Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: Honors 100: Beyond George Street
   Number of Credits: 1  Total hrs/week: 1 hour and 15 minutes
   Lecture: □ Lab: □ Recitation: □ Seminar: □

For Independent study courses:
   Research: □  Field experience: □
   Clinical Practice: □  Internship: □
   Practicum: □  Independent Course Work: □

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   A course that welcomes freshmen in the Honors First-Year Learning Community into the honors experience by introducing them to faculty and peers through small-group discussion, one-on-one mentoring, and community engagement. Students explore opportunities and academic interests, ultimately creating the basis for a professional portfolio. Upper-level honors students serve as mentors.

5. Check if appropriate: Humanities: □  Social Science: □ (meets minimum degree requirements)

6. Check if appropriate: □
   This course will be cross listed with: _____
   Rationale for cross listing: _____
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   Yes - First Year Experience program

b) Please explain overlap with any existing courses.
   In collaboration with the FYE committee and staff, we have designed an Honors First-Year Learning Community with BGS as one of the required courses. The Learning Community meets the unique needs of honors
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students. Primarily, BGS will be used to introduce honors students to the ways of learning, expectations, and opportunities of the Honors College. Furthermore, due to the research requirements and other academic expectations for honors students, it is important to provide early introduction to high impact learning experiences, such as collaborative research opportunities, nationally competitive scholarship programs, and summer intellectual enrichment activities so that students might adequately prepare to engage fully in these pursuits. In addition, as part of the learning community, all honors students are required to take Honors Academic Writing and one other Honors course, thus ensuring that they are integrated into the intellectual community of the Honors College. In cases where students place out of Honors Academic Writing, they will be required to take either a second honors course or a First-Year Seminar offered through the FYE program, in addition to BGS.

8. Prerequisites (or other restrictions):
   first semester freshmen in the honors college

9. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?

   **Objective 1:** BGS will introduce entering freshmen to honors faculty, staff, and students through a shared community engagement project. Using a service-learning approach, honors freshmen in both the BGS course and Honors 110 will participate in a cooperative, community-engagement activity that provides opportunities for leadership development, community outreach, team building, and reflection.

   **Objective 2:** BGS will engage students in personal reflection through writing assignments, small group discussion, and one-on-one mentoring. Across the semester, students will write a series of reflective essays that help them identify their own intellectual interests and the pathways that will help them satisfy these areas of intellectual curiosity. In small groups and in one-on-one sessions with peers and faculty, they will explore opportunities and build a sense of intellectual community that will form a strong foundation for their academic pursuits in the Honors College.

   **Objective 3:** BGS will carefully guide students in the creation and development of a professional portfolio that they will build upon throughout their time at the College. The basic elements of the portfolio include an academic planning tool called the 4-year navigator; a reflective essay that addresses the student’s intellectual interests, the factors that have shaped these interests, and the student’s plans for directing these interests toward academic pursuits and career objectives; and a professional resume—a first draft that will be used as the basis to apply for internships, scholarships, study abroad programs, and,
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eventually, post-graduate education. They receive feedback both from faculty members (Academic Writing instructors and Honors College faculty) and from their peer mentors on these pieces. They are also encouraged to use the resources of the Writing Lab and the Career Center.

Objective 4: BGS will provide key peer-mentorship opportunities. For each section of the course, 4 upper-division honors students will serve as peer advisors, thus providing a unique chance for entering freshmen to draw from the experience and perspective of their peers. Each peer advisor is assigned to a group of 10 students with whom they work individually and in a group both during and outside of class.

Objective 5: BGS will inspire connection and collaboration among honors students and faculty. To meet this objective, faculty from multiple disciplines are invited to spend a class period with the students through the “Life of the Scholar” series. During these meetings, the faculty member presents background on his or her scholarly work, shares with the students the ways in which undergraduates collaborate in this work, and stimulates discussion among the class participants regarding the area of inquiry. The goal is to have honors students consider and discuss ideas simply because they are interesting and stimulate intellectual curiosity rather than because they will be required to remember them for a test or to write about them in a paper. This form of discussion reflects a core value of liberal education: learning for the sake of learning. For honors students, it introduces them to the level and style of intellectual inquiry that they will encounter throughout their time in the Honors College.

Objective 6: BGS introduces students to the range of resources and opportunities available to honors students at the College of Charleston, in the city of Charleston, nationwide, and internationally. The course provides an excellent venue for honors faculty, staff, and students to encourage entering freshmen to take advantage of these resources and to lay a strong foundation that prepares them for success in their academic and career pursuits.

b) How does the course support the mission statement of the department and the organizing principles of the major?

Most importantly, BGS provides incoming students with the opportunity to engage intellectually with faculty and peers. Although the Honors College provides CofC students with an intensive curriculum and high-impact learning experiences that lay a strong foundation for post-graduate study and expertise in a chosen field, they often are not able to maximize the opportunities available to them because they do not pursue them early enough in their tenure at CofC. Therefore, BGS allows faculty to connect with these highly capable students early on so that they might fully avail themselves of available opportunities. Assignments and activities, particularly the community engagement project, are coordinated with

This form was approved by FCC on 5/19/2009 and replaces all others.
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Honors Academic Writing, thus demonstrating to students the sense of intellectual community that is important to the Honors College.

10.  a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
    This course sets the pace for the intellectual life of the Honors College by providing entering students with the experience of interacting with faculty in a more collegial setting and by encouraging involvement in a broad spectrum of opportunities early in their academic careers. It prevents a pattern of "last minute decisions" that has emerged among upper level honors students, thus ensuring that honors students take full advantage of the opportunities available to them in a planful manner.

    b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
    Students will be introduced to the values and traditions of liberal education through interaction with faculty from multiple disciplines. Since the purpose of the course is not explicitly to memorize content, discussions with faculty will represent "learning for the sake of learning" rather than "learning for the test," thus introducing honors students to the habits of scholars. The community engagement project introduces them to substantive, high-impact community work, demonstrating the value of a sustained commitment to the needs of one's community and to the role of the citizen in addressing those needs.

11. Method of teaching:
    Primarily discussion, some lecture, some field experiences.

12.  a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    Since individual faculty are invited to speak and lead discussion for only one class period, this course does not have an explicit impact on workload. The Honors College Associate Dean will coordinate the course as part of the regular workload.

    b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    Assuming the Honors College retains its current staff structure, the course will be accommodated with no shifts.

    c) Frequency of offering:
    each fall: ☒
    each spring: ☐
    every two years: ☐
    every three years: ☐
    other ☐ (Explain):
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13. Requirements for additional resources made necessary by this course:

   a) Staff:
      none

   b) Budget:
      A budget of $2000 to support academic engagement activities, such as attendance at cultural events, has been requested. The peer advisors are paid for 7 hours of work each week for a total of $21,000 per year - this cost is covered by the current budget of the First-Year Experience program.

   c) Library:
      none

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes   ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      Honors

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

   Attached:

   Honors First-Year Experience overview

   Honors BGS Fall 2011 draft syllabus

   Honors BGS class topic draft schedule

   Letter of Support from chair of the FYE committee
   Letter of Support from chair of the General Education committee
   Letter of Support from chair of the English Department
### Proposal for a New Course

14. Signature of Department Chair or Program Director:

________________________

Date: ______________________

15. Signature of Dean of School:

________________________

Date: ______________________

16. Signature of Provost:

________________________

Date: ______________________

17. Signature of Business Affairs Official

________________________

Date: ______________________

18. Signature of Curriculum Committee Chair

________________________

Date: ______________________

19. Signature of Faculty Senate Secretary:

________________________

Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.