr>
<td>and one 2/3rds of the way through</td>
<td>times during the semester (four or</td>
</tr>
<tr>
<td>• Submit final reflection paper</td>
<td>more hours)</td>
</tr>
<tr>
<td>• Maintaining portfolio or reflections during course of project</td>
<td>Variable (would estimate 5 hours)</td>
</tr>
<tr>
<td>Approximate total time</td>
<td>40-50 hours</td>
</tr>
</tbody>
</table>