Colonnade General Education Committee Report

University Senate

February 12, 2019

Action Items (course proposals and syllabi attached):

Approval of:

1. RELS 341 Religion and the Environment (switch from Connections: Social and Cultural to Connections: Local to Global) Implementation: Fall 2019
2. ASL 302 Deaf Culture in America (Connections: Social and Cultural) Implementation: Fall 2019
3. REC 338 Parks, Recreation, and Quality of Life (Connections: Local to Global) Implementation: Summer 2019
4. SWRK 330 Human Behavior in the Social Environment (Connections: Systems) Implementation: Summer 2019

Information Items:

The Sub-committee chaired by Jennifer Hanley on the "International Experience" option of Colonnade Connections has defined its three Student Learning Objectives. The work now consists of technical issues involving how it will be flagged by the Registrar's Office.

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Colonnade Connections Course Proposal
Local to Global Subcategory

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Proposal Contact: Professor I. Mukonyora bella.mukonyora@wku.edu   Phone: 270-745-5754
College and Department: Philosophy and Religion   Proposal Date:

1. **Course Details:**
1.1	**Course:**	RELS 341 Religion and Environment
1.2	**Credit hours:**	3
1.3	**Prerequisites**:	none
1.4	**Crosslisted and/or equivalent courses (prefix and number)**:	none
1.5	**Expected number of sections offered each year:**	one
1.6	**Existing course:**	Yes
1.7	**Proposed term of implementation?**	Fall 2019
1.8	**Location:**	Bowling Green main campus

2. Provide a brief course description (100-200 words). This course gives students an opportunity to study a variety of religious ideas and their impact on the environment. By combining field work on local sites of struggle with literature on religion and the environment in other societies and cultures around the world, students will learn to synthesize theoretical ideas with facts about climate change.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Religion and the Environment is a learning process for students to start acting more intentionally as responsible agents of knowledge a wider local and global society whose natural surroundings are threatened by climate change. This capstone learning experience is distinguished by the effort made to use reading and writing to build bridges between different people, in their religions, cultures and environments in one course.

4. List the *course goals* (see Glossary of Terms) and explain how they are aligned with the Connections student learning outcomes.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
Analyze issues on local and global scales.	The study of world religions and the environment in an era of climate change gives students an opportunity to address deep questions about human nature and ecosystems. By focusing on the way different scholars of religion analyze the connections between specific world religions and the bioregional problems of climate change, students learn more about the global threat to planetary life difficult. Books such as *Gaia and Climate Change* (Primaversi, 2003); *Deep Ecology and World Religions* (Barnhill, 2001); *Religions and Philosophies for the Earth* (Kearns, 2007), and, *The Oxford Handbook on Religion and Ecology* (Gottlieb, 2006) are library books with thought provoking ideas on world religions and the environment.
Analyze issues on local and global scales contd.	*The Oxford Handbook of Religion and Ecology* edited by R. Gottlieb's will be used as the main textbook for helping students share the analysis of Western Protestant Christianity, Judaism, Catholicism, Hinduism, Jainism, Islam, Daoism in specific bio-regions. The book also provides students with working definitions of religion around which to see through the conflicts of interest and connections between local and global world religious activism on

	climate change. Students will also go on guided tours of Mammoth Caves and the Green River Preserve to align the learning outcomes of this course in terms of the local and global connections category.
2. Examine the local and global interrelationships of one or more issues.	The new Oxford Dictionary word **"glocalization"** refers to the simultaneous occurrence of both universalizing and particularizing tendencies in contemporary social, political, and economic systems. The notion of glocalization represents a challenge to simplistic conceptions of globalization processes as linear expansions of territorial scales, hence the need for students to do case studies on religion and the environment.
3. Evaluate the consequences of decision-making on local and global scales.	Taking part in this course automatically raises awareness about the impact of day to day choices that people associate with "greening" the earth at a local and global scale. For example, recycling plastic has led to a global problem of waste where consequences of using it regularly to contain food illustrates the interconnectedness of humans faced with global warming.

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any). Students become more conscious of climate change

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.

Connections Student Learning Outcomes	Identify the "artifact(s)" (assignments, papers, activities, etc.) that will be used for assessing each learning outcome *beyond course grades*. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a *separate evaluative rating* for each Connections SLO.
1. Analyze issues on local and global scales.	They will submit country specific or bioregional project papers on problems of environmental destructions which they choose to address (e.g. Chile, South Africa, Korea, Philippines, India or China). As such, students will be required to identify and discuss what they learn in the classroom, read from the library, background religions and cultures behind this development of a shared world of problems and solutions at local, national, and global levels.	The departmental colonnade committee will use the rubric explained below to assess 20% of project papers which begin with analyzing the local and global issues for an average of 3 pages. These project papers will be submitted for assessment at the end of the semester. 50% should pass with a C+, B or higher.

2. Examine the local and global interrelationships of one or more issues.	Climate change is a global problem whose magnitude makes it possible for students to identify local examples of weather-related signs of world religions and ecological destruction in the city of Bowling Green, US as well as Taiwan, China and South Africa etc. – all depending on access to the relevant data.	The departmental colonnade committee will use the rubric explained below to assess 20% of the project papers whose main body (4-5 pages) will consist of social facts on the local and global interrelationships. These project papers will be submitted for assessment at the end of the semester. 50% should pass with a C+, B or higher.
3. Evaluate the consequences of decision-making on local and global scales.	An increased knowledge about religion and the environment today will hopefully lead to more student decisions to promote literacy on environmental justice locally and globally.	The departmental colonnade committee will use the rubric explained below to assess 20% of project papers which will end with 2 pages of evaluations of consequences of decision-making on local and global scales. These project papers will be submitted for assessment at the end of the semester. 50% should pass with a C+, B or higher.

6b. The final paper would serve as the artifact of assessment each time the course is offered.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
1. Analyze Issues on local and global scales	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to world religious efforts to solve problems of the ecological crisis at local and global levels.	Organizes evidence to reveal important patterns, differences, or similarities related to world religious answers to societal problems of the environment at local and global levels.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities related to local and global levels.	Lists evidence, but it is not organized and/or is unrelated to religion at the local or global levels.
2. Examine the local and global interrelationships of one or more issues.	The local and global influences of world religions on global society are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	The local and global influences of world religions on the world are stated, described, and clarified so that understanding is not seriously impeded by omissions.	The local and global influences of world religions are stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	The local and global influences of world religions are stated clearly or are presented without clarification or description.

3. Evaluate the consequences of decision-making on local and global scales.	Evaluation of solutions to mitigate human problems of conflict, economic poverty, sexism and climate change with an in-depth study of all the relevant facts on world religions that further understanding of solutions and weighs the impact of those solutions at the local and global levels.	Evaluation of solutions to mitigate problems of conflict, economic poverty, sexism and climate change with accurate findings of the relevant facts on world religions that further understanding of solutions and weighs the impact of those solutions at the local and global levels.	Evaluation of solutions is brief (i.e., explanation lacks depth) and includes basic facts on solutions, and weighs impacts of solutions at the local and global levels.	Evaluation of solutions is superficial (i.e., contains cursory, surface level explanations on the feasibility of solutions, and weighs impacts of solutions.

7. Evidence & Argument Artifact: Students will submit project papers based on reading books and articles on different world religions and ecology; Each of these papers will begin with observations made of the place of religion in the search for answers to local and /or national problems of climate change which are known to characterize it on a global scale, e.g. floods, droughts, industrial waste and eco-suffering.

8. Below is the draft syllabus on Religion and Environment for teaching during Fall Semesters once every two years.

RELS 341: Religion and Environment   **Instructor:** Isabel Mukonyora
 Location: TBA   <bella.mukonyora@wku.edu>
Office: Cherry Hall 319A   **Office Hours:** Monday-Friday by appointment!

Course description

World Religions and the Environment gives students an opportunity to explore religious responses to the ecological crisis, otherwise known as climate change. Besides making use of *The Oxford Handbook on Religion and Ecology.* Edited by Roger Gottlieb (2006) to lead seminars, students will select other books to read from the library, writes essays, and prepare project papers on Christianity, Confucianism, Judaism, Islam, Buddhism, Hinduism, Jainism or compare and contract religious traditions for which there is reading material in the library. By doing field work on local social and cultural responses to climate change, students will learn to synthesize data collected from reading books classroom dialogue and fieldwork.

Prerequisites: None

Colonnade Connections Course: Local to Global Student Learning Outcomes
Students who complete this course will:
   1. Analyze issues on local and global scales.
   2. Examine the local and global interrelationships of one or more issues.
   3. Evaluate the consequences of decision-making on local and global scales.

Course Requirements
   1. Two essay = 5 pages long   50%
   2. Independent project paper   30%
   3. Leading seminars reading and final exam   20%
To pass this class, students must complete <u>all three</u> of the above components <u>on time</u>. Late work will be accepted except with <u>prior</u> approval or demonstrated medical emergency.

Grading scale
   1. 90-100   A
   2. 80-89   B
   3. 70-79   C
   4. 60-69   D
   5. Below 60   F

Free Assistance
There are many resources at WKU that provide all manner of academic aid and inspiration. E.g., check out the free help at The Writing Center in the English Department, and Learning Center: www.wku.edu/tlc

Student Disability Services
In compliance with university policy, students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200 (phone 270-745-5004; TTY 270-745-3030). Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS.

Academic Integrity
Plagiarism and other forms of cheating will not be tolerated; students caught doing either will receive an F for the course. It is your duty to know and understand the university's policy on student conduct and discipline. See, http://www.wku.edu/undergraduatecatalog, especially p. 29. All cases of plagiarism, cheating, etc., may be reported to the Dean and the Office of Judicial Affairs for disciplinary action.

Laptop Policy
Using a laptop in class is a privilege, not a right (unless authorized by Student Disability Services— see above). This class also demands rather a lot of active participation. Students may use laptops for taking notes only.

Tentative Schedule for Seminars   Dates for visits to Mammoth Caves and Green River Preserve (to be advised)

Week 1:
- Tuesday: Religion and Ecology – What is the Connection and Why Does It Matter?
- Thursday: Tirosh-Samuelson, Judaism and Ecology: Historical Overview

Week 2:
- Tuesday: Pope Francis Encyclical *On Care for our Common Home,* 2015.
- Thursday: John Chryssavgis: The Earth as Sacrament: Insights from Orthodox Christian Theology and Spirituality"

Week 3:
- Tuesday: Chapple: Jainism and Ecology: Transformation of Tradition.
- Thursday: Smart: "Sensations and Brain Processes"

Week 4:
- Tuesday: *Renewal of World Religions* DVD Series from Harvard University
- Thursday: Dwivedi, "Hindu Religion and Environmental Well-Being"
    First paper due: next class.

Week 5:
- Tuesday: Kaza, "The Greening of Buddhism"
- Thursday: Folz, "Islam"

Week 6:
- Tuesday: Miller, "Daoism and Nature"
- Thursday: Berthrong, "Motifs for a New Confucian Ecological Vision"

Week 7:
- Tuesday: Grim, "Indigenous Traditions: Religion and Ecology"
- Thursday: McGuire: Population, Religion and Ecology"

Week 8:
- Tuesday: Shannon, "Genetic Engineering and nature: Human and Otherwise"
- Thursday: Linzey, "So Near and Yet so Far: Animal Theology and Ecological Theology"
    Second paper due: Next Tuesday.

Week 9:

- Tuesday: Radford-Reuther, "Religious Ecofeminism: Healing the Ecological Crisis"
- Thursday: Rolston, "Science and Religion in the face of the Environmental Crisis"

Week 10:
- Tuesday: "Religion and Ecology: Survey of the Field"
- Thursday: Barnhill, "The Spiritual Dimension of Nature Writing"

Week 11:
- Tuesday: Sideris, "Religion, Environmentalism, and the Meaning of Ecology"
- Thursday: Gottlieb, "Religious Environmentalism in Action"

Week 12:
- Tuesday: Lorentzen et. al, "Religion and Environmental Struggles in Latin America"
  Thursday: Daneel: "African Initiated Churches as Vehicles of Earth Care"

Week 13:
- Tuesday: Dewitt, "The Scientists and the Shepherd: Emergence of Evangelical Environmentalism"
  Thursday: Taylor, "Religion and Environmentalism in America and Beyond"
- Individual project due: Thursday of week 14.

Week 14:
- Tuesday: Final project paper writing day (no class).
- Thursday: Presentations of project papers. And summary statements on lessons from seminars.

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For further research, the following books are available in the WKU Library.

Abdul-Matin, Ibrahim. *Green Deen: What Islam Teaches about Protecting the Planet.*
    California: Berrett-Koehler Publishers Inc. 2010.
Albanese, Catherine. *Nature Religions in America: From the Algonkian Indians to the New Age*.
    Chicago: University of Chicago Press, 1990.
Apffel-Marglin, F. & Marglin, and Stephen A. (Eds.) Decolonizing *Knowledge: From
    Development to Dialogue.* Oxford: Clarendon Press, 1996.
Ba Kader, Abou Bakr Ahmed. *Environmental Protection in Islam.* Washington, DC. Island
    Press, 1995.
Ball, Ian et.al. *The Earth Beneath: A Critical Guide to Green Theology.* London: SPCK,
    1995.
Barnhill, David and Roger Gottlieb, (eds.) *Deep Ecology and World Religions: New Essays on
    Sacred Ground. Albany, NY:* SUNY, 2001.
Boff, Leonardo. *Cry of the Earth, Cry of the Poor* (Translated by Phillip Berryman). Maryknoll,
    New York: Orbis 1997.
Buun, Ole and Arne Kalland (eds.) Asian *Perceptions of Nature: A Critical Approach.*
    Richmond Surrey: Nordic Institute of Asian Studies 1995
Chapple, Christopher Key & Tucker, Mary Evelyn, eds. *Hinduism and Ecology: The Intersection
    of Earth, Sky and Water.* Cambridge Mass: Harvard University Press 2000
Cobb, John B. *Sustainability: Economics, Ecology and Justice*. Maryknoll, NY: Orbis 1992.
Dale, Jamieson (Ed). *A Companion to Environmental Philosophy.* London: Blackwell 2001.
Goodenough, Ursula. *The Sacred Depths of Nature*. New York: Oxford University Press, 1998.
Gottlieb, Roger, S. (Ed). *The Oxford Handbook of Religion and Ecology.* New York: Oxford

University Press.

Kearns, Laurel & Keller, Catherine (Eds). *Ecospirit: Religions and Philosophies for the Earth*. New York: Fordham University Press 2007.

Linzey, Andrew. *Animal Theology.* Urbana, III: University of Illinois Press, 1995.

McFague, Sallie. *Life Abundant: Rethinking Theology and Economy for a Planet in Peril.* Minneapolis, MN: Fortress Press, 2001.

_____. *Models of God: Theology for an Ecological, Nuclear Age.* Philadelphia: Fortress

McGrath, Alister. *The Reenchantment of Nature: The Denial of Religion and the Ecological Crisis.* New York NY: Doubleday, 2002.

McKibben, Bill. *The Comforting Whirlwind: God, Job and the Scale of Creation*. Grand Rapids Michigan: Eerdmans, 1994.

Radford-Reuther, Rosemary. *Gaia and God: An Ecofeminist Theology of Earth Healing.* San Francisco: Harper, 1992.

_____. *Integrating Ecofeminism, Globalization and World Religion*. Lanham, MD: Rowman and Littlefield, 2005.

_____. (Ed). *Women Healing Earth: Third World Women on Ecology, Feminism and Religion.* Maryknoll NY: Orbis 1996.

Russell, Colin. *The Earth, Humanity and God: The Templeton Lectures, Cambridge.* London: UCL Press 1994.

Taylor, Bron Raymond. *Ecological Movements: The Global Emergence of Radical and Popular Environmentalism. Albany NY*: State University of New York Press 1995.

Tucker, Evelyn. *Worldly Wonder: Religions Enter Their Ecological Phase.* Chicago, IL: Open Court, 2003.

_____. & Grim, John A (Eds). *Worldviews and Ecology: Religion, Philosophy and the Environment.* Maryknoll, New York: Orbis Books 1994.

Wallace, Mark. *Christianity and Ecology* eds., Dieter T. Hessel and Rosemary Radford-Reuther, Cambridge Mass: Harvard Press, 2000.

Berry Wendell, ed. *Sex, Economy, Freedom, and Community*. New York: Pantheon, 1993.

Colonnade Connections Course Proposal
Social and Cultural Subcategory

Proposal Contact Name, E-mail, and Phone:
Holly Bryant, Holly.Bryant@wku.edu, 5-3288
Ashley Chance Fox, Ashley.Fox@wku.edu, 5-8962
College and Department: Communication Sciences and Disorders   Proposal Date: 2/01/19

1. **Course Details:**
    1.1   Course prefix (subject area), number and title: ASL 302, Deaf Culture in America
    1.2   Credit hours: 3
    1.3   Prerequisites[1]: None
    1.4   Crosslisted and/or equivalent courses (prefix and number): N/A
    1.5   Expected number of sections offered each semester/year: 1-2 per year
    1.6   Is this an existing course or a new course? Existing
    1.7   Proposed implementation term? Fall 2019
    1.8   Where will this course be offered? Main campus, Online and Online-Hybrid

2. Provide a brief course description (100-200 words).
This course examines various dimensions of Deaf culture in the United States paying particular
attention to the characteristics, norms and practices, diversity within the Deaf community, political
impact of the Deaf, technology, and Deaf institutions. Comparisons between American Deaf culture
and American mainstream cultures will increase understanding, respect and acceptance. These
comparisons will be gained through reading materials, videos, and textbooks. Student will be asked
to examine their own practices and cultural norms before then comparing them to the Deaf world.
They will also have hands on learning experiences—such as learning introductions and simple
phrases in American Sign Language—and will view first hand accounts from Deaf individuals to
further the impact of understanding. The students acquire insight into the history of how these norms
came about and why they are to be respected in today's culture. Students will look at which
individuals and particular groups are accepted into the Deaf culture. This knowledge will allow for
appropriate adhesion into cultural norms if they are ever presented with a real life experience.

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade
(compared to an introductory learning experience).**

Students will participate in/experience various social settings/events that will provide first-hand
experiences with appropriate social and cultural interactions within the Deaf community. Part of
their final artifact is to attend an event where they will display the cultural norms and
communication strategies learned throughout this course. This will assist students in gaining an
intimate understanding of the Deaf community and recognize such interactions are not limited to
certain fields of study. It will be important for the students to realize that members of the Deaf
community are found in all walks of life, whether that be in the education systems, business world,
government, or everyday interactions. Unfortunately, there are many misunderstandings surrounding
the Deaf community which has found their Culture somewhat isolated and exclusive. Through this
immersion study, students will also observe the importance of how the real world impacts how Deaf
individuals communication with the world around them. Students will use analytical and

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[1] Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations
and/or Explorations listing of courses.

comparative skills obtained within their chosen field of study to dissect the norms of Hearing and Deaf Cultures. These skills will remind students to build upon their Foundations and Explorations courses. Some examples of this will be utilizing the historical establishment of rights among minority populations, recalling how to properly maintain eye contact in conversations, and legally examining the accommodations promised by the American Disabilities Act. Once this capstone experience is completed, the students should have gained a greater insight into how Deaf individuals interact with the Cultures and communities that occur in their everyday lives. This recognition should then translate to many other disciplines and prepare WKU students to become engaged and socially responsible citizens.

4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze the development of self in relation to others and society.	Students will recognize and analyze various interactions as it pertains to cultural differences between the Deaf and non-Deaf communities within the United States. • The students will gain self-insight and the ability to compare to other cultures. The topics of discussion will be language acquisition, language barriers, social upbringing, educational rights, extracurriculars, technological barriers, and worldview. Students will be able to analyze these insights.
2. Examine diverse values that form civically engaged and informed members of society.	Students will develop an understanding of socio-economic and geographical factors that impacts the Deaf Community under the status of the protected disability rights. • Students will recognize ethical and moral situations within the Deaf community. Students will practice and apply firsthand knowledge of how to manage potential discriminatory situations. Students will become familiar with legislative history, precedents, and shortcomings with regards to the Deaf community. Finally, students will learn how to advocate for the members of the Deaf community in society.
3. Evaluate solutions to real-world social and cultural problems.	Students will evaluate interactions, in various environments such as: workplace, societal, healthcare, and traditional information gathering methods. • Successful completion of this course will prepare students to understand challenges the Deaf community might experience. Students will gain insight into how they might help facilitate resolutions to these challenges. For example: Workplace communication, medical emergencies, and ethical quandaries. Students will also gain a practical knowledge of how to interact with members of the Deaf community regardless of communication barriers. Furthermore, this course will help broaden the understanding of challenges faced in Deaf Culture. For example: Information acquisition, social interaction, and a general communication gap.

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

1. Evaluate cultural and communication disadvantages of the Deaf Community.
2. Explore other people, places and events in history to identify how the culture was created and maintained.
3. Learn and use ABCs and basic signs for introductions in the Deaf community.

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the "artifact(s)" (assignments, papers, activities, etc) that will be used for assessing each learning outcome *beyond course grades*. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a *separate evaluative rating* for each Connections SLO.
1. Analyze the development of self in relation to others and society.	Students will complete a final immersion project that will incorporate reflective thinking, results from peer discussions, and use of analytical comparisons. Students will be asked to evaluate the cultural terms that apply to themselves vs. those of the Deaf Culture. Students will also analyze how their Culture and community is similar and different from the Deaf Culture. This will help students develop a way to see their own self through a different Cultural lens. This final immersion project will be in the form of an 8-10mins presentation with visual slides and voiceover. The presentations will be recorded.	The department will use its standard sample size for a course offered on the proposed frequency in order to satisfy its assessment needs. Initial goal will be for 75% of sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance.
2. Examine diverse values that form civically engaged and	Diverse values will be examined through the study of different socio-economic and	The department will use its standard sample size for a course offered on the proposed frequency in order to satisfy

informed members of society.	geographic factors, such as employment and education. Students will be asked to explore historical events in Deaf Culture and popular movements that brought about social change. As a part of their final project, students will attend a social event within the Deaf community. This event will allow students to observe opportunities and the treatment of Deaf individuals in their Culture. These explorations will heighten the final project and will guide respectful navigation of the Deaf Culture. This final immersion project will be in the form of an 8-10mins presentation with visual slides and voiceover. The presentations will be recorded.	its assessment needs. Initial goal will be for 75% of sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance.
3. Evaluate solutions to real-world social and cultural problems.	Students will work on evaluating solutions pertaining to discriminatory topics often experienced within Deaf Culture. Students will listen to real-world experiences encountered by members of the Deaf community. Students will be asked to use their new understanding of Deaf Culture and history to create solutions. Students will incorporate this into their final project presentation that will represent a holistic understanding of real cultural challenges. This final immersion project will be in the form of an 8-10mins presentation with visual slides and voiceover. The presentations will be recorded.	The department will use its standard sample size for a course offered on the proposed frequency in order to satisfy its assessment needs. Initial goal will be for 75% of sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance.

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).

	Distinguished (4)	**Proficient (3)**	**Emerging (2)**	**Not Evident (1)**
1. Analyze self in relation to others	Clearly demonstrates various comparisons between self and others with the use of accurate cultural terms.	Demonstrates some comparisons between self and others and few accurate cultural terms. Lack of information does not take away from the understanding.	Limited comparisons between self and others and cultural terms are not clearly stated.	No comparisons between self and others. There is little to no use of cultural terms. Does not demonstrate clear learning.
2. Examine the diverse values between Deaf Culture and Hearing Culture	Multiple diversities between the Hearing and Deaf Culture are stated clearly and explained in a comprehensive manner, sharing all relevant and necessary information to demonstrate understanding.	Some diversities between the Hearing and Deaf Cultures. Student uses only some examples of information without losing understanding of the necessary material.	Provides little diversities between Hearing and Deaf Cultures. Student does not use examples and does not explain cultural terms. .	Provides little to no diversities between Hearing or Deaf cultures. Student does not use any examples and does not explain any terms. Student does not show understanding of information. .
3. Evaluate solutions to real-world social and cultural problems..	Evaluation of real world cultural problems is extensively and thoroughly explained and backed with accurate solutions. Student considers history and examines the problems individually to finds feasible solutions.	Evaluation of real world cultural problems is adequate, contains enough explanation to show minimum understanding. Student considers some history finds some solutions to the individual issues.	Evaluation of real world cultural problems is brief, lacking some relevant information to show understanding. Student did not fully consider history and does not have appropriate solutions to individual issues.	Evaluation of real world cultural problems is superficial, lacking depth and accurate understanding. Student did not consider history and does not have solutions to individual issues.

7. Evidence & Argument Artifact.

The final immersion project will be considered as the artifact pertaining to the Evidence & Argument assessment. The final immersion project will consist of a cumulative and representative sampling of course material along with a reflective self-examination. Throughout the course, students will be forced to confront their own sense of self and how that may differ from those in the Deaf Community. This final immersion project will be in the form of an 8-10mins presentation with visual slides and voiceover. The presentations will be recorded.

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

Deaf Culture in America
ASL 302 (3 credit hours)
Online Course

Professor: Holly Bryant **Email:** holly.bryant@wku.edu
Office: Academic Complex 115D or ASL Lab
Office hours: Immediately before and after class in addition to

Monday	Tuesday	Wednesday	Thursday	Friday
10:00am-2:00pm	11:00am-12:30pm	10:00am-2:00pm	11:00am-12:30pm	**By appointment**

Textbooks Required:

Holcomb, T. K. (2013). *Introduction to American Deaf Culture*. New York, New York: Oxford University Press. (ISBN 978-0-19-977794-9)

Moore, M. and Levitan, L. (2016). *For Hearing People Only.* 4th Edition. New York. Deaf Life. (ISBN 0970587600)

Course Description:
This course examines various dimensions of Deaf culture in the United States, i.e., characteristics, norms and practices, diversity within the Deaf community, political impact of the Deaf, technology, and Deaf institutions. Comparisons between American Deaf culture and American mainstream cultures will increase understanding, respect and acceptance.

Student Learning Outcomes:
Upon successful completion of this course, the student will:
 I. Analyze the development of self in relation to others and society.
    a. Recognize various cultural differences between the Deaf and non-Deaf communities within the United States.
 II. Examine diverse values that form civically engaged and informed members of society.
    a. Examine a variety of socio-economic and geographic factors that impact members of the Deaf Community
 III. Evaluate solutions to real-world social and cultural problems.
    a. Evaluate interactions, in various environments such as: workplace, social settings, healthcare, and news outlets.
 IV. Explore other people, places and events in history to identify how the culture was created and maintained.
 V. Learn and use ABCs and basic signs for introductions in the Deaf community
 VI. Understand controversial topics such as Deaf education and Cochlear Implants

Attendance
        Western Kentucky University attendance policy states that "registration in a course obligates the student to be regular and punctual in class attendance" (2015, WKU Catalog), therefore you are expected to attend class, participate during class and complete all assignments in a timely manner.

Methods of Evaluation

1) **Participation in weekly Blackboard Discussion (30%):** You are expected to post a response each week to a journal prompt given by the instructor. These prompts will cover material read in the required textbooks, articles, or videos that will be provided for you by the instructor. You are also expected to comment on other classmates' prompts. It would be similar to writing in a journal and that demonstrates self-reflection and insight.

2) **Blackboard Quizzes (10%):** You will have periodic quizzes via Blackboard that will cover material learned in class. These quizzes will be timed and consist of multiple choice and fill in the blank answers.

3) **Midterm Research Paper (20%):** You will submit a research paper in APA format, including 3 references and a works cited. The paper will be an extensive cumulative review and explanation of a person, place, or event that was important in Deaf history. You will submit your selected research articles via Blackboard prior to writing the paper. Your paper will be submitted via Blackboard on the week of Fall Break.

4) **Final Project (40%):** The final project will be a hands-on learning experience that will require students to attend at least one approved event that is primarily completed in American Sign Language. There will be a list of events provided. You may also find events that better interest you and ask for approval from instructor. Once you attend the event, you will create an 8-10mins presentation that will contain a slide for each of the topics discussed throughout the class. You will be assessed by the rubric given to you.

   a. You are required to stay at the approved ASL event for a one hour minimum.
   b. You will be **"voice-off"** at this event.
   c. You will choose ASLEs from a list of approved events found on Blackboard or the ASLO calendar (wku.edu/aslo). The website has the latest and most up to date information about ASL/American Sign Language Events in the Bowling Green and Nashville area. Events not on Blackboard or on the ASLO Calendar will need permission from the instructor *prior* to your attendance.
      i. You must sign in **and out** of the event. An ASLO member or faculty member will have the list.
      ii. You will observe the cultural differences at this event. You must attempt to communicate in the demonstrated languages being used. Failure to follow appropriate cultural norms, discussed in class, will result in the disqualification of this event.
      iii. Take note of any new signs or cultural experiences learned.

> *Failure to complete the final project will*
> *result in a failing grade ('F') in the class for the semester.*

COURSE GRADES

Percentage Breakdown:		Grade Scale:
Final Project	40%	**A**= 100%-90%
Weekly Discussion Boards	30%	**B**= 89%-80%
Midterm Research Paper	20%	**C**= 79%-70%
Quizzes	10%	**D**= 69%-60%
		F= 59%-Below

GENERAL COURSE POLICIES/PROCEDURES

Professor's Policies:

Communication with Professor

Open communication with your professor is VERY important!! If you are stressed about this course, feel behind, concerned about your grades or have other issues that will affect your success, it is STRONGLY recommended to talk/email with your professor as soon as possible. Please utilize any/all means of communication listed on the first page of your syllabus- that's why it's there. The instructor is willing to work hard to help you be successful but you have to do the same and that starts with communication!

Respect

This class will contain some content that may elicit strong opinions or emotions. I expect everyone to treat one another with respect and the courtesy they would desire. If a student becomes disrespectful, they will be contacted by the professor to discuss the discrepancy and the student will lose points on the assignment.

Late Assignments

All assignments are due on the designated due dates. Everything must be submitted in the format it was assigned. If an assignment is posted past a deadline, it will not be graded. Assignments may not be emailed to your professor.

Audit/Withdrawal Policy

Requests to audit/withdraw for other than extenuating circumstances *after the deadline* will NOT be approved. Poor academic performance is NOT an extenuating circumstance. Please plan ahead and contact me beforehand if you have any concerns.

Academic Dishonesty

Students who commit any act of academic dishonesty (plagiarism, cheating, using work that is not their own) will receive an "F" for this course. There will not be an option to Withdraw from the course or to make up any assignments.

<u>**University Policies:**</u>

Title IX Sexual Misconduct/Assault Policy and Discrimination and Harassment Policy
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, or Title IX Investigators, Michael Crowe, or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA Statement
In compliance with the American with Disabilities Act, it is the student's responsibility to contact their professor concerning any special accommodations. If you need any special assistance and have filled out all the paperwork through Western Kentucky University's Student Accessibility Resource Center (SARC), please see the instructor so your needs can be accommodated. If you need to contact the Student Accessibility Resource Center, please call (270) 745-5004/voice (270)745-3030/TTY or go to DSU A-200. Please do not request accommodations without the proper ADA paperwork.

Weekly Schedule:

1) Syllabus and Introductions
2) What is culture
3) History of Deaf Culture
4) Notable Deaf individuals in history
5) Communication channels
6) Let's learn some ASL
7) Submit your midterm paper/ Fall Break
8) Deaf education
9) Deaf sports
10) ADA and Advocacy
11) Discrimination in Deaf Culture
12) Technology in Deaf culture
13) Cochlear Implants
14) Interpreters and Ethics
15) Review and work on projects
16) Submit your Final Project

Proposal Contact Name, E-mail, and Phone: Eric Knackmuhs, eric.knackmuhs@wku.edu, and 270-745-4680

College and Department: CHHS, School of Kinesiology, Recreation & Sport

Proposal Date: 2/1/19

1. Course Details:
    1.1   Course prefix (subject area), number and title: REC 338 Parks, Recreation, and
             Quality of Life
    1.2   Credit hours: 3
    1.3   Prerequisites[1]: None
    1.4   Crosslisted and/or equivalent courses (prefix and number): n/a
    1.5   Expected number of sections offered each semester/year: 1-2 per year
    1.6   Is this an existing course or a new course? Existing Course
    1.7   Proposed term of implementation? Summer 2019
    1.8   Where will this course be offered? Bowling Green main campus, online, on-demand

2. Provide a brief course description (100-200 words).

        This course focuses on the impacts of human interaction with park and recreation resources in a wide variety of contexts. We will explore conditions for which nature may provide relief, how modern living (global urbanization, modernization, and technological development) has disrupted our innate connection to nature, and ways in which we may reconnect through recreation primarily, but also through city planning, public policy, conservation, and even interior design.

        The course will address questions of responsibility. If nature is so important, is providing opportunities to experience it a matter of societal obligation or merely individual responsibility? How do we balance the demands of modern life (urbanization, transportation, energy) with the need to connect with nature? Examples of how policy makers around the world are addressing these questions will be investigated. Content will be explored through a discussion-based course where emphasis is placed on student opportunities to connect course content to their major area of study, career goals, and personal lives. Students will be expected to actively contribute to each class meeting by listening, considering multiple perspectives, and offering their own insights on course content.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

        This course achieves several of the Colonnade learning outcomes, most notably "the capacity for critical and logical thinking; proficiency in reading, writing, and speaking; an understanding of society and human behavior; and an understanding of factors that enhance health, well-being, and quality of life." Students will apply knowledge from disciplines including, but not limited to, recreation, psychology, sociology, criminology, neuroscience, public health, history, and

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[1] Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

environmental studies, to deepen their "understanding of factors that enhance health, well-being, and quality of life."

Compared to introductory level courses, this course requires students to conduct substantially more research to complete assignments where students will demonstrate the "proficiency in reading, writing, and speaking" skills they developed in earlier Colonnade courses.

For example, students will complete two research projects per semester to demonstrate their "capacity for critical and logical thinking." The first is a paper and is exploratory in nature. It will require students to investigate the connections between human health and the natural environment in a context of their choosing. Students are encouraged to explore topics they are interested in and write about how their topic relates to current events, public policies, their own life, and the local and/or global implications of the topic. The second assignment is a presentation that is designed to offer the student an opportunity to research a program, policy, initiative, or organization, either in the U.S. or another country, that seeks to enhance quality of life through recreation programming in parks and other natural areas. Students will assess the feasibility of implementing a similar action locally in Bowling Green or their hometown.

4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes. In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Local to Global subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze issues on local and global scales.	E.O. Wilson coined the term Biophilia to describe humans' innate bond with the natural world. However, across the globe, urbanization, modernization, and technology disconnect people from nature resulting in higher rates of depression and anxiety (for example) and an overall reduced quality of life. Recreating in natural areas can alleviate many of these negative consequences. Students will study this relationship by reading recent research on the restorative power of nature, negative consequences of technology, urban parks and green space, and disconnection from nature. Students will also compare environmental attitudes and behaviors across cultures and nationalities.
2. Examine the local and global interrelationships of one or more issues.	A major emphasis of this course is the interrelationship between nature, recreation, and quality of life in settings around the world. Students will explore, examine, and analyze these relationships through case studies. One example is the provision of ecosystem services; the benefits humans receive from naturally functioning ecosystems. A typical case study may be urban tree planting initiatives. Increasing the number of trees in a community enhances quality of life through neighborhood beautification. The presence of such trees can reduce stress and improve cognitive functioning. At the same time, those trees provide

	ecosystem services like carbon storage to combat global climate change (carbon dioxide is removed from the atmosphere and absorbed by trees, reducing greenhouse gases), wildlife habitat for international migratory birds (e.g. planting flowering dogwood trees provides a food source for ruby-throated hummingbirds migrating between Kentucky and Central America), and recreation opportunities for humans. Through case studies like this, students will learn how nature experiences and seemingly disparate issues are related.
3. Evaluate the consequences of decision-making on local and global scales.	The National Parks, long considered "America's Best Idea", have also been one of its important exports. Other nations around the world have modeled their own national park systems on the U.S. model including the recent development of China's first national park system. Lessons learned from the American model have been applied in both the developing and the developed world with mixed results over the years. Students will study these outcomes, especially as they pertain to the interaction between natural environments, recreation, and quality of life. Students will also examine how local decisions can have global impacts through the study of two specific U.S. National Park Service programs. 1. The Healthy Parks, Healthy People Program focuses on engaging local communities in physical fitness by offering the park as a resource and opportunity for healthy living. 2. The Sister Parks Program pairs U.S. National Parks with national parks in other nations to increase information sharing between parks with common issues.

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

Upon successful completion of this course, students should be able to…

  a. …assess how the quality of natural environments impacts human quality of life.

  b. …evaluate historical land use behaviors and policies in the United States as compared to other countries.

  c. …compare and contrast how technology can enhance *and* detract from the human experience of parks and other natural areas.

d. …synthesize course content and personal experience to create an individual perspective on the importance of quality parks systems and natural areas for optimal human functioning and interaction.

e. …debate "real-world" problems from multiple perspectives.

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the "artifact(s)" (assignments, papers, activities, etc) that will be used for assessing each learning outcome *beyond course grades*. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a *separate evaluative rating* for each Connections SLO.
1. Analyze issues on local and global scales.	Students will write a research paper to analyze in what ways, to what extent, and under which circumstances access/exposure to natural areas influences quality of life on local and global scales in a context of their choosing. This research paper will be included in a Research Portfolio along with the assignments described below.	The research portfolio will be the assessment artifact for all three learning outcomes using the rubric below. A committee from the Recreation Administration program will randomly select 20% of student portfolios to assess each year.
2. Examine the local and global interrelationships of one or more issues.	Students will complete an assignment in which they choose an ecosystem service and describe how it impacts quality of life on local and global scales. For example, students might examine the extent to which planting trees can contribute to carbon sequestration to improve local air quality, aesthetics, and provide habitat	The research portfolio will be the assessment artifact for all three learning outcomes using the rubric below. A committee from the Recreation Administration program will randomly select 20% of student portfolios to assess each year.

	as well as contribute to fighting global climate change. This assignment will be included with the research paper in a Research Portfolio along with the assignment described below.	
3. Evaluate the consequences of decision-making on local and global scales.	Students will develop and deliver a final research presentation that builds on the two writing assignments by analyzing issues and interrelationships on a global and local scale and by addressing questions of responsibility. For example, if nature positively impacts human health, who is responsible for providing access to it, individuals or government? Students will be required to answer such questions by researching action taken in the United States and in other countries and assessing the feasibility of taking such action locally. This final presentation will be included in the Research Portfolio along with the research paper and the Ecosystem Services assignment.	The research portfolio will be the assessment artifact for all three learning outcomes using the rubric below. A committee from the Recreation Administration program will randomly select 20% of student portfolios to assess each year.

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
1. Analyze Issues on local and global scales (Modified from the sample Local to Global application on Colonnade website, which states this rubric was modified from item 4 of the Inquiry and Analysis AAC&U VALUE Rubric)	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to quality of life and interaction with the natural environment at the local and global levels.	Organizes evidence to reveal important patterns, differences, or similarities related to quality of life and interaction with the natural environment at the local and global levels.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities related to quality of life and interaction with the natural environment at the local and global levels.	Lists evidence, but it is not organized and/or is unrelated to quality of life and interaction with the natural environment at the local or global levels.
2. Examine the local and global interrelationships of one or more issues. (Modified from the sample Local to Global application on Colonnade website, which states this rubric was modified from item 1 of the Critical Thinking AAC&U VALUE Rubric)	The local and global influences of natural areas on quality of life are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	The local and global influences of natural areas on quality of life are stated, described, and clarified so that understanding is not seriously impeded by omissions.	The local and global influences of natural areas on quality of life are stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	The local and global influences of natural areas on quality of life are not stated clearly or are presented without clarification or description.
3. Evaluate the consequences of decision-making on local and global scales. (Modified from the sample Local	Evaluation and analysis of questions of responsibility are thorough and insightful. Analysis considers history	Evaluation and analysis of questions of responsibility are adequate. Analysis considers history of problem,	Evaluation and analysis of questions of responsibility are brief. Analysis lacks depth and breadth concerning the	Evaluation and analysis of questions of responsibility are superficial. Analysis contains only cursory, surface level

to Global application on Colonnade website, which states this rubric was modified from row 4 of the Problem Solving AAC&U VALUE Rubric)	of problem, reviews logic/reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	reviews logic/reasoning, examines feasibility of solutions, and weighs impacts of solutions at the local and global levels.	history of the problem, only briefly reviews logic/reasoning, does not deeply examine feasibility of solutions, or weigh impacts of solutions at the local and global levels.	information concerning the history of the problem, only briefly reviews logic/reasoning, does not deeply examine feasibility of solutions, or weigh impacts of solutions at the local and global levels or is missing some or all of the elements listed here.

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one "artifact" (research paper, presentation, major project, etc.) that can be used to evaluate students' ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What "artifact" in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same "artifact" identified in 6a above.)

The Research Paper will be provided as the artifact in support of Evidence & Argument Assessment.

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

REC 338: Parks, Recreation, and Quality of Life
Spring 2019
Course Syllabus
Western Kentucky University
College of Health & Human Services
School of Kinesiology, Recreation, and Sport

Instructor: Eric Knackmuhs, Ph.D., Assistant Professor
Office Hours: MWF 9:30 am - 11:30 am, TR 2:00 - 3:00 pm, or by appointment
Office Location: DA 2023
Email: eric.knackmuhs@wku.edu
Office Telephone: (270) 745-4680
Classroom: DA 2030
Class Meetings: MWF, 12:40 pm to 1:35 pm

Course Catalog Description

An interdisciplinary approach to studying the relationship between access to parks and other natural environments, recreation, and quality of life. Investigates issues of responsibility, conservation, wellness, and social equity in a variety of local and global contexts. Students may be responsible for travel to off-campus locations.

More About this Course

This course focuses on the impacts of human interaction with the natural environment on quality of life in a wide variety of contexts. We will explore conditions for which nature may provide relief, how modern living has disrupted our innate connection to nature, and ways in which we may reconnect through recreation, city planning, public policy, conservation, and even interior design to improve our quality of life.

The course will address questions of responsibility. If nature is so important, is providing opportunities to experience it a matter of societal obligation or merely individual responsibility? How do we balance the demands of modern life (urbanization, transportation, energy) with the need to connect with nature?

Class discussions and assignments will emphasize student opportunities to connect course content to their major area of study, career goals, and personal lives. Students will be expected to actively contribute to each class meeting by listening, considering multiple perspectives, and offering their own insights on course content.

Course Objectives / Learning Outcomes
Upon successful completion of this course, students should be able to…

1. …assess how the quality of natural environments impacts human quality of life.

2. …synthesize course content and personal experience to create an individual perspective on the importance of quality parks systems and natural areas for optimal human functioning and interaction.

3. …debate "real-world" problems from multiple perspectives.

4. …evaluate historical land use behaviors and policies in the United States.

5. …compare and contrast how technology can enhance and detract from the human experience of nature and its benefits.

6. …analyze issues on local and global scales.

7. …examine the local and global interrelationships of one or more issues.

8. …evaluate the consequences of decision-making on local and global scales.

Required Text
Williams, F. (2017). *The nature fix: Why nature makes us happier, healthier, and more creative*. New York: W.W. Norton & Company, Inc.

Recommended Further Reading
Driver, B. L., Dustin, D., Baltic, T., Elsner, G., & Peterson, G. (Eds.). (1996). *Nature and the human spirit: Toward an expanded land management ethic.* State College, PA: Venture Publishing, Inc.

Louv, R. (2005). *Last child in the woods: Saving our children from nature-deficit disorder.* Chapel Hill, NC: Algonquin Books.

Manning, R., Diamant, R., Mitchell, N. & Harmon, D. (2016) *A thinking person's guide to America's National Parks.* New York, NY: George Braziller Publishers.

Selhub, E. & Logan, A. (2014). *Your brain on nature: The science of nature's influence on your health, happiness, and vitality.* Mississauga, Ontario: John Wiley & Sons Canada, Ltd.

Course Policies and Expectations

Professionalism
A major part of college is preparing to enter the full-time workforce. Each course you take should equip you with the knowledge, skills, and abilities to secure a good internship, a good job, and a fulfilling career. Therefore, it is important you be professional in all you do. This includes, but is not limited to, attendance, punctuality, preparation, attitude, attention, body language, communication, and digital citizenship.

Attendance
Attendance is vital for at least three reasons:

1) The course is predicated on graded, in-class, active-learning experiences. Graded quizzes, discussion questions, and other in-class activities will be assigned in many class

meetings without prior notification. In-class activities **CANNOT** be made up except under extraordinary circumstances.

2) I expect you to contribute to your classmates' learning, and you cannot do this without being present.

3) Your employer will/does take attendance.

If you belong to a WKU athletic team or organization and will miss class due to travel for games or other professional experiences, please submit the dates that you will miss during the first two weeks of class. You are responsible for turning in any assignments that may be due during your absence. You have the opportunity to **make up any missed in-class activities during my next office hours after your return. You do **NOT** have an "excused absence", meaning it is your responsibility to **make up** the work you missed or you may still receive a zero for that day.

Engagement

In life, there are no points for just showing up. Together, on the first day of class, we defined our shared vision for an "engaged student". We determined that it is reasonable to expect each student to be present and punctual, complete all readings, participate in discussions, and listen and support each other without distracting use of technology.

Punctuality

You are expected to arrive on-time and be prepared to engage in vigorous and rigorous academic discussion of the day's readings. **<u>Do not leave the room during class.</u>** Do not pack up or begin to leave class until your instructor has dismissed you. Packing up and/or leaving early may result in a zero for the day.

Use of Technology

Because this course focuses (in part) on the detrimental effects of using mobile technology, **<u>no smartphones, tablets, laptops or any other mobile technology will be allowed in the classroom.</u>**

Communication

The best way to get in touch with me is to come to my office hours (MWF 9:30 am - 11:30 am, TR 2:00 - 3:00 pm, or by appointment). This is time that each instructor sets aside for answering student questions and concerns. It is also a resource that is severely underutilized, so please take advantage.

Outside of office hours, the easiest way to get in touch is via email. However, please keep in mind that, like everyone else, I receive hundreds of emails over the course of the semester. To help me out and get your question answered quickly please utilize all these resources, in roughly this order, to answer any questions you may have:

        a. your brain
        b. the syllabus
        c. course page on Blackboard
        d. the textbook or other readings

e. your class notes
f. a classmate
g. email your instructor

In communicating via email remember our focus on practicing professionalism. While others may use email similarly to texting I expect your emails to be more like formal letters. Emails with informal language, slang, spelling and grammar errors, will not be taken as seriously as those that are professionally written. **Please include REC 338 in the subject line.**

Blackboard
This course uses Blackboard to communicate with students as well as post important documents (i.e., announcements, assignments, etc.). It is your responsibility to check Blackboard on a regular basis for updates. If you ever encounter difficulty using Blackboard contact the IT Helpdesk at https://www.wku.edu/it/chat/ or 270-745-7000.

Assignments

All assignments will be turned in through Blackboard and are **due at 12:40 pm on the due date** unless otherwise noted.

Engagement
To promote an engaging classroom experience and enhance learning, students will complete graded in-class activities. These may include but are not limited to quizzes, small group work, discussion board questions, individual writing, and class presentations. Occasionally, an "in-class" activity may be assigned as a short homework assignment due at the beginning of the next class period. **In addition, the instructor will evaluate each student's level of engagement throughout the semester based on the criteria established as a class on the first day.**

Reading Quizzes
There will frequently be unannounced reading quizzes at the start of class. They will typically (but not always) consist of short, easy, multiple-choice or short answer questions to simply assess whether you have completed the reading. Students who miss an in-class quiz will receive a zero and will not be allowed to make up the quiz except under extraordinary circumstances.

"Forest Bathing" Assignment
Early in the semester you will be exposed to the concept of "forest bathing" practiced in cultures around the world. For this assignment, you will visit a natural area of your choosing three times during the semester and complete a reflection each time.

Ecosystem Services Assignment
For this assignment you will define "ecosystem services," research two examples, and write a 1-2 page essay explaining them.

Light Pollution Assessment

After reading about the types, causes, solutions, and health impacts of light pollution, you will be asked to assess your own exposure to light pollution by documenting and analyzing the outdoor lighting at your place of residence. Further details and instructions will be presented in class.

Research Paper

You will write a thoughtful, insightful, polished, and professionally written paper on the relationship between nature and human health in a context of your choosing. Details will be provided in class.

Research Presentation

For this assignment, you and two partners will research, design, and deliver an even more thoughtful, insightful, polished, and professional presentation that demonstrates the culmination of your knowledge from the semester. More specifically, you will research a program, policy, initiative, or organization that seeks to promote human health and enhance quality of life through recreation programming in nature. Additional details will be provided in class.

Extra Credit

Current Events

Find a recent news article (preferably within the last couple weeks but within 3-6 months is acceptable). Present to the class how this event(s) relates to the day's readings to earn 1 extra credit point.

Course Evaluations

Final student course evaluations will be conducted on-line during the last two weeks of the semester. If at least 80% of students have completed a course evaluation by the deadline, 1% will be added to each student's final grade.

Grading

Assignment	Points	Approx. %
Engagement	150	23%
Reading Quizzes	100	15%
"Forest Bathing"	80	12%
Ecosystem Services	50	8%
Light Pollution Assessment	50	8%
Research Paper	100	17%
Research Presentation	100	17%
Total Points	630	**100%**

Grading Scale
A   90%   B   80%   C   70%   D   60%   F   59% and below

Late Assignments

     All assignments are due in Blackboard. Late assignments will be accepted with a 10% deduction per day late. However, any assignment more than three days late will not be accepted. Please make note of all deadlines. If you are having difficulty with a deadline, please discuss the matter prior to the assigned due date. If you are having difficulty submitting an assignment via Blackboard contact the IT Helpdesk at https://www.wku.edu/it/chat/ or 270-745-7000.

Writing-style Requirements

     All formal written assignments requiring citations should follow APA (6th edition) guidelines for writing. The APA Publication Manual (6th edition) is available at the library or on Amazon. A good online resource for APA guidelines can also be found at https://owl.english.purdue.edu/owl/resource/560/01/

University Policies / Information

ADA Accommodation

     In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX / Discrimination & Harassment

     Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

     Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Academic Integrity
 The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

Academic Dishonesty
 Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.
https://www.wku.edu/handbook/academic-dishonesty.php/

Writing Center Assistance
 The Writing Center has locations in Cherry Hall 123 and in the Commons at Cravens Library. The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions on the website (www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

REC 338 Spring 2019 Schedule
(Subject to change)

Week	Date	Topic	Readings	Assignments Due
1	1/21	*No class. Martin Luther King Jr. Day.*		
	1/23	Syllabus, Expectations, Defining Key Concepts		
	1/25	Course Introduction	Frumkin. (2001). Beyond toxicity Strang. (2014). Tips for students…	
2	1/28	Restorative Environments	Kaplan. (1995). The restorative benefits of nature.	
	1/30	The Nature Fix: Biophilia Effect	Williams. (2017). *The nature fix*. Introduction. pp. 1-16	
	2/1	The Nature Fix: Biophilia Effect	Williams. (2017). *The nature fix*. Ch. 1. pp. 17-32	
3	2/4	Nature Neuroscientists	Williams. (2017). *The nature fix*. Ch. 2. pp. 33-58	
	2/6	Physiological Effects: Smell	Williams. (2017). *The nature fix*. Ch. 3. pp. 59-84	
	2/8	Physiological Effects: Sound	Williams. (2017). *The nature fix*. Ch. 4. pp. 85-104	
4	2/11	Physiological Effects: Visual	Williams. (2017). *The nature fix*. Ch. 5. pp. 105-130	
	2/13	Virtual Reality: As good as the real thing?		Forest Bathing #1

Week	Date	Topic	Readings	Assignments Due
	2/15	Window Studies	Kuo & Sullivan. (2001). Environment and crime - Does vegetation reduce crime? Kuo & Sullivan. (2001). Aggression and violence in the inner city: Effects of environment via mental fatigue	
5	2/18	Prisons	Nurse. (2003). Influence of environmental factors on mental health within prison	Paper 1 Topic
	2/20	Prisons (con't)	Van Der Linden. (2015). Green prison programmes Khatib & Krasny. (2015). Greening programs to facilitate prisoner re-entry	
	2/22	Research Day - *Class meets at library*		
6	2/25	City Life and Nature: Finland vs. United States	Williams. (2017). *The nature fix*. Ch. 6. pp. 131-148	
	2/27	City Life and Nature: Scotland, Sweden, and United States	Williams. (2017). *The nature fix*. Ch. 7. pp. 149-168	
	3/1	Fear as Barrier to Nature	Louv. (2005). *Last child in the woods*. pp. 115-132 Bixler & Floyd. (1997). Nature is scary, disgusting, and uncomfortable	
7	3/4	*No class. Spring Break!*		
	3/6			
	3/8			
8	3/11	Nature and Memory	Williams. (2017). *The nature fix*. Ch. 8. pp. 169-186	

Week	Date	Topic	Readings	Assignments Due
	3/13	***Class meets at Chuck Crume Nature Park***	Go to Chuck Crume and do the experiment with the class on memory.	
	3/15	***Class meets at Chuck Crume Nature Park***	Go to Chuck Crume and do new experiment on reported quality of life or similar.	Paper 1
9	3/18	Nature and Awe	Williams. (2017). *The nature fix*. Ch. 9. pp. 187-202	
	3/20	Veterans, PTSD, and Outdoor Experiences	Williams. (2017). *The nature fix*. Ch. 10. pp. 203-220	
	3/22	Veterans, PTSD, and Outdoor Experiences (con't)	Holmes. (2015). The very real benefits of going camping Reimers. (2016). It's time for doctors to prescribe outdoor therapy	
10	3/25	Healthy Parks, Healthy People	Root. (2017, June 29). Doctors are prescribing park visits to boost patient health. Developing a Park Prescription Program for Your Community pdf	
	3/27	ADHD	Williams. (2017). *The nature fix*. Ch. 11. pp. 221-240	
	3/29	The Nature Fix wrap-up	Williams. (2017). *The nature fix*. Ch. 12 and Epilogue. pp. 241-258	Research Presentation Topic
11	4/1	Ecosystem Services	Ecosystem Services pdf Bremer et al. (2016). New park resources.	
	4/3	*No class. NAI Regional Conference*	*Work on Ecosystem Services Assignment and Forest Bathing #2*	
	4/5	*No class. NAI Regional Conference*	*Work on Ecosystem Services Assignment and Forest Bathing #2*	Ecosystem Services Assignment Forest Bathing #2
12	4/8	Agriculture *Look & See: A Portrait*		

Week	Date	Topic	Readings	Assignments Due
		of Wendell Berry		
	4/10	Agriculture *Look & See: A Portrait of Wendell Berry* (con't)		
	4/12	Animals	Sahrmann et al. (2016). Change in human health parameters associated with a touch tank experience... O'Haire. (2010). Companion animals and human health...	
13	4/15	Night: Health Impacts of Light Pollution	Bogard. (2013). *The end of night*. pp. 93 - 124 Chepesiuk. (2009). Missing the dark: Health effects of light pollution	
	4/17	Night: Afraid of the Dark	*Read:* Bogard. (2013). *The end of night*. pp. 64 - 92 *References to use for Light Pollution Assessment Assignment:* International Dark Sky Association. (2012). *Fighting light pollution*. pp. 15-23 and pp. 45-57 IDA Practical Guide	
	4/19	Preserving Night Skies in Parks	Derrien. (2015). A rhetorical analysis…about night skies at Acadia National Park Duriscoe. (2001). Preserving pristine night skies in national parks and the wilderness ethic Luginbuhl. (2008). Coda: What the solution would look like	Light Pollution Assessment

Week	Date	Topic	Readings	Assignments Due
14	4/22	National Park Week: International Engagement	Mitchell. (2016). Projecting America's Best Ideals: International Engagement and the National Park Service Morris & Putnam. (2011). Linking NPS to the World.	
	4/24	National Park Week: The Sister Parks Program	Mitchell & Brown. (2016). Parks beyond borders.	
	4/26	National Park Week: Wrap-up		
15	4/29	*Research Presentations*		Research Presentation
	5/1	*Research Presentations*		
	5/3	*Research Presentations*		
16	5/6	***Final Exams Week (No final exam in this class.)***		
	5/8			
	5/10			

Colonnade Connections Course Proposal
Systems Subcategory

Proposal Contact Name, E-mail, and Phone: Gayle Mallinger, gayle.mallinger@wku.edu 2707453535
College and Department: CHHS/Social Work   Proposal Date: 2/5/19

1. **Course Details:**
    1.1   Course prefix (subject area), number and title: SWRK 330
    1.2   Credit hours: 3
    1.3   Prerequisites[1]: None
    1.4   Crosslisted and/or equivalent courses (prefix and number): N/A
    1.5   Expected number of sections offered each semester/year: 6
    1.6   Is this an existing course or a new course? Existing
    1.7   Proposed implementation term: Summer 2019
    1.8   Where will this course be offered? (Bowling Green main campus, regional campuses, online?
             List all.) On-line; F2F in BG, Elizabethtown and Owensboro.

2. Provide a brief course description (100-200 words).

This course introduces students to theories informing human behavior within the context of individual, family, group, community, and organizational resources. Emphasis is placed on the applicability of varied theories to diverse populations. Thus, we consider how theoretical frameworks empower social workers to advocate for *economic and social justice*. These frameworks are also used to understand the functioning of individuals as members of families, groups, communities, and larger social organizations, in order to intervene effectively at various system levels. Course objectives are achieved through the use of experiential exercises, class discussions, didactic presentations, and/or films, which encourage students to develop skills in critical thinking.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

The focus of this class is on the theories and knowledge of human development, including conceptual frameworks explaining the range of social systems in which individuals are situated. Human behavior is examined through systems and ecological theories. These perspectives, in combination, highlight biological, psychological, and familial influences in transaction with social, economic, political and cultural contexts. Special attention is given to marginalized and oppressed groups. The commitment to use the application of course knowledge for global citizenship is encouraged.

Students enrolled in this course learn to contextual factors influencing human behavior. For example, students discuss how economic context affects human development. Similarly, educational environment influences may serve as risk or protection in health and well-being. Religious/spiritual backgrounds may aid individual development or be serve a barrier to optimal functioning. For example, a person who both identifies as transgender and as an Orthodox Jew may have issues reconciling both. Biological circumstances, such as chronic illness, also impacts individual performance over the lifespan. The focus on contextual factors allows students from multiple fields to apply their disciplinary concentration to the course material.

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[1] Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes. In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
Example: Analyze how systems evolve.	*Example: Students analyze both the development and evolution of the mental system within an individual (e.g., (i) the utilization of various mental and sensori-motor components in an individual's development of a theory of mind and a capacity for joint attention, and (ii) causal and historical conditions of reference of singular terms and their neural realizers in an individual's cognitive system) as well as the essential role that causal history plays in the development across individuals of mental states with propositional contents (e.g., how the evolution of syntactic processing in humans' mental system can account for conditions of veridical representation of one's environment).*
1. Analyze how systems evolve.	Throughout this course, students will analyze human behavior as the outcome of people and their environments. Specifically, students learn to critically analyze individual development and function across a continuum of micro to macro social systems (individuals, families, small groups, communities, organizations/institutions, cultural, and temporal).
2. Compare the study of individual components to the analysis of entire systems.	This course explains the fundamental principle that individuals are in constant interaction with multiple environmental systems, including economic, political, cultural, and technological. In addition, students learn about interrelated subsystems and the various ways systems can attain goals.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	System-level thinking is the fundamental focus of this class. Students learn about the impact of various systems on individual decision-making across the lifespan. For example, one unit is devoted to the influence of peers during adolescence. Another unit emphasizes systems of inequality and mechanisms of oppression. Content in this unit includes innovative ways to advocate for social, environmental, and economic justice, as well as other systematic change.

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

Additional Student Learning Outcomes:
Upon successful completion of this course, students should be able to:
Knowledge
1. Explain the impact of biological, cultural, social, and environmental influences on human development across the lifespan.
2. Identify major theoretical concepts

Values
3. Discuss the influence of one's own experience in understanding the experiences of marginalized groups.

4. Evaluate the influence of privilege, diversity, oppression, and social/economic/environmental justice on micro, mezzo, and macro systems.

Skills

5. Evaluate the utility of various theoretical perspectives to social work practice on micro, mezzo, and macro systems.
6. Using case scenarios, apply various theories to inform assessment and interventions with individuals, families, groups, communities, and organizations.

Cognitive/Affective

7. Analyze the impact of the intersections of race, ethnicity, sexual orientation, age, gender, class, political affiliation, and religion on own life experiences and relationships with colleagues, administrators, client systems, and communities.

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the "artifact(s)" (assignments, papers, activities, etc) that will be used for assessing each learning outcome *beyond course grades*. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a *separate evaluative rating* for each Connections SLO.
Example: Analyze how systems evolve.	*Example: The department will use several questions, added to the final exam, in order to assess how well the course's learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.*	*Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be eliminated before the assessment takes place. Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.*
1. Analyze how systems evolve.	As part of their final paper, students discuss the development of various social systems (individuals, families, small groups, communities, organizations/institutions, cultural, and temporal) on individual development.	20% of the class will be sampled and assessed according to the attached rubric. 50% should score "Good" or better.

	2. Compare the study of individual components to the analysis of entire systems.	As part of their final paper, students will analyze and present cogent arguments on the impact of each component of the above referenced systems on individual development.	20% of the class will be sampled and assessed according to the attached rubric. 50% should score "Good" or better.
	3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Students will also write about the implications of their knowledge in their professional development, including the role of advocacy.	20% of the class will be sampled and assessed according to the attached rubric. 50% should score "Good" or better.

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). Also, for each of the SLOs briefly note what benchmarks you will use to determine whether the course successfully met its goals for each of the rubrics.

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze how systems evolve	Argues for specific mezzo, macro, exo-, and chrono- system influences on development, provides in depth assessment of their impact based on comparison with existing research. Provides historical context.	Argues for specific mezzo, macro, exo-, and chrono- system influences on development, provides assessment of their impact based on comparison with existing research. Does not provide historical context.	Identifies specific mezzo, macro, exo-, and chrono-system influences on development, fails to provides an assessment of their impact based on comparison with existing research. Does not provide historical context.	Does not identify specific mezzo, macro, exo-, and chrono- system influences and fails to assess. Does not provide historical context.
2. Compare the study of individual components to the analysis of entire systems.	Identifies key components of systemic influences on individuals and provides logical argument for which ones have the most systemic impact across people and context.	Identifies several components of systemic influences on individuals and addresses impact across people and context.	Identifies several components of influence OR addresses impact across people and context.	Does not identify components and fails to address impact of systems across people and contexts.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	Demonstrates awareness of an individual's ability to impact policy decisions. Analyses logical consequences of system consideration for policy-makers as pertains to oppressed groups.	Demonstrates awareness of an individual's ability to impact policy decisions. Identifies policy areas or other areas of application that would be relevant.	Demonstrates awareness of an individual's ability to impact policy decisions.	Does not consider an individual's ability to impact policy decisions. Does not consider relevant policies affecting oppressed groups.

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one "artifact" (research paper, presentation, major project, etc.) that can be used to evaluate students' ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What

"artifact" in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same "artifact" identified in 6a above.)

The final paper will be used for QEP assessment. This artifact will evaluate student ability to identify, synthesize, and use evidence to support cogent and persuasive arguments (as listed in 6a):

Evidence Gathering: Gathering sound and relevant evidence to address an issue.
> Students will gather evidence with regard to the nature and potential causes of an environmental problem of interest to them. They will also gather evidence about the historical context of the issue and its impact on the well-being (health/social/economic) of individuals, families, groups, and communities.

Sense Making: Analyzing and synthesizing the assembled evidence.
> Drawing from the professional literature, students will analyze the efficacy of various theoretical perspectives framing the environmental issue, as well as evaluate previous attempts to remedythe problem. Students will synthesize their research findings in the literature review piece of their paper.

Argumentation: Articulating a logical and supported argument based on the analysis.
> Based on their synthesis of the assembled evidence, students will propose their own strategies to ameliorate the environmental injustice issue. Students will logically defend their proposed strategies, especially with regard to marginalized populations.

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

WKU	**Human Behavior in the Social Environment** **SWRK 330 (3 credit hours)**	**Semester**
xxxxx		
Dr. xxx **Email:** xxx@wku.edu **Phone: xxx**	**Office:** xxx **Office Hours:** xxx	
Class Meeting Times/Dates: xxx		
Location: xxx		

Course Description:

This course introduces students to theories informing human behavior within the context of individual, family, group, community, and organizational resources. Emphasis is placed on the applicability of varied theories to diverse populations. Thus, we consider how theoretical frameworks empower social workers to advocate for *economic and social justice*. These frameworks are also used to understand the functioning of individuals as members of families, groups, communities, and larger social organizations, in order to intervene effectively at various system levels. Course objectives are achieved through the use of experiential exercises, class discussions, didactic presentations, and/or films, which encourage students to develop skills in critical thinking.

Required Text:
Hutchinson, E.D. (2016). *Essentials of Human Behavior: Integrating Person, Environment, and the Life Course (2nd ed.).* Thousands Oaks, CA: Sage Publications.

Supplemental Text:
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

BSW Mission Statement
The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education
The Council on Social Work Education defines Generalist Practice as the following:

> Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (EPAS, 2015, p. 11).

Student Learning Outcomes
Upon successful completion of this course, students should be able to:

Knowledge
1. Explain the impact of biological, cultural, social, and environmental influences on human development across the lifespan.
2. Identify major theoretical concepts

Values
3. Discuss the influence of one's own experience in understanding the experiences of marginalized groups.
4. Evaluate the influence of privilege, diversity, oppression, and social/economic/environmental justice on micro, mezzo, and macro systems.

Skills
5. Evaluate the utility of various theoretical perspectives to social work practice on micro, mezzo, and macro systems.
6. Using case scenarios, apply various theories to inform assessment and interventions with individuals, families, groups, communities, and organizations.

Cognitive/Affective
7. Analyze the impact of the intersections of race, ethnicity, sexual orientation, age, gender, class, political affiliation, and religion on own life experiences and relationships with colleagues, administrators, client systems, and communities.

CSWE EPAS Core Competencies for BSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in **Appendix 1** of this syllabus. Core competencies addressed in this class are included in **Appendix 2** of this syllabus.

Topical Outline:

Unit I: Introductions and Course Overview
A. Introductions and Review of Course Outline and Expectations.
B. Review of Generalist Practice.

Unit II: Human Behavior: A Multidimensional Approach
A. Person in Environment
B. Macro Influences on Human Development across the Lifespan
C. Diversity, Oppression, and Privilege
D. Scientific Knowledge: Theory Informed Practice

Unit III: Theoretical Perspectives
A. Theories:
1. Systems
2. Conflict
3. Exchange and Choice
4. Social Constructionist
5. Psychodynamic
6. Developmental
7. Social Behavioral
8. Humanistic
B. Merits of Multiple Perspectives
C. Implications for Social Work Practice

Unit III: Biological Person
A. Interior Biological Health and Illness
1. Nervous
2. Endocrine
3. Immune
4. Cardiovascular
5. Musculoskeletal
6. Reproductive
B. Exterior Environmental Factors
C. Implications for Social Work Practice

Unit IV: Psychological Person
A. Theories of cognition
1. Information processing
2. Social learning
3. Multiple intelligence
4. Moral reasoning
C. Theories of Emotion
1. Physiological
2. Psychological

3. Social
D. Stress
E. Coping and adaptation
F. Implications for social work practice

Unit V: Spiritual Person
A. Spiritual dimension
B. Transpersonal
C. Role of spirituality in social work/Implications for practice

Unit VI: Culture and the Physical Environment
A. Challenge of defining culture
B. Postmodern view
C. Physical environment and human behavior
1. Stimulation theories
2. Control theories
3. Behavior setting theories
4. Eco-critical theories
D. Natural environment
E. Built environment
F. Place attachment
G. Homelessness
H. Accessible environments
I. Implications for social work practice

Unit VII: Families
A. Historical perspectives
B. Theoretical perspectives for understanding families
1. Psychodynamic
2. Family systems
3. Feminist
4. Family stress and coping
5. Family resilience
C. Diversity in family life
1. Nuclear
2. Extended
3. Cohabitating
4. Couples with no children
5. Stepfamilies
6. Same sex
7. Military
8. Economic/Cultural
   a. Economic
   b. Cultural
   c. Immigrant/Refugee families
D. Challenges
1. Intimate partner violence
2. Addiction
3. Divorce
E. Implications for social work practice

Unit VII: Small Groups, Communities, and Formal Organizations
A. Theories of small group processes

1. Psychodynamic
2. Symbolic interactionism
3. Exchange
4. Self-categorization
B. Formal organizations
1. Rational
2. Systems
3. Interactional
4. Critical
C. Communities
1. Contrasting types
2. Spatial arrangements
3. Social systems
4. Social capital
5. Conflict
D. Implications for social work practice

Unit VIII: Social Structure, Social Institutions, and Social Movements
A. Contemporary trends in global and U.S. social institutions
B. Theories of social inequality
C. Perspectives on social movements
1. Political opportunities
2. Mobilizing structures
3. Cultural framing
4. Emerging perspectives
5. Implications for social work practice

Unit IX: The Human Journey: A Life Course Perspective
A. Basic concepts
B. Major themes
C. The family life course
D. Strengths and limitations
E. Implications for social work practice

Unit XI: The Journey Begins: Conception, Pregnancy, Birth, and Infancy
A. Sociocultural
B. Control over contraception and pregnancy
C. Fetal development
D. At risk newborns
E. Typical infant development
a. Physical
b. Cognitive
c. Socio-emotional
F. Child care
G. Risk and protective factors

Unit XII: Toddlerhood and Early Childhood
A. Physical development
B. Cognitive development
C. Moral development
D. Social development
E. Risks to development
a. Poverty
b. Ineffective discipline
c. Homelessness
d. Divorce

e. Violence
F. Protective factors
G. Implications for social work practice

Unit XIII: Middle Childhood
A. Physical development
B. Cognitive development
C. Moral development
D. Social development
E. Spiritual development
F. Risk and protection
G. Implications for social work practice

Unit XIV Adolescence
A. Biological development
B. Psychological development
C. Social development
D. Sprituality
E. Sexuality
F. Challenges
    1. Substance use and abuse
    2. Delinquency
    3. Bullying
    4. Community violence
    5. Intimate partner violence
    6. Poverty and low educational attainment
    7. Eating disorders
    8. Depression and suicide
G. Implications for social work practice

Unit XV Young and Middle Adulthood
A. Theoretical approaches to adulthood
    1. Jung
    2. Erikson
    3. Levinson
    4. Arnett
B. Biological functioning
C. Cognitive
D. Personality and Identity
    1. Trait
    2. Human agency
    3. Life narrative
E. Relationships
    1. Romantic
    2. Relationships with children
    3. Relationships with parents
    4. Relationships with friends
F. Risk and resilience
G. Implications for social work practice

Unit XVI Late Adulthood
A. Demographics of older adult popuation
B. Cultural construction of late adulthood
C. Social gerontology
D. Biological changes
E. Psychological
F. Social role transitions

G. Death and dying
H. Implications for social work practice

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

Assignment	Points
Exams	400 points
Case studies	200 points
Environmental Justice Paper	200 points
Self Portrait	100 points
Professionalism	100 points
Total	1000 points

Grading Scale:
90-100 %. =   A
80-89 %. =   B
70-79 %. =   C
60-69 % =   D
0-59 %. =   F

The professor reserves the right to make announced changes in the course due to extenuating circumstances

EXAMS
There will be four examinations administered during the semester. Each student must work on this assignment independently. _Collaboration with your classmates will be considered cheating, and a zero will be given to both parties_. Each exam will cover material from all required readings, lectures, class discussion, audio and videotapes. Exams are multiple-choice, true/false and/or essay questions.

Environmental Justice Paper (200 total points)

This paper focuses on how a theory of your choice informs environmental justice issues. Thus, your first task is to pick an _environmental problem_ that contributes to a social/health problem or problems affecting individuals, families, groups, and communities. Examples of topics include, but are not limited to, air and water pollution, climate change/global warming, food insecurity, environmental disasters, environmental racism, acid deposition, plant/animal extinction, and deforestation.

This assignment is worth 20% of your final grade. Papers **MUST** include the following information:
  1). How you selected the environmental problem (10 points).
  2). Who defines this issue as a problem/who does it affect? (15 points)
  3). Provide historical context for this issue (20 points).
  4). Based on your review of the literature, what are the most prevalent theoretical perspectives used to frame this social problem? What are the strengths and limitations of each theoretical perspective? Which do you believe provides the best explanation? Why? (30 points)
  5). Based on your review of the literature, what are the primary causes of this issue? (20 points)
  6). What previous attempts have been made to solve this issue?

What parts were successful? Why? (15 points)

What parts were ineffective? Why? (15 points)

7). What can social workers do to make communities more sensitive to this issue? (25 points)

8). Informed by theory and the literature, what interventions does your group suggest to ameliorate the issue? (25 points)

9). Include a link to a video to show one or more of the discussion points listed above (25 points).

SELF-PORTRAIT

This assignment is intended to allow you to address the impact on your personal and professional development of various issues related to human behavior in the social environment. To complete the assignment, write a 3-5 page double spaced paper that includes at least the following elements.

1.   A general description of yourself as a bio-psycho-socio-cultural-spiritual being. Be sure and address each part of that hyphenated description! State how the overall combination of these characteristics influenced the opportunities and barriers that you have experienced so far in your life (10 points).

2.   Using *one* of the theories or models of individual development or identity formation presented in class and/or the text, describe your progress through the life-span to this point in time. That is, where are you now, and what phases have you passed through (20 points)?

3.   A brief discussion of the values you bring with you as you progress through the phases of your lifespan that remain (10 points).

4.   Discuss the impact of your family of origin in your life. How have your family members affected you? (10 points)

5.   Identify at least 4 groups and organizations in the larger environment that have been influential in your life. (This does not include your family or individual friends.) For each one, briefly describe how it has affected your personal or professional view of the world (10 points).

6.   Identify and briefly describe at least 3 major events or factors in the larger environment, such as political or social movements or national problems, which have influenced you. For each one, briefly describe how your development and world-view were affected (15 points).

7.   Diversity, discrimination and oppression affect everyone, whether they are part of the dominant group or a subordinated group. Describe the impact of diversity, discrimination and oppression on your development and perspective of the world (personal and professional). (15 points)

8.   Taking into consideration the experiences and influences that you have discussed above, discuss briefly the strengths and limitations that they will bring to your professional development as a social worker. Outline a plan for addressing limitations. (10 points)

CASE STUDIES (Students will be assigned case studies from the text and present the following information to the class:

1. Theoretical perspective informing your intervention: (40 points)
   a. *Outline principal concepts of this theory*
   b. *What are the strengths of this theory?*
   c. *What are the limitations of this theory?*
   d. *How does the theory fit with social work values?*

2. Based on the theory you have chosen, list and discuss THREE (3) interventions strategies that you would suggest to assist (30 points).

3. Discuss *how* the theory you have chosen informed your intervention strategies…BE VERY CLEAR (30 points).

PROFESSIONALISM
Professionalism and Performance Expectations
1. Attendance is *required* in this course. This course is discussion-focused and this objective cannot be achieved without consistent attendance. Attendance is taken at each class session. The instructor does not differentiate between "excused" and "unexcused" absences, therefore, students are not required to provide the instructor with any formal absence excuses or documentation. Students are allowed to miss *two* classes without penalty. Absences subsequent to the first absence will result in a **5 *percent deduction (50 points) from the final grade for the course***. Students missing **6 or more class sessions will automatically receive an "F"** for the course. The "FN" grade (failure due to nonattendance) is given for students who do not officially withdraw from a course, but who stop attending PRIOR to or on the 60% point of the semester. Students are expected to respect their fellow students and faculty by not disrupting class by arriving late or leaving early. Chronic late arrivals and early departures result in points being deducted from the final grade. Generally, two incidences of arriving late or leaving early results in a **5 *percent deduction (50 points) from the final grade for the course***.
2. Class participation is required and includes taking part in class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes *not talking out-of-turn and not monopolizing the discussion*. Reading magazines, completing assignments for another class, and whispering/talking to others is not appropriate in class.
3. Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posited with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.
4. Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to use APA style format for citing and listing references. Students are expected to submit work that is **written at the college level**. Students are encouraged to make use university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the ***instructor reserves the right to heavily penalize written work that is of poor quality.***
5. Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see the WKU Student Handbook http://wku.edu/handbook/). ***These behaviors WILL result in a zero for the assignment/exam and/or failure for the course.*** This instructor reserves the right to turn in cases of academic dishonesty to the judicial board at WKU. If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and *page number* cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.
6. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED**! Assignments are to be submitted electronically.
7. An exam may only be taken once and there are no makeup exams. Exams are given on Blackboard. ***Exams are to be taken individually, not as a group.***

8. Fulfilling these Professionalism and Performance Expectations will be reflected in the professionalism grade (Rubric posted on Bb).

Academic Integrity
The WKU Undergraduate Catalog (2017-2018) provides the following Student Life Policies.
Academic Offenses
The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 745-6169.
Academic Dishonesty
Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions.
Plagiarism
To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.
Cheating
No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes o
Other Type of Academic Dishonesty
Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Student Conduct at (270) 745-5429 for judicial sanction.

Student Accessibility Resource Center

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) (https://www.wku.edu/sarc/) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Learning Assistance at WKU

The Learning Center (TLC) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or

stop by DSU 2141. Students can log on to TLC's website at http://www.wku.edu/tlc/ to find out more. The Glasgow campus also has a Resource Center.

On the Bowling Green campus, students are also encouraged to make use of the Writing Center located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call 270-745-5719 to schedule an appointment.

Disclaimer
The professor reserves the right to make announced changes in the course due to extenuating circumstances.

APPENDIX 1
Council on Social Work Education (CSWE)
2015 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and

- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identify. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social works understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and

- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

APPENDIX 2
Council on Social Work Education (CSWE)
2015 Educational Policy and Accreditation Standards (EPAS)
Competencies Addressed in This Specific Course

Course Matrix			
Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	In-class exercise using Reamer's strategies for ethical dilemma (self-determination and elder self-neglect); Self-reflection final paper; Environmental justice group presentation.	K, V, C/A	Units I through VIII
Competency 2: Engage Diversity and Difference in Practice	Case studies Self-reflection paper; Environmental justice group presentation.	K, V, C/A	Units I through XVI
Competency 3: Advance Human Rights and Social, Economic, and Environmental	Environmental justice group presentation. Case studies	K, C/A	Units I through VIII

Justice			
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Environmental justice group presentation; Case studies	K, S	Units I, II, III, IV, V, VI
Competency 5: Engage in Policy Practice	Environmental justice group presentation;	K, C/A	Units II and III
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper; Environmental justice group presentation	K, V, S, C/A	Units I through XVI
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper; Environmental justice group presentation	K, V, S, C/A	Units I through XVI
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper; Environmental justice group presentation	K, V, S, C/A	Units I through XVI
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper; Environmental justice group presentation	K, V, S, C/A	Units I through XVI