I. ASCRC General Education Form (revised 1/27/11)

Use to propose new general education courses (except writing courses), to change existing general education courses and to remove designations for existing general education courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III. Language</th>
<th>VII: Social Sciences</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>III Exception: Symbolic Systems *</td>
<td>VIII: Ethics &amp; Human Values</td>
<td>IX: American &amp; European</td>
<td></td>
</tr>
<tr>
<td>IV: Expressive Arts</td>
<td>X: Indigenous &amp; Global</td>
<td></td>
<td></td>
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<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>XI: Natural Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI: Historical &amp; Cultural Studies</td>
<td>w/ lab ☐ w/out lab ☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement

Dept/Program: Communicative Sciences & Disorders  
Course Title: Diversity in Communication/Service Learning
Prerequisite: None  
Credits: 3

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

Please type / print name  
Signature  
Date

Instructor: Ginger Collins, Ph.D.  
Phone / Email: 243-2626 ginger.collins@umontana.edu
Program Chair: Lucy Hart Paulson, Ed.D.

Dean: Roberta Evans, Ph.D.

III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>X</th>
<th>Renew</th>
<th>Change</th>
<th>Remove</th>
</tr>
</thead>
</table>

Reason for Gen Ed inclusion, change or deletion  
This new course was proposed as a Global Leadership Initiative freshman seminar with a service learning component. It meets the requirements for a Social Sciences designation.

Description of change

IV. Description and purpose of new general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble:

http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx
The purpose of this three-credit course is to provide students with an overview of language within the context of the global society. Students will gain exposure to the various aspects of language and to strategies for promoting communication skills in the face of linguistic diversity. The course fulfills the Group VII- Social Sciences general education requirement.

**V. Criteria:** Briefly explain how this course meets the criteria for the group. See: [http://mt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://mt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)

<table>
<thead>
<tr>
<th>Group VII- Social Sciences</th>
<th>While studying the components of human languages (syntax, semantics, morphology, phonology, &amp; pragmatics), students will participate in volunteer activities in the community with individuals for whom the mainstream language is different or difficult.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. systematically study individuals, groups, or social institutions;</td>
<td>2. analyze individuals, groups, or social problems and structures; and/or Students will document and analyze their findings with respect to linguistic barriers faced by the individuals with whom they will work for their service learning projects.</td>
</tr>
<tr>
<td>2. analyze individuals, groups, or social problems and structures; and/or</td>
<td>3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis. Students will document not only the data they collect, but will also complete a reflection paper addressing the barriers to communication experienced by others for whom mainstream communication is different or difficult.</td>
</tr>
</tbody>
</table>

**VI. Student Learning Goals:** Briefly explain how this course will meet the applicable learning goals. See: [http://mt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://mt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)

<table>
<thead>
<tr>
<th>1. Students will be able to: Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;</th>
<th>1. Students will be able to: describe the communicative intent behind linguistic messages, structural components of language (e.g. syntax, phonology, morphology), and historical development of language and communication differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. use theory in explaining these individual, group, or social phenomena; and/or</td>
<td>2. Use theories of language development, language change, and language barriers in explaining communication differences</td>
</tr>
</tbody>
</table>
3. understand, assess, and evaluate how conclusions and generalizations are justified based on data

VII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

VIII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

A digital copy of the syllabus has been attached to this correspondence.

Please note: Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.
Department of Communicative Sciences and Disorders

CSD 191 Diversity in Communication/Service Learning Fall 2013

Date/Time/Location : TBA

Instructor: G.G. Collins, Ph.D., CCC-SLP Email: ginger.collins@umontana.edu
Office hours: 2:00-3:00 Mondays & by appointment

CSD Dept. Administrative Associate: Chris Nash 243-2363, christopher.nash@umontana.edu

Required Texts:


Place of Course in Your Undergraduate Program: Congratulations on your decision to participate in the Global Leadership Initiative and on your acceptance as a GLI Fellow.

Purpose of this Course: The purpose of this three-credit course is to provide students with an overview of language within the context of the global society. Students will gain exposure to the various aspects of language and to strategies for promoting communication skills in the face of linguistic diversity. The course fulfills the Group VII- Social Sciences general education requirement.

Course Objectives and Outcomes:

The student will:

1. Describe the communicative intent behind linguistic messages, structural components of language (e.g. syntax, phonology, morphology), and historical development of language and communication differences
2. Use theories of language development, language change, and language barriers in explaining communication differences
3. Understand, assess, and evaluate how conclusions and generalizations of communication differences are justified based on data from the fields of linguistics, psychology, education, and speech-language pathology
Honor Code

Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/documents/StudentConductCode1.pdf

Class Attendance & Policies

As in all college courses, attendance in class is expected and will benefit your final grade. There is a documented positive correlation between attendance and good grades. It is for this reason that I will be taking attendance. I do not give out my lecture notes (general notes are provided on Moodle in PDF form), so if you miss class please obtain more detailed notes from a classmate.

1. Participation. Each student is expected to read assigned material prior to class and participate in class.

2. Students are required to conduct themselves according to professional standards as discussed in class when conducting on-site observations, should those opportunities arise.

3. Students who miss class (or any portion of class) are responsible for the content. I have provided students with copies of my basic lecture notes. Any student who misses a class has the responsibility for obtaining copies of annotated notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).

4. Make-up examinations are authorized ONLY for DOCUMENTED reasons involving personal medical or family emergencies or due to participation in university team sports or legitimate academic events (e.g., Model United Nations, scholarly conferences). If a make-up exam is approved by the instructor, its content may significantly differ in format from the scheduled exam. If the student’s performance in the course up to the date of the missed exam makes it impossible to pass the course, even if taking a make-up and scoring 100%, no make-up or special arrangements will be offered. Failure to contact the instructor within 3 days of the missed exam will automatically result in a grade of 0 on that exam.

Student Resources

Two tutoring programs are available to students, one administered by the TRiO and the other by the Undergraduate Advising Center; both are located in Corbin Hall. More information on TRiO, visit TRiO at Lommasson Center 154, call 406-243-5032, or log on to http://www.umt.edu/triosss/.
The Undergraduate Advising Center is located in the Lommasson Center 269, or you can visit http://www.umt.edu/uac/

The Writing Center is available to help you improve your writing skills. Writing instructors are available to help you plan and develop your thoughts. For more information, visit them online at: http://www.umt.edu/writingcenter/, email growl@mso.umt.edu or call (406) 243-2266.

Internet resources that are also helpful in improving writing include:

http://owl.english.purdue.edu/
http://grammar.ccc.commnet.edu/grammar/

Students with Disabilities

Students with disabilities are encouraged to plan ahead and can contact Disability Services for Students (DSS). For additional information, contact DSS Interim Director Amy Capalupo, Lommasson Center 154 amy.capalupo@umontana.edu or (406) 243-4584. Please visit http://www.umt.edu/dss/ to find details about the available services.

Foreign Exchange Students and Scholars

The office of Foreign Student and Scholar Services (FSSS) is available for general counselling and provides direct support services, consultation, and liaison. Staff members at FSSS are available to help with academic advising, cultural adjustment, financial problems, and other issues. The FSSS office is in the Lommasson Center, Room 219. For more information, contact fsss@umontana.edu or visit http://ordway.umt.edu/sa/fsss/.

<table>
<thead>
<tr>
<th>DIRECTORY OF ASSISTANCE</th>
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<tbody>
<tr>
<td><strong>Concern</strong></td>
</tr>
<tr>
<td>Matters concerning the course</td>
</tr>
<tr>
<td>General academic issues</td>
</tr>
<tr>
<td>Difficulties accessing your Student Computer account, Technical difficulties in PC Labs, Difficulty with Moodle</td>
</tr>
<tr>
<td>Library inquiries, Help with library databases, Internet searching and Reference</td>
</tr>
</tbody>
</table>
Conceptual Framework

This course provides a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. These concepts are illustrated through the following activities: a) reviewing concepts and policies from other fields of study (e.g., education, psychology) and discussing the influence these have on the study of language, b) discussing various view of language based on cultural diversity.

Service Learning

This is a service learning course. Service Learning at UM is a method of teaching and learning in which students, faculty, and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students’ understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

It is my philosophy that service learning experiences help to enhance academic learning, and vice versa, that academic learning can enhance service learning. You are required to donate a minimum of 15 hours of volunteer service involving interaction with individuals with language differences. I will assist students in identifying individuals and community programs appropriate for volunteer service. A few examples include tutoring elementary/secondary students for whom English is a second language, participating in a stuttering support group, or providing assistance to a college student or student group for whom language is difficult (e.g., students with autism or...
Asperger’s syndrome, a student who uses an augmentative communication device) or different (students learning English as a second language).

Alternate service learning experiences can be arranged for students participating in this course at a distance, or for students for whom the assigned service placement would create a religious, moral, or political conflict. Students wishing to arrange an alternative experience need to document their plans and have them approved by the instructor. You are to inform your instructor of your choice by September 10. If you need assistance in choosing a service learning placement, consult with the instructor as soon as possible for ideas and assistance.

Each student will also complete a reflection paper of their volunteer experience. The civic engagement portion of this class (both written and practical performance) accounts for 100 of the 400 possible points that students can earn in this semester.

CLASS OUTLINE:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>READINGS</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Origins of Language</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Animals &amp; Human Language</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sounds of Language</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sounds of Language continued</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sound Patterns of Language</td>
<td></td>
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<tr>
<td>6</td>
<td>Words and Word Formation Processes: etymology, coinage, &amp; loan words</td>
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<tr>
<td></td>
<td>Exam 1</td>
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<tr>
<td>7</td>
<td>Morphology</td>
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<tr>
<td>8</td>
<td>Morphology: an exploration of variants across languages and dialects</td>
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<tr>
<td>9</td>
<td>Phrases and Sentences : Grammar</td>
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<tr>
<td>10</td>
<td>Syntax</td>
<td></td>
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<tr>
<td>11</td>
<td>Syntax: a comparison to</td>
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<tr>
<td>12</td>
<td>Semantics</td>
<td></td>
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<tr>
<td>13</td>
<td>Pragmatics</td>
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<tr>
<td></td>
<td>Exam 2</td>
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</tr>
<tr>
<td>14</td>
<td>Guest Speaker Topic- Observing &amp; Participating: Tips for Writing Service Learning Reflections from a Qualitative Researcher</td>
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<tr>
<td>15</td>
<td>Discourse Analysis</td>
<td></td>
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<tr>
<td>16</td>
<td>Gestures &amp; Sign Language</td>
<td></td>
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<tr>
<td>17</td>
<td>Body Language &amp; Cross Cultural Differences</td>
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<tr>
<td>18</td>
<td>Origins of Writing</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Language History &amp; Language Change</td>
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<tr>
<td>20</td>
<td>Language &amp; Regional Variation</td>
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<tr>
<td>21</td>
<td>Guest Speaker Topic- The Influence of Commerce on Language Variation</td>
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<tr>
<td>22</td>
<td>Language &amp; Social Variation</td>
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<tr>
<td>Page</td>
<td>Topic</td>
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<tr>
<td>23</td>
<td>Guest Speaker Topic- The Role of Language in Racism in America &amp; Abroad</td>
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<tr>
<td>24</td>
<td>Language &amp; Culture</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Guest Speaker Topic- The Impact of Disability on Communication/Integration into the Mainstream in the new Global Community</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Presentations</td>
<td></td>
</tr>
</tbody>
</table>

Final Exam

This schedule is tentative and may be subject to change. Additional readings may be required occasionally and will be posted to Moodle along with any changes that may be made in the schedule as it is outlined.

Additional Scheduling Information

Consult your course syllabi, the UM academic calendar [http://www.umt.edu/provost/about/academiccalendar.aspx](http://www.umt.edu/provost/about/academiccalendar.aspx) and final exam schedule [http://umt.edu/registrar/students/finalsweek2/Autumn.aspx](http://umt.edu/registrar/students/finalsweek2/Autumn.aspx) before making travel plans. Vacation plans are not an acceptable reason for rescheduling exams.

Graded work- information about each assignment will be provided in class and/or on Moodle. No extra credit assignments are available for this course.

1. Exam 1 100 points
2. Exam 2 100 points
3. Exam 3 100 points
4. Participation (in class & civic engagement) 100 points
5. Service Learning Reflection Paper 50 points
6. Presentation 50 points

TOTAL 500 points

As always, nothing is chiseled in stone.
Grading Policy:

Course grades will be assigned according to the following system, based on your earned percentage of assigned points:

- A = 93 – 100%
- A- = 90 – 92%
- B+ = 87 – 89%
- B = 83 – 86%
- B- = 80 – 82%
- C+ = 77 – 79%
- C = 73 – 76%
- C- = 70 – 72%
- D+ = 67 – 69%
- D = 60 – 66%
- F = 0 – 59%

Exams:

There will be three equally weighted exams during the semester. These exams are not cumulative, but information presented in later chapters will build upon information presented in earlier chapters. The format of the exam questions will be multiple choice, true/false, and brief response.
Service Learning Course Designation Form

Use this form to request a Service Learning Course Designation for a new or existing course. Proposed course title should end with the following designation: /Service Learning

<table>
<thead>
<tr>
<th>I. Service Learning Course</th>
<th>Communicative Sciences &amp; Disorders</th>
<th>Course Number (e.g. SW UG 423)</th>
<th>CSD 191/SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title (e.g. Addiction Studies/SvcLrn)</td>
<td>Diversity in Communication/Service Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Title (max. 26 characters incl. spaces)</td>
<td>Diversity in Comm./SL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of credits</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor name</td>
<td>Ginger Collins, Ph.D., CCC-SLP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor phone and e-mail</td>
<td>243-2626 <a href="mailto:ginger.collins@umontana.edu">ginger.collins@umontana.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

Complete this form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Requestor</th>
<th>Please Type/Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requestor phone and e-mail</td>
<td>Ginger Collins</td>
<td>[Signature]</td>
<td>9-6-12</td>
</tr>
<tr>
<td>Program Chair/Director</td>
<td>Lucy Hart Paulson</td>
<td>[Signature]</td>
<td>9/12/12</td>
</tr>
<tr>
<td>Other affected programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Roberta Evans</td>
<td></td>
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</tr>
</tbody>
</table>

III. UM Service Learning Definition: Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.
IV. Service Learning Course Criteria: The University of Montana-Missoula has established the following criteria for Service Learning courses. In order to receive the Service Learning course designation, a course must clearly exemplify all of the following criteria:

- Students in the course will provide a needed service to individuals, organizations, schools, or other not-for-profit or tax-exempt entities in the community.
- The service experience is directly related to the subject matter of the course.
- Knowledge from the discipline informs the service experiences with which the students are to be involved.
- Activities in the classroom will provide opportunities for students to actively reflect upon what they have learned through the service experience and how these experiences relate to the subject matter of the course. Reflection should be imbedded as course assignments and in-class time should be scheduled to do reflection – both should be clear on the syllabus. Reflection should incorporate discussion/assignments that help students understand the importance of meeting community needs through service and civic engagement in a democratic society.
- The course offers a method to assess the learning derived from the service. Credit will be given for the learning and its relation to the course, not for the service alone.
- Service interactions in the community will recognize the needs of service recipients and represent reciprocal partnerships between the campus (class) and community partner organization(s). Community partner(s) should have the opportunity to provide advice and feedback in class on the nature and value of the service performed by the students.
- Training (by the service agency) and preparation (by the course instructor) ensure that students perform service activities in a professional manner and that vulnerable populations are not harmed.
- Service options ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict for the student.
- In a 3-credit service learning course, students should be required to perform a minimum of 15 hours of community service per semester (i.e., 5 hours of service per academic credit.) Service hours may include hours spent in training, preparation, and direct contact with clients.

V. Confirmation of Service Learning Course Criteria: Explain how this course meets each of the following criteria.

Need for service: Describe the community-identified need and the nature of the service experience students will be involved in.

There are numerous individuals in the Missoula area with communication differences and/or communication difficulties who would benefit from the volunteer services the students of this course could provide. Students will be given guidance, but will design their own civic engagement experiences. Suggested activities include tutoring children/adolescents in the community for whom English is a second language, organizing a social group for foreign college students to facilitate comprehension of American language and culture, and volunteering with a support group for individuals who have communication challenges (e.g., nonverbal persons who use speech-generating devices, persons who stutter, etc.)
<table>
<thead>
<tr>
<th><strong>Relation to course content:</strong> Describe how the service experience is related to the subject matter of the course. How do students apply their classroom learning in the service experience?</th>
<th>CSD 191/SL is a course designed to prepare UM GLI fellows for the language-based challenges they will face in the global workplace. By participating in civic engagement activities involving working with individuals who communicate differently or experience difficulty communicating, they can directly observe the linguistic barriers that occur. These students will apply this information by employing strategies to improve communication in these situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflection:</strong> What opportunities are provided in the classroom for students to reflect upon what they have learned through their service experience? How is service placed within the broader context of civic engagement and service to others?</td>
<td>The students will submit a paper prior to the service experience documenting their expectations with respect to linguistic, social, generational, etc. barriers that they may face. Students will also submit a reflection paper after the service experience documenting the actual barriers they faced and will compare how their expectations compared to the actual experience. In their reflection papers, students will also be prompted to discuss the impact the service learning placement has had on their understanding of the course material and to discuss their attitudes towards civic engagement (involving language and literacy, or otherwise) after participating in this service learning project.</td>
</tr>
<tr>
<td><strong>Assessment:</strong> What method(s) are used to assess the learning derived from the service experience?</td>
<td>The instructor will review each student’s collected data and reflection paper following the service learning experience. The instructor will assess the students’ learning on both their observations of the linguistic barriers faced by the individuals with whom they have volunteered and on the students’ written reflections.</td>
</tr>
<tr>
<td><strong>Reciprocity:</strong> How do community partner(s) provide advice and feedback on the nature and value of the service performed?</td>
<td>The community partners will be provided with a questionnaire upon completion of the service learning activity, which will be returned to the instructor of CSD 191/SL.</td>
</tr>
<tr>
<td><strong>Training:</strong> What training and preparation will be provided to assure that that students perform their service activities in a professional manner and that vulnerable populations are not harmed?</td>
<td>The instructor will outline and discuss appropriate behaviors expected of all students, and all students will be required to read and sign a handbook which outlines all the professional behaviors that they are expected to demonstrate before they are permitted to begin volunteering in the community.</td>
</tr>
<tr>
<td><strong>Service options:</strong> What service options exist to ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict?</td>
<td>All graduate students will be informed that if service placement in an after-school program poses a religious, political, or moral conflict, they are permitted to change their placement pending approval from the instructor and selected program/institution.</td>
</tr>
<tr>
<td>Number of service hours required:</td>
<td>The students are required to perform a minimum of 15 service hours during the semester. Students will be given guidance, but will design their own civic engagement experiences. The following activities will be suggested: tutoring children/adolescents in the community for whom English is a second language, organizing a social group for foreign college students to facilitate comprehension of American language and culture, and volunteering with a support group for individuals who have communication challenges (e.g., nonverbal persons who use speech-generating devices, persons who stutter, etc.). In each of these sample activities, the students, working in small groups or individually, will spend approximately 1 hour of preparation for every 2 hours spent in direct service in the community.</td>
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<tr>
<td>VI. Community Partner Information:</td>
<td>Provide information on the organization(s) that will provide service placements for students in this course.</td>
</tr>
<tr>
<td>Name of Agency/Organization(s)</td>
<td>Potential partnerships include, but are not limited to:</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Missoula Flagship Program</td>
<td></td>
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<tr>
<td>b. Schools within the Missoula County Public School system</td>
<td></td>
</tr>
<tr>
<td>c. Foreign Student &amp; Scholar Services at the University of Montana</td>
<td></td>
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<tr>
<td>d. The RiteCare Speech, Language, and Hearing Clinic at the University of Montana</td>
<td></td>
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<tr>
<td>Contact person name(s)</td>
<td>a. Nicole Mitchell</td>
</tr>
<tr>
<td>b. Kathleen Nerison</td>
<td></td>
</tr>
<tr>
<td>c. Mary Nellis</td>
<td></td>
</tr>
<tr>
<td>d. Catherine Off</td>
<td></td>
</tr>
<tr>
<td>Contact person(s) phone and e-mail</td>
<td>a. <a href="mailto:nmitchell@wmmhc.org">nmitchell@wmmhc.org</a> 544-1804</td>
</tr>
<tr>
<td>b. <a href="mailto:knerison@mcps.k12.mi.us">knerison@mcps.k12.mi.us</a> 728-2400 ext. 1054</td>
<td></td>
</tr>
<tr>
<td>c. <a href="mailto:Mary.nellis@umontana.edu">Mary.nellis@umontana.edu</a> 243-6040</td>
<td></td>
</tr>
<tr>
<td>d. <a href="mailto:Catherine.off@umontana.edu">Catherine.off@umontana.edu</a> 243-2104</td>
<td></td>
</tr>
<tr>
<td>VII. Syllabus:</td>
<td>Paste syllabus below or attach and send digital copy with form. The syllabus should clearly indicate that this is a service learning course and it should include the UM Service Learning Definition as text within the syllabus. The syllabus should also demonstrate how the above criteria are satisfied. For assistance in preparing a service learning course syllabus, see <a href="http://www.compact.org/syllabi">http://www.compact.org/syllabi</a> or contact Andrea Vernon, Director of the Office for Civic Engagement: <a href="mailto:andrea.vernon@umontana.edu">andrea.vernon@umontana.edu</a>.</td>
</tr>
<tr>
<td>Syllabus attached to correspondence</td>
<td></td>
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<tr>
<td>VIII. Copies and Electronic Submission:</td>
<td>Submit approved original, a copy, and electronic file to the Faculty Senate Office, UH 221. <a href="mailto:camie.focus@msou.montana.edu">camie.focus@msou.montana.edu</a></td>
</tr>
</tbody>
</table>

Revised 6/10