

COLLEGE OF ARTS AND SCIENCES
NEW COURSE REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	_____	_____	_____
Division	_____	_____	_____
Dept. of Educ. (If course relates to teacher certification program.)	_____	_____	_____
Dean	_____	_____	_____
Curriculum Committee	_____	_____	_____
Accepted By CFC	_____	_____	_____

Part I General Information

1. Exact proposed catalog description (including course number, title, and credits, prerequisites)

IS 250 Community Service Transformational Experience I - Associating (1 credit)

Students enrolling in this course will complete 50 hours of community service with an approved organization or agency and will meet regularly to reflect on their service. The focus of the service, readings and discussions in CSTE I is on the basic concept in civic engagement--associating. To be human is to live among and with others. Our natural habitat is society. This is where civic engagement begins, with a gathering of people, some joining together, for us to have any kind of community or society. Associating is the underlying condition of civically engaged activity--it is also the general form of civically engaged activity. At the heart of community service is the association or connection we develop with others. The readings, discussion and writing for IS 250 CSTE I are chosen to help us think and talk about how, why, and with whom we associate through service (Davis & Lynn, 2006).

2. Rationale for offering this course.

In the past the Community Service TE was co-curricular in design offering no credit because it was a University requirement. The Washburn Transformational Experience has recently been identified as an elective for students. Students will now choose to complete one of the four WTEs if they so desire. By offering the Community Service TE for credit, the student is allowed to use the experience as elective credit toward graduation. The rationale for offering three courses at one credit each is based on the literature regarding the impact of service and reflection. Recent work in the field shows that the longer students are involved in service and reflection the greater the long term involvement they demonstrate in the community. This is represented by students' involvement in volunteering, public service and activity in the political process. Therefore having students complete the 150 hours of required service for the WTE

over three semesters is in line with the expected outcome of long term commitment to the community.

3. Does this represent an added course to your curriculum?

a. No Which course(s) is it replacing?

b. Yes How is the cost to be underwritten? **This would be a new course for the Interdisciplinary Studies program although the actual course design has been used for the Community Service TE since its inception. There is no increase in cost to the University since the course will be taught by the staff in the LinC office.**

4. What will be the extent and nature of the reading required for this course?

Required readings for this course will be selected from a collection of essays designed specifically for reflection of community service as it relates to the people and organizations one associates with and how these connections affect involvement in service.

Part II Content Considerations

5. Describe the writing component of the proposed course both qualitatively and quantitatively.

Writing assignments for this course will include weekly journal writing guided by questions raised from the essays and discussion as they relate to the student's service experience. In addition to the weekly writing assignments the student will be required to write a final essay about the service experience.

6. Will this course be proposed as a General Education course?

Yes

No

If yes, please indicate the General Education goals to be served by this course?

7. How will student performance be assessed?

All students enrolled will complete a pre-service survey at the beginning of IS 250. The students will complete a post-service survey upon completion of the 150 hours of service. Both surveys are available on the web through My Washburn. These surveys measure the students' attitudes in the six common commitments of service (social justice, community building, civic engagement, diversity, international perspective, and personal development). In addition all students completing the 150 hours of service will present his/her learning in a public forum.

8. Does the Department consider the proposed course will primarily attract: Department's majors
 Non-majors Department majors and majors from specific other departments?

Which departments?

Part III Financial/Resource Considerations

9. Has the Department proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses? **Yes** **No**

10. How often does the Department anticipate the proposed course will be offered?
 Every semester Every other semester Every three semesters Irregularly

11. Has the proposed course been offered as a special topic?
Yes **No**

If yes, when was it offered? _____ Enrollment

12. Are current library holdings adequate? **Yes** **No** If the answer is "no," what would be necessary to bring the library collection to an acceptable standard for this course offering?

Signature of Librarian

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class?

YES

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the Department's overall curriculum?
 Elective Required

16. Will new faculty, either full or part-time, be needed to teach this class?

NO

17. Will the addition of this course in any way alter the program leading to teacher certification?

NO

Approved by Faculty Senate 1/24/2011