



# Honors College The University of Texas at San Antonio



## Request for Approval for Honors Experience in the SPICES

(vMarch2021)

There are three ways students can meet requirements for Honors Experiences in the SPICES: 1) Honors College coursework, 2) Honors Special Programs (Citymester, Archer) and Honors Guided Experience programs, and 3) non-Honors activities that students design and complete with guidance from mentors. While experiences conducted in Honors courses do not require approval, other non-course-based experiences require you to submit this approval form and present your experience at the Experiential Learning Fair.

- 1) **Honors Coursework.** No Request for Approval Form required.
- 2) **Honors Special Programs.** For Special Programs like The Archer Fellowship and Citymester, students do not fill out this Request for Approval Form. Students can register for the ELF if planning to present the experience at the Experiential Learning Fair (optional).

**Honors Guided Experience Programs.** Guided Experiences see a group of students working with a faculty on a structured experience. Students will still need to fill out this Request for Approval Form and present at the Experiential Learning Fair during the term in which they are doing the guided experience. Students present at the ELF while they are completing their remaining time on task, but will submit their Request for Approval forms at the end of the semester.

- 3) **Self-designed Honors Experiences.** Students request approval after the activity is completed. However, students are strongly encouraged to design the activity to meet the requirements for an Honors Experience; use this form as a “syllabus” when planning. Whether the activity is designed as an Experience in advance, students must fulfill the requirements stipulated in this document. Students must present at the ELF within 12 months of completion of the activity. This Request for Approval form (complete but without final counselor signature) is submitted during ELF registration.

Approval of either Honors Guided Experience Programs and Self-designed Honors activities as Honors Experiences depends on the quality of student work, the extent to which the work meets the requirements, and the score on the Experiential Learning Fair poster. The quality and extent of the work are measured through the contents of this document, supporting materials, and the score earned by the student in the Experiential Learning Fair. Requests are not guarantees of approval.

The requirements below must be submitted **in PDF in Blackboard Learn. Upon registration for the ELF, you will be enrolled in the Blackboard Learn course shell. Your academic counselor will sign the form upon final approval.**



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### **The minimum requirements for an experience are:**

- You must have been a college student during the non-Honors activity. This means you were either registered or the activity/project occurred during a summer when you were classified as a college student (not dual credit) at UTSA or another higher education institution.
- The activity or project must have occurred within 12 months of the request for Honors College approval.
- For each request, at least 75 hours in direct work on the activity or project must be guided and documented by an external mentor approved by your Honors Academic Counselor.
- For approval consideration, in this document you will need to address how the experience meets minimum requirements for an Experience and how it aligns with Honors College SPICES, HERBS, and Learning Outcomes.
- For each request, you must participate in the Honors College Experiential Learning Fair (ELF) either in the Fall or Spring semester, and the Experiential Learning Fair poster must earn an 80% or higher by judges. The poster includes reflection on how the activity represents a demonstrable achievement that meets specific Honors College learning outcomes in one SPICES category and embodied at least one HERBS.
- For each ELF, students may only present 1 or 2 posters. If you are a graduating senior, please contact [honors@utsa.edu](mailto:honors@utsa.edu) to inquire about presenting additional posters.



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# PART ONE: BEHAVIORAL EXPECTATIONS

As you work toward your objective related to your experience for the Honors College, we ask that you keep the following strategies and perspectives in mind. You not only represent yourself, but The University of Texas at San Antonio Honors College. Carefully read through and abide by the following guidelines to have the best and most productive community experience possible.

### **Ask for help when in doubt**

- Your External Observer understands issues related to your activity. You are encouraged to approach them with problems or questions as they arise. That person can assist you in determining the best way to respond in difficult or uncomfortable situations.

### **Be punctual and responsible**

- As an Honors student, you are participating in this experience as a reliable, trustworthy and contributing member of our community. Your activity partners are offering the gift of their knowledge and time to guide you through the experience. Your punctuality and commitment to completing your hours and experience over the course of the semester is a sign of respect and appreciation for their gift.

### **Call if you anticipate tardiness or absence**

- Call your external mentors if you are unable to meet on a particular day or if you anticipate being late. Find an equivalent alternative via your Academic Counselor if you have questions. Be mindful of your mentors' time.

### **Show respect for the environment in which you engage in this activity**

- It is an educational opportunity and a privilege to be a part of a community. It is imperative that you conduct yourself in a professional and ethical manner by respecting the space and leaving it in the same condition or better than you found it.

### **Be appropriate**

- Set a positive standard for other scholars to follow as a part of the UTSA's Honors College. You are expected to treat each individual you encounter with courtesy and kindness. Dress comfortably, neatly, and appropriate for the activity.

### **Be understanding**

- The level of intensity of activity at a service site is not always predictable. Be flexible to changing situations and assist the operation to run as smoothly and productively for everyone involved.

By initialing here, you agree to these behavioral expectations and acknowledge that failure to meet them can jeopardize approval of this experience.



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## **PART TWO: THE EXPERIENCE**

**Student Name:**

**Student abc123:**

**Student Preferred Email:**

**Experience Title:**

**Overview:**

**Location(s):**

**Inclusive Dates:**

**Semester of Experiential Learning Fair (ELF) Participation (must be within 12 months of experience):**

**Anticipated Graduation Date:**



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### I. The Experience & The Honors College Curriculum: SPICES/L, HERBS, and Learning

**Outcomes.** In this section, identify SPICES, HERBS and Learning Outcomes you achieved with relative to your activity and explain in detail how they were or will be achieved.

#### The SPICES/L

In Honors, students develop their intellectual and civic selves through intentional experiences. The SPICES/L are the most common experiences in which students will participate.

- **S**ervice “Service” includes: 1) projects intended to make a positive impact or shed new light on problems and issues of public concern, and/or 2) contribute to the civic missions of non-profits or governmental agencies. Note that this category is more than volunteering. “Service” experiences must include evidence of a deep understanding and awareness of the primary issues.
- **P**rofessional development: “Professional Development” includes activities or projects that demonstrate professional growth and maturation either in professional skills sets or through immersion and work in a specific professional context.
- **I**ntellectual achievement and research: “Intellectual Achievement and Research” include activities and projects that demonstrate growth as academics, scholars, researchers, and creative thinkers. Activities and projects may be interdisciplinary or transdisciplinary, and they do not need to be major specific. They will entail production of new knowledge, insight, interpretation, or creative work.
- **C**ultural exploration: “Cultural Exploration” includes activities or projects that promote global citizenship, critical, multicultural understandings of the world, and self-awareness of one’s cultural orientations.
- **E**ngaged Living: “Engaged Living” refers to a conscious, critical choice to explore, develop, and commit to a lifestyle pattern or cause that adheres to specific ethical orientations and/or value sets. Activities will represent a deep exploration of and sustained engagement in that lifestyle pattern or cause.
- **S**kill Development: “Skill Development” refers to activities or projects that develop a skillset or lifestyle pattern independent of professional development, cultural exploration, or engaged living.
- **L**eadership: In the Honors College, we define *leadership* as creating opportunities for others. “Leadership” thus refers to activities, programs, or civic engagement in which you demonstrably gained skills to create opportunities for others or in which you created opportunities for others.



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**SPICES AREA (check one):**

- |                          |                   |
|--------------------------|-------------------|
| Service                  | Engaged Living    |
| Professional Development | Skill Development |
| Intellectual Achievement | Leadership        |
| Cultural Exploration     |                   |

**Briefly but with detail describe how the activity embodies the SPICES you identified:**

**The HERBS**

In Honors, students strive to be self-conscious about their own ethical development. We talk about the HERBS. Our HERBS are the expectations of personal ethics:

- **H**onor what is honorable, approaching the good with respect
- pursue what is **E**quitable, just, and fair
- practice **R**esilience
- use their education to foster **B**enevolence and kindness toward humans, animals, and the environment
- **S**upport of each other and those whom their own actions impact

**HERBS (check 1-3 most relevant HERBS):**

- |            |             |
|------------|-------------|
| Honorable  | Benevolence |
| Equitable  | Support     |
| Resilience |             |

**Briefly but with detail describe how the activity embodies each of the HERBS you marked:**

## Learning Outcomes

Your activity should use the SPICES/L opportunity and the identified HERBS to produce demonstrable achievements that meet 1-3 Honors College Learning Outcomes. Select 1-3 most relevant of the Learning Outcomes below and briefly explain why and how your activity meets them.

<i>Honors College Ideals and Learning Outcomes</i>		<b>Definitions</b>
<b>Demonstrable Achievement</b>		The artifact or experience that defines the student learning.
<b>Guiding Ideals</b>	<b>Wonder</b>	The embracing of new questions.
	<b>Engagement</b>	The embodied pursuit of knowledge.
	<b>Discovery</b>	The invention that results from engagement.
	<b>Guidance</b>	The guidance provided to facilitate engaged learning.
<b>Learning Outcomes</b>	<b>Creative Courage</b>	The ability to use knowledge, skills and materials at hand to produce a self/team designed product, solution, or presentation to an outside agency.
	<b>Adaptability &amp; Resilience</b>	The ability to learn from failure, accept constructive criticism, and/or handle setbacks & estranging situations.
	<b>Project Management</b>	The ability to take a major, long-term project from idea to completion.
	<b>Agency through Accomplishment</b>	Gaining self confidence by delivering outcomes of high-quality. Quality is demonstrated by the level of the peer review and notability of the accomplishment.
	<b>Communicating Effectively</b>	The ability to communicate to a diverse group of audiences. Effective communication should be demonstrated in multiple ways. These include speaking, writing, and thinking; however, truly effective communication also entails demonstrating the impactful use of speaking, writing, and thinking using a diverse array of technologies and multi-media platforms.
	<b>Intellectual Dexterity</b>	The ability to creatively synthesize information, make significant "leaps" across domains of knowledge, and/or apply skills in unique ways.



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	<b>Team/Independent Learning &amp; Decision Making</b>	The ability to work in a team setting toward producing a "co-authored" accomplishment. The ability to effectively self direct toward questions, materials, and solutions. The ability to effectively work with a group or individual to solve a multi-layered problem that has multiple possible approaches and solutions
	<b>Intercultural Confidence</b>	The ability to appreciate and flourish in a cross-cultural experience
	<b>Ethical Reasoning</b>	The ability to solve problems and reason to conclusions in ways that consider justice and the moral consequences of both the method and outcome.
	<b>Self-Reflection &amp; Awareness</b>	The ability to clearly demonstrate awareness of the multitude of effects that learning has had upon you and the ways in which your engagement and discoveries have impacted others.

**LEARNING OUTCOMES (check 1-3 most relevant LEARNING OUTCOMES):**

- |  |  |
|--|--|
| <p>Creative Courage</p> <p>Adaptability &amp; Resilience</p> <p>Project Management</p> <p>Agency through Accomplishment</p> <p>Communicating Effectively</p> <p>Intellectual Dexterity</p> | <p>Team/Independent Learning &amp; Decision Making</p> <p>Intercultural Confidence</p> <p>Ethical Reasoning</p> <p>Self-Reflection &amp; Awareness</p> |
|--|--|

**Briefly but with detail describe how the experience embodied each of the Learning Outcomes you marked:**



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### II. Experience Structure: Location, Hours, Budget Considerations and External Mentors.

In this section, provide logistical information about the experience.

#### Location(s) of Experience:

Organization Name, if applicable	Physical Address, if applicable	Phone Number, if applicable	Email and website, if applicable	Initials of Academic Counselor Approving Location and Organization

**Estimated Hours Direct Time on Task:** detail how 75 hours direct time of task were/will be achieved. "Time on task" means the time spent in the actual activities, not transportation, homework, or other preparation or logistical activities. Identify and provide contact information for person who will be external mentor for experience activities. This person must not be a personal friend, family member, or Academic Counselor. They must be 18 years or older and in a position of leadership or authority to the experience, and approved by your Academic Counselor before they sign off on the experience. *Add additional sheet if necessary, but try to limit yourself to the space listed below:*

Date Range (ex: March 1-15)	Time on Task (must sum to at least 75 hours)	Activities	External Mentor First and Last Names, Email Address, and Phone #	Signature of Approved External Mentor	Initials of Academic Counselor Approving External Mentor
Total Time:					



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**External Mentor First and Last Name:**

**Mentor Email:**

**Phone Number:**

**Mentor Signature:**

**Budget Considerations:** list all possible relevant expenses and sources for expenses. *Add rows where needed.* If there were/are no budget considerations, enter "N/A."

Activity	Estimated Cost	Possible Sources of Funds

**Signature**

I attest that the information I provided above is true and accurate to the fullest extent.

**Student Signature**

**Student Name**

**Date**

I have reviewed and approved this experience. Pending completion per requirements as indicated above and below, this experience will be approved.

**Academic Counselor Signature**

**Academic Counselor Name**

**Date**



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### **PART THREE: STUDENT RESOURCES AT UTSA**

**Counseling Services:** Counseling Services provides confidential, professional services by staff psychologists, social workers, counselors and psychiatrists to help meet the personal and developmental needs of currently enrolled students. Services include individual brief therapy for personal and educational concerns, couples/relationship counseling, and group therapy on topics such as college adaptation, relationship concerns, sexual orientation, depression and anxiety. Counseling Services also screens for possible learning disabilities and has limited psychiatric services. Visit Counseling Services at <http://utsa.edu/counsel/> or call (210) 458-4140 (Main Campus) or (210) 458-2930 (Downtown Campus).

**Student Code of Conduct and Scholastic Dishonesty:** The Student Code of Conduct is Section B of the Appendices in the Student Information Bulletin. Scholastic Dishonesty is listed in the Student Code of Conduct (Sec. B of the Appendices) under Sec. 203 <http://catalog.utsa.edu/informationbulletin/appendices/studentcodeofconduct/>

**Students with Disabilities:** The University of Texas at San Antonio in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students who have officially registered with Student Disability Services and requested accommodations for this course will be eligible for disability accommodations. Instructors at UTSA must be provided an official notification of accommodation through Student Disability Services. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.utsa.edu/disability](http://www.utsa.edu/disability) or by calling Student Disability Services at (210) 458-4157. Accommodations are not retroactive.

**Transitory/Minor Medical Issues:** In situations where a student experiences a transitory/minor medical condition (e.g. broken limb, acute illness, minor surgery) that impacts their ability to attend classes, access classes or perform tasks within the classroom over a limited period of time, the student should refer to the class attendance policy in their syllabus.

**Supplemental Instruction:** Supplemental Instruction offers student-led study groups using collaborative learning for historically difficult classes. Supported courses and schedules can be found on the [TRC website](#). You can call the SI office if you have questions or for more information at (210) 458-7251.

**Tutoring Services:** Tomás Rivera Center (TRC) may assist in building study skills and tutoring in course content. The TRC has several locations at the Main Campus and is also located at the Downtown Campus. For more information, visit the [Tutoring Services web page](#) or call (210) 458-4694 on the Main Campus and (210) 458-2838 on the Downtown Campus.

**Learning Assistance:** The Tomás Rivera Center (TRC) Learning Assistance Program offers one-on-one study skills assistance through Academic Coaching. Students meet by appointment with a professional to develop more effective study strategies and techniques that can be used across courses. Group workshops are also offered each semester to help students defeat common academic challenges. Find out more information on the TRC Learning Assistance [website](#) or call (210) 458-4694.



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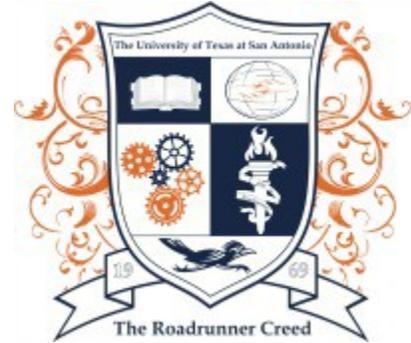


## The Roadrunner Creed

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

As a Roadrunner, I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.



*Guided by these principles now and forever, I am a Roadrunner!*