

# Colonnade General Education Committee Report

## University Senate

April 5, 2021

Action Items from meeting held March 26, 2021

### *Approval of Colonnade applications*

1. New Course Proposal: PCAL and History, Ancient Identities, HIST 304
2. New Course Proposal: CHHS, School of Kinesiology, Recreation and Sport, Foundations of Outdoor Recreation, REC 330

### Colonnade Connections Course Proposal Local to Global Subcategory

Eric Kondratieff, [eric.kondratieff@wku.edu](mailto:eric.kondratieff@wku.edu) 270-745-3841

College and Department: PCAL and History

Proposal Date: 31 January, 2021

#### 1. Course Details:

- 1.1 Course prefix (subject area), number and title: *HIST 304 Ancient Identities*
- 1.2 Credit hours: *3.0*
- 1.3 Prerequisites<sup>1</sup>: *HIST 101 or 102. Students also should have taken 21 hours of Colonnade Foundations and Explorations courses before enrolling.*
- 1.4 Cross-listed and/or equivalent courses (prefix and number): *N/A*
- 1.5 Expected number of sections offered each semester/year: *Approx. every fourth semester.*
- 1.6 Is this an existing course or a new course? *New*
- 1.7 Proposed Term of Implementation: *Fall 2021*
- 1.8 Where will this course be offered? *BG Main Campus, online.*

**2. Provide a brief course description (100-200 words).** *This course examines how Greeks and Romans speculated about and defined human difference and the historical contexts in which these ideas evolved. The course will consider how Greeks and Romans defined the key characteristics of their own identities and used those as a way to assess the differences between themselves and other groups they came into contact with as their spheres of influence expanded (Hellenistic kingdoms, Roman empire) from local, to Mediterranean, to global contexts (their known world). It will also examine how Greek and Roman identities influenced decision making concerning peoples whom they brought into their hegemony, and how those policies, be they inclusive or exclusive, brought about significant and historic global consequences.*

---

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

**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.

*Students will apply foundation-level learning, content, and skills to analyze complex local-to-global situations involving ethnic identity in the ancient world (“global” as defined by the Afro-Eurasian world connections engaged in by Greeks and Roman). Students will acquire knowledge of the intellectual history and historiography of Greek and Roman theorizing about ethnic and racial identity from the Archaic Age to Late Antiquity. They will trace Greek and Roman expanding awareness and curiosity about diverse peoples encountered locally, in the Mediterranean region, and throughout the known world. Students will analyze differing responses to globalizing power structures and the impact those responses had on their respective societies. This subject is ideally suited for local-to-global-level thinking about patterns of human life, society, and culture in the past, and potential responses to change brought about by encountering “the other” in today’s global context. Students must consider how ideas about identity and difference formulated locally were applied to self and “other,” as well as the historical impacts those ideas had when informing high-level decision making about warfare, politics, and governance of polities composed of highly diverse peoples. The course will appeal to a variety of students in majors across the university as its content focus is geographically and culturally broad, and uses ethnography as a prism through which a wide variety of human interactions rooted in cultural and ethnic identity can be examined and evaluated. Students are required to use an interdisciplinary skillset, including analytical, written, and problem-solving skills learned in Foundations courses. Students will have the opportunity and ability to develop research projects that fit their scholarly interests and apply skills they have learned in other disciplines as well as in this course.*

**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)
1. Analyze issues on local and global scales.	<p><b><i>Syllabus Outcome goal #1: Demonstrate a broad conceptual knowledge of and ability to critically assess attitudes and theorizing about race and ethnicity in the ancient Mediterranean world.</i></b></p> <p><i>“The course will explore how globalizing forces in the ancient Mediterranean world stimulated the formation and articulation of new Greek and Roman collective identities. As Greeks and Romans encountered new peoples, ideas, technologies, and religious and cultural systems, they elaborated complex, well-articulated racial and ethnic identities for themselves based their relationship to the other peoples they encountered, traded with, and fought wars against. They also developed several strategies to determine and categorize what they perceived as key similarities and differences between themselves</i></p>

	<p><i>and others, all of which contributed to a conceptual world view of human societies within which they could locate themselves.</i></p> <p><i>By the end of this course, students will demonstrate the ability to analyze the role that race and ethnic identity have played in local to global historical contexts, and apply that framework to a research project based in primary sources and involving one or more of the issues and peoples covered in the course.”</i></p>
<p>2. Examine the local and global interrelationships of one or more issues.</p>	<p><b><i>Syllabus Outcome goal #1: Demonstrate a broad conceptual knowledge of and ability to critically assess attitudes and theorizing about race and ethnicity in the ancient Mediterranean world. Students will examine/analyze:</i></b></p> <p><i>Students will learn about the process of racial identity formation in the ancient world, and how local/global interactions instigated them, using Greek and Roman societies as the case studies. Course readings and writing assignments will focus on local Greek and Roman communities’ ongoing processes of fighting wars, empire building, trading, and cultural exchange with other societies in the Mediterranean, Africa, and Asia. Students will also learn how and why these broadening interactions instigated to the formation of new racial and ethnic identities between the 8<sup>th</sup> c. BCE and the fall of the Roman Empire in 476 CE. They will learn about what these racial identities were, and how modern scholars have theorized about and debated identity formation in the ancient Mediterranean world.</i></p>

<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p><b><u>Syllabus Outcome goal #2 &amp; # 3:</u></b></p> <p><b>2. Demonstrate the ability to analyze and evaluate different approaches to concepts of ethnicity and race in the ancient Mediterranean world from the perspective of global political, military and cultural relations, and within ancient multicultural civic environments.</b></p> <p><b>3. Demonstrate the ability to write interpretive arguments concerning historical cultural problems using primary sources (ancient source materials in translation) and secondary sources (modern scholarship).</b></p> <p><i>Students will learn about, evaluate, and write a research paper on one of the following or a related topic of their choice. By developing and completing a research paper on Greek and Roman ethnic identity formation, students will evaluate the consequences of decision-making on local and global scales. Student research papers will include use of primary and secondary sources. Topics will focus on key decision moments that had important consequences in this process. The following are simply examples of the type of topics on which students might focus:</i></p> <p><i>How Panhellenic success in the defense of Greece against Persia (5<sup>th</sup> c. BCE) gave rise to new theories of Greek racial / ethnic superiority, leading the Greeks to launch a “Panhellenic” invasion of Persia in the 4<sup>th</sup> c. BCE.</i></p> <p><i>How the establishment of distinctly Hellenic administrative centers throughout the Persian empire resulted in the “globalizing” of Greek language, customs and art from the Levant to the Indus.</i></p> <p><i>How the imposing of Hellenic practices on the Jews of Judaea to enforce cultural uniformity led to violent resistance and the establishment of a free Jewish state, an event of immediate local consequence that led to historical events of long-term, global consequence.</i></p> <p><i>How Roman policies of conferring citizenship on subject elites to engage them in “the Roman endeavor” led to the essentializing of Roman identity to civic and legal rights and the conferral of citizenship on <u>all</u> free inhabitants of the Roman empire. This universalizing of Roman identity guaranteed the continuity of many elements of that identity—Romance languages, Roman law, and more—throughout the former Roman empire and its subsequent iterations and across the globe.</i></p>
--	--

**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:*

- 1. Demonstrate a broad conceptual knowledge of and ability to critically assess attitudes and theorizing about race and ethnicity in the ancient Mediterranean world;*
- 2. Demonstrate the ability to analyze and evaluate different approaches to concepts of ethnicity and race in the ancient Mediterranean world from the perspective of global political, military and cultural relations, and within ancient multicultural civic environments;*

3. *Demonstrate the ability to write interpretive arguments concerning historical cultural problems using primary sources (ancient source materials in translation) and secondary sources (modern scholarship).*

**6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades.** Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). 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.	<i>Students will conduct critical analysis of primary sources and modern scholarship to produce a summative research project in which they address an historical instance of top-level decision-making informed all or in part by considerations of ethnic identity. They will analyze their evidence (primary sources) that involve the local (and, perhaps, global) consequences of globalizing decision making and discuss that analysis to support their argument.</i>	<i>A 50% sample of the final paper will be randomly selected from all students who complete the course. Two faculty members—one who teaches the course and one who does not— will individually evaluate the final paper using the proposed Connection rubric below. The initial goal will be that 60% of students are rated as “Excellent” or “Good” and 85% are rated above “Needs Work.” Assessment goals will be revisited after an initial three-year cycle.</i>
2. Examine the local and global interrelationships of one or more issues.	<i>Students will conduct critical analysis of primary sources and modern scholarship to produce a summative research project in which they address an historical instance of top-level decision-making informed all or in part by considerations of ethnic identity, and the local and global consequences of those decisions. They will examine, analyze, and argue how the evidence reflects a interrelationship between those affected on a local level by, and their response to, global decision making; they will also examine the effects local responses could have at the global level (e.g., policy or regime change)..</i>	<i>A 50% sample of the final paper will be randomly selected from all students who complete the course. Two faculty members—one who teaches the course and one who does not— will individually evaluate the final paper using the proposed Connection rubric below. The initial goal will be that 60% of students are rated as “Excellent” or “Good” and 85% are rated above “Needs Work.” Assessment goals will be revisited after an initial three-year cycle.</i>

<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p><i>Students will conduct critical analysis of primary sources and modern scholarship to produce a summative research project in which they address an historical instance of top-level decision-making informed all or in part by considerations of ethnic identity, and evaluate the local and global consequences of those decisions.</i></p>	<p><i>A 50% sample of the final paper will be randomly selected from all students who complete the course. Two faculty members—one who teaches the course and one who does not— will individually evaluate the final paper using the proposed Connection rubric below. The initial goal will be that 60% of students are rated as “Excellent” or “Good” and 85% are rated above “Needs Work.” Assessment goals will be revisited after an initial three-year cycle.</i></p>
--	--	---

**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

*The students’ major class project (scaffolded) will result in a research paper. That paper will be assessed on the following points:*

- *Does the student analyze an ancient example of high-level decision making informed by locally-created ethnic identity / categories, but that has regional or global consequences?*
- *Does the student exhibit mastery of the concepts and models necessary to properly analyze the evidence?*
- *Does the student appropriately analyze and synthesize the evidence into a coherent and logical explanation of process and linkages leading from local to global outcome?*

***Rubric for Evidence and Argument evaluation of final research project in HIST 304 Ancient Identities:***

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
<b>A. THESIS</b>	Thesis is easily identifiable, plausible, novel, sophisticated, insightful, and clear.	Thesis is promising, but may be slightly unclear, or lacking insight or originality.	Thesis is unclear or unoriginal. Uses vague language. Provides little around which to structure the essay.	Thesis is difficult to identify, non-existent, or merely restates the question. Shows little effort or comprehension of the essay prompt.
<b>B. STRUCTURE</b>	Structure is evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Structure is generally clear and appropriate, though may wander occasionally. Essay may have a few unclear transitions, or a few paragraphs without strong topic sentences.	Structure is generally unclear, often wanders, or jumps around. Transitions are few and/or weak, and many paragraphs lack topic sentences.	Structure is unclear, often because thesis is weak or non-existent. Essay has little or no structure or organization. Transitions are confusing and unclear. Topic sentences are few or non-existent.
<b>C. USE OF EVIDENCE</b>	Primary source and historical context information is incorporated to support every point. Examples support thesis and fit within paragraph. Specific, explicit references to assigned readings are incorporated. Factual information is incorporated.	Author uses examples to support most points. Some evidence does not support point or is out of place. Quotations are generally integrated well into sentences and paragraphs. Some factual information is incorporated.	Author uses examples to support some points. References to assigned readings unclear or incorrect. There may not be a clear point. Moderate amount of factual information is incorporated.	Very few or weak examples. Essay is weakened by a general failure to support statements. Evidence supports no particular point. Little or no factual information is incorporated, and primary sources remain mostly not interpreted or are merely summarized.
<b>D. LOGIC AND ARGUMENTATION</b>	All ideas flow logically. The argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments. Makes original connections that illuminate thesis.	Argument is clear and usually flows logically and makes sense. Some counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to evidence appear.	The argument may often be unclear or not make sense. Author may not address counter-arguments or make sufficient connections with the thesis. Essay may contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Essay displays simplistic view of topic, and no consideration of possible alternative views. Any attempts to relate evidence to argument are very weak. Argument is too incoherent to determine.

**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 research paper will be used by QEP assessment.*

*The artifact for Evidence & Argument assessment will be the research assignment noted above (section 6a) as the capstone of a scaffolded series of assignments. Students will investigate and develop a case*

*study of a narrow event or phenomenon in the history of race and ethnic identity that exhibits a local-to-global relationship and consequence. To build the case study, students must, gather, examine and interpret primary source evidence and data; they must also compare the results of their research to the research of other scholars in the historiography of their chosen topic (event or phenomenon). Finally, students must write a cogent, persuasive paper in which they present a synthesis of their case study results and the historiography.*

**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.

History 304: Ancient Identities

Fall 2021 – Connections: Local to Global Instructor: Dr. Eric Kondratieff E-mail:  
eric.kondratieff@wku.edu

Office: Cherry Hall 224C Dept. Phone: (270) 745-3841

Office Hours: TBA / Email responses w/in 24hrs Mon-Fri only. Dept. Associate: Janet Haynes,  
CH 200

## COURSE DESCRIPTION AND REQUIREMENTS

**COURSE SYNOPSIS:** We will examine how Greeks and Romans speculated about and defined human difference, as well as the historical contexts in which their theorizing evolved. We will consider how Greeks and Romans applied these theories to their own identities, as well as to those with whom they came into contact as their spheres of influence and power expanded outward (Hellenistic kingdoms, Roman empire) to include what was their known world, i.e., from local, to Mediterranean, to global contexts (including much of Afro-Eurasia). It will also examine how Greek and Roman ethnic identities influenced their decision making with respect to peoples under their hegemony, and how those policies, whether aiming at exclusivity or inclusivity, resulted in substantial historical and global consequences.

Regarding course content, we will examine some of the theoretical underpinnings of modern discourse on race, ethnic identity, and ethnic group formation / cohesion. We will next explore the early beginnings and elaboration of ethnographic thought and writing among the Greeks, with a particular focus on the works of Herodotus (also known as “The Father of His-tory”). We will also examine early theories about the differences observed between human societies, and their attribution to causes such as environment, biology, and culture, using as our guides texts from other genres such as poetry, drama, medical texts, biology, philosophy, etc. In the latter part of the course, we will examine the works of Roman authors, especially Caesar and Tacitus, and focus on such topics as genocide and its justifications, early attempts to perceive Roman imperialism through the eyes of the “other,” and, finally, later reception, use, and abuse of these texts, all while keeping firmly in mind the impact these ideas had on relations between Greeks, Romans, their neighbors and others in contexts from the local to global.



### Colonnade Learning Outcomes (Local to Global):

In a Connections: Local to Global course, students will:

- Analyze issues on local & global scales;
- Examine local & global interrelationships of one or more issues;
- Evaluate consequences of decision-making on local & global scales.

Upon successfully completing this course, students should be able to demonstrate:

- A broad conceptual knowledge of, and ability to critically assess Greek and Roman attitudes and theories about race and ethnicity;
- An ability to analyze and evaluate different approaches to concepts of ethnicity & race in the ancient Mediterranean world from the perspective of local and global political, military and cultural relations, and within ancient multicultural civic environments;
- An ability to write interpretive arguments concerning historical cultural problems using primary and secondary sources.

### History Department Learning Outcomes:

As an upper-division course, HIST 304 has multiple objectives. Upon completing this course, you will be able to:

- identify major trends in modern studies of ancient race and ethnic identity;
- contextualize primary sources produced by Greek & Roman authors and relate them to broad historical developments;
- develop sound investigative and interpretive strategies for dealing with unfamiliar primary sources;
- read and understand scholarly articles on course topics;
- understand how professional historians collect and deploy evidence to prove (support) their arguments;
- assess strengths & weaknesses of scholarly arguments;
- synthesize primary sources and modern scholarship into a concise interpretation of a past event, problem, or topic.

REQUIRED TEXTS (Many readings will be provided as PDFs on Blackboard)

- Race & Ethnicity: R. F. Kennedy, C. S. Roy and M. L. Goldman, translators. Race and Ethnicity in the Classical World: An Anthology of Primary Sources in Translation (Hackett 2013). ISBN 9781603849944.
- Gruen: Gruen, E. Rethinking the Other (Princeton 2011) ISBN 9780691148526
- Herodotus The Histories, transl. R. Waterfield (Oxford 2008) ISBN 9780199535668

## Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone: Dr. Allie McCreary, allie.mccreary@wku.edu, 270-745-6985

College and Department: College of Health & Human Services, School of Kinesiology, Recreation and Sport

Proposal Date: February 16, 2021

### 1. Course Details:

- 1.9 Course prefix (subject area), number and title: **REC 330 Foundations of Outdoor Recreation**
- 1.10 Credit hours: **3**
- 1.11 Prerequisites<sup>2</sup>: **none**
- 1.12 Crosslisted and/or equivalent courses (prefix and number): **n/a**
- 1.13 Expected number of sections offered each semester/year: **One per calendar year**
- 1.14 Is this an existing course or a new course? **Existing course**
- 1.15 Proposed implementation term: **Spring 2022**
- 1.16 Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) **Bowling Green main campus**

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

This course is designed to provide students with an understanding of natural resource-based recreation and related management concepts. Methods of outdoor recreation planning and management are explored with special emphasis on public-sector resources. These public-sector resources –national park systems, national forest systems, and their state-level counterparts– will be highlighted to illustrate how public land-management systems have evolved since their inception over 100 year ago, to compare the role of an individual park/forest unit in relation to the larger system to which it belongs, and to understand how these systems are influenced by both individual and organizational decision making and by public policy. Current issues related to providing outdoor recreation opportunities will be identified, presented, and discussed to demonstrate factors that influence the sustainability of these public land systems.

**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.

Outdoor recreation management is inherently interdisciplinary. In this course, students are called upon to coalesce tenets of (environmental) economics, sociology, tourism, geography, human/public health, and management in order to address recreation management issues. Students will explore how the multiple benefits of recreation systems (mental, physical, social, environmental, economic) are provided through structured decision-making and planning processes and how these beneficial outcomes depend on high-quality ecosystem management and visitor management practices. Such practices may be site-specific but are inherently connected to the administration, policy, and planning that occurs at the system-level.

---

<sup>2</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

Students will have the opportunity to apply theoretical constructs to an applied project: examining how a singular outdoor recreation unit (park/forest) is impacted by, and how it impacts, the system to which it belongs.

Students will pull from multiple disciplines when completing course assessments (exams, quizzes) and assembling their final project assignment. For example, students will need to consider geography, geology, and other environmental science components when determining how to manage for high quality ecosystems within a public land management unit. Students will also pull from sociology, psychology, and recreation-related disciplines to determine how to provide high-quality opportunities for visitor experiences at that land unit. Students will then determine the aspects of the broader land management system that further influence the ecosystem and visitor experiences at a single (national/state park or forest) unit. To do so, they will complete research on the history of the system and sites within, public policy related to these land management systems, public administration and planning protocols of these systems, and economic opportunities and challenges associated with these systems. Students may work collaboratively on final projects, affording them the chance to synthesize knowledge from their major or discipline with others' in the class and then, together, explore new content areas that bridge areas of knowledge within a group and fill knowledge gaps through a multi-disciplinary approach.

**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.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
1. Analyze how systems evolve.	<p>Students will demonstrate knowledge of outdoor recreation management in the United States, including history and current issues (with emphasis on public sector resources).</p> <p>Students will find how indigenous land use and, later, European colonization and settlement patterns influenced the evolution of public land management systems in the United States.</p>
2. Compare the study of individual components to the analysis of entire systems.	<p>Students will understand the various functions and mandates of outdoor recreation management agencies and how these influence operations of individual components (units) within a public land management system.</p> <p>Students will synergize information about natural resources systems (ecosystems), human systems (tourism), and economic systems (fees, bonds, budgets) to discern best practices for managing outdoor recreation opportunities.</p>
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the	Students will discover, through an applied research project, how the management of individual public land units are influenced by policy and administrative decision made at the system (federal or

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
sustainability of the system itself.	state) level and, conversely, how individual units may impact the larger system.  Students will explore how such systems-level decision-making, administration, and policies influence the sustainability of both the individual units within a system and the greater system to which each unit belongs.

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

- Demonstrate knowledge of outdoor recreation in the United States, including history and current issues (with emphasis on public sector resources), and understand how public land management systems evolved.
- Understand the various functions & mandates of outdoor rec. management agencies.
- Consider the relationship between individual public land management units and the larger systems to which they belong
- Develop an understanding of the benefits of outdoor recreation.
- Interpret the principles of natural resource-based recreation planning and management.
- Investigate how system-wide policies and decision making influence recreation management at the site-scale

**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.

<b>Connections Student Learning Outcomes</b>	<b>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.</b>	<b>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.</b>
1. Analyze how systems evolve.	Exam 1 will assess students’ comprehension of the history, evolution and current state of the public land management systems (among other concepts covered in the first portion of the course). This will be	At the end of each semester answers of 30% of the Exam 1 answers to items assessing SLO #1 will be selected at random for assessment. Responses will be assessed using the rubric below. A monitoring spreadsheet with the results

<p><b>Connections Student Learning Outcomes</b></p>	<p><b>Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i>. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.</b></p>	<p><b>Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.</b></p>
	<p>assessed through three multiple choice items and one essay item.</p>	<p>of this assessment will be save to the program shared drive.</p>
<p>2. Compare the study of individual components to the analysis of entire systems.</p>	<p>A final project will showcase students’ selection of an individual public land management unit (national/state park or national/state forest) and their synthesis of key factors impacting the management of that unit, such as the system-level mission, policies, administration, etc. Students will consider ecosystem, human dimension, and economic factors that impact an individual unit within a larger, governing, system.</p>	<p>At the end of each semester 30% of the final projects will be assessed using the rubric below (with a focus on SLO #2). A monitoring spreadsheet with the results of this assessment will be save to the program shared drive.</p>
<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p>	<p>The final project will also allow students’ to identify how decision making and policies at the system-level influence the individual park/forest unit they’ve selected to study. Students will apply a critical lens in assessing whether system-level thinking enhances or challenges individual unit sustainability.</p> <p>Exam 2 will assess students’ overall comprehension of constructs related to public land policy, administration, planning and management. This will be</p>	<p>At the end of each semester 30% of the final projects will be assessed using the rubric below (with a focus on: SLO #3). A monitoring spreadsheet with the results of this assessment will be save to the program shared drive.</p> <p>At the end of each semester answers of 30% of the Exam 2 answers to items assessing SLO #3 will be selected at random for assessment. Responses will be assessed using the rubric below. A monitoring spreadsheet with the results of this assessment will be save to the program shared drive.</p>

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . 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 <i>separate evaluative rating</i> for each Connections SLO.
	assessed through one short answer and one essay item on the exam.	

**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.

Learning outcome	Excellent	Good	Fair	Poor
Analyze how systems evolve.	The student identifies relevant components of a public land management system (policy, planning, administration, and management), describes all of these components and how they evolve over time.	The student identifies the major relevant components of a public land management system, describes major components and how they evolve over time.	The student identifies only a few components of the public land management system, and/or give only minimal descriptions of their components and how they evolve over time.	The student fails to identify important components of the public land management system or its components.
Compare the study of individual components to the analysis of entire systems.	The student grasps all the essential features of how an individual national park or forest unit is influenced by the broader public land management system to which it belongs.	The student grasps some of the essential features of how an individual national park or forest unit is influenced by the broader public land management system to which it belongs.	The student grasps only a few of the essential features of how an individual national park or forest unit is influenced by the broader public land management system to which it belongs.	The student’s grasps none or almost none of the essential features of how an individual national park or forest unit is influenced by the broader public land management system to which it belongs.

Learning outcome	Excellent	Good	Fair	Poor
Evaluate how system-level thinking informs the sustainability of the system itself.	The student discusses multiple (4-5), essential features of how belongingness to a larger system influences the sustainability of the whole (system) and the individual (park/forest units within the system).	The student discusses some (2-3), essential features of how belongingness to a larger system influences the sustainability of the whole (system) and the individual (park/forest units within the system).	The student discusses very few (1), essential feature of how belongingness to a larger system influences the sustainability of the whole (system) and the individual (park/forest units within the system).	The student's has missed just about all of the essential features of how belongingness to a larger system influences the sustainability of the whole (system) and the individual (park/forest units within the system).

**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.)

An applied research project will be used to evaluate student’s ability to identify, synthesize, and make use of evidence in support of their comprehension of understanding system-level thinking, decision making and policy. The final project will consist of two components: (1) a written report and (2) an oral presentation. Students may elect to work individually or collaboratively on the final project. Site/system selection and the choice of team members will be approved by the instructor.

The written report will synthesize the conditions of an individual unit within a public land-management system including its (a) ecosystem attributes (climate, land cover, etc.); (b) human dimensions (tourism systems and outdoor recreation resources, visitation patterns, etc.); and (c) economic system (fees, bonds, budgets, partnerships, etc. supporting that unit). The written report will also allow students to make connections between the system-level policies and the administration of a public land agency with the unit-level management of a specific site (park/forest), with a special emphasis on how system-level factors impact unit-level sustainability (that is, the ability to provide high-quality natural environments and visitor experiences for current and future generations).

The oral presentation will summarize the written report. If working in teams, each team member must make an approximately equal part of the presentation. Visual aids are required and there will be time for class questions and comments following the presentations.

**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 330 – Foundations of Outdoor Recreation

Course Syllabus [Semester]<sup>3</sup>

School of Kinesiology, Recreation and Sport

Western Kentucky University

**Credit:** 3 hours

**Class meetings:** [Date] | [Time] | [Place] & field locations\* *\*Students must provide their own transportation*

**Instructor:** Dr. Allie McCreary, allie.mccreary@wku.edu – include “REC 330” in the subject

**Office:** Diddle Arena 2034

**Office hours:** [Schedule] Or by appointment.

**Required materials:** Moore, R. L. & Driver, B. L. (2005). *Introduction to Outdoor Recreation: Providing and Managing Natural Resource-Based Opportunities*. State College, PA: Venture Publishing; McPhee, John (1971). *Encounters with the Archdruid*. New York: Farrar, Straus and Giroux; & Notebook and pencil or pen.

**Catalog description:** Outdoor recreation programming and resources including relevant history, philosophy, legislation, geographic factors, land use, standards, agencies and economics.

### Colonnade systems objectives:

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

**Other course objectives:** Through participation in this class, the student will be able to ...

1. Demonstrate knowledge of outdoor recreation in the United States, including history and current issues (with emphasis on public sector resources), and understand how public land management systems evolved.
2. Understand the various functions & mandates of outdoor rec. management agencies.
3. Consider the relationship between individual public land management units and the larger systems to which they belong
4. Develop an understanding of the benefits of outdoor recreation.
5. Interpret the principles of natural resource-based recreation planning and management.
6. Investigate how system-wide policies and decision making influence recreation management at the site-scale

### Student responsibilities

Students are expected to contribute to a collaborative learning environment by:

- Attending all class sessions on time, completing assignments in preparation for class discussions, and participating in all in-class activities.
- Assuming active responsibility for their own learning. If you are absent it is your responsibility to get all materials and notes from a classmate.
- Spending 3-9 hours per week outside of class in preparation for class.

---

<sup>3</sup> This syllabus is subject to change due to extenuating circumstances and/or to ensure better student learning.

- Being present! Pay attention to what is happening in the classroom (avoid sleeping, talking to others, working on other coursework, checking email/social media, etc.)
- Upholding the highest standards of academic integrity in their own and others' work.

### **Class participation (5%)**

Regular attendance is graded and will be reflected in your grade. Prompt and engaged attendance at all field trips will be noted. Students should actively participate in these field experiences (bring your text book and notebook + pencil/pen as with a regular class session).

### **Assignments (30%)**

There will be multiple assignments throughout the semester, discussed and due in class or on Blackboard, as specified in assignment details.

### **Exams (50%)**

There will be two exams and one final quiz. The exams and quiz will cover chapter readings from both books and class discussions. Exams cannot be made up without prior approval by the instructor.

### **Final project (15%)**

A final group project will build on topics covered throughout the semester and information students glean from sources outside the classroom. Students will select an individual public land management unit (national/state park or national/state forest; either one we've visited or another of your choosing) and synthesize the key factors impacting the management of that unit, such as the system-level mission, policies, and administrative priorities. Students will consider ecosystem, human dimension, and economic factors that characterize the individual unit they've selected. Emphasis will be placed on how system-level thinking and decision making influences the sustainability of individual public land units. Students will select group members and project sites with the approval of the instructor. A written report and oral presentation of the project will be required.

**Course assignment format:** Unless otherwise noted on the assignment:

1. All assignments should be typed or clearly written according to assignment details.
2. Grammar, punctuation, spelling will be included in the evaluation of written assignments.
3. It should go without saying, your full name and the date should be included on every assignment you submit, and all assignments should be you own, original work.

### **Make-up assignments:**

ONLY University excused absences will be accepted, and they are listed below:

- Death in the family – obituary or funeral notice is required.
- Illness – Doctor's note is required.
- Other University Excused Absence –school closure, student athlete participating in their event, other class trips/events (required note from sponsor/professor.)

In all cases, *discussion with me prior to missing a class and proper documentation will allow for makeup of any assignments or tests that were missed.*

### **Grading scale**

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
59%	F

**Cheating:** “Students who commit any act of academic dishonesty may receive from the instructor a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Life for disciplinary sanctions.” Assignments may be checked for plagiarism using electronic software. Students who are unfamiliar with the University's policy on plagiarism should consult the most recent edition of the Western Kentucky University Student Handbook.

**Student athletes and Registered Student Organization members:** If you belong to an 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 to the instructor during the first two weeks of class. You are responsible for turning in any assignments that may be due during your absence before you leave unless you have made other arrangements with the instructor.* If you are required to submit a signed “grade check” form you must visit with your instructor during office hours, not in the classroom.

**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, room 1074 of the Student Success Center. The phone number is 270.745.5004 or email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

**For more information about ADA Accommodations, Title IX/Discrimination & Harassment,** and student conduct and safety, please visit: <https://www.wku.edu/syllabusinfo/>

**Extenuating circumstances:** If at any point during the semester, personal difficulties arise that make completing assignments in a timely manner difficult, you are requested to consult with the instructor of the course who may refer you to an office on WKU’s campus that may be able to assist you. Please consult the professor as soon as the difficulties arise, please do not wait until late in the semester when it may be impossible for you to make up the work missed.

**The WKU Center for Literacy** is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help with reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. Please email us at literacy.center@wku.edu to schedule an appointment or ask questions, visit our website at <http://www.wku.edu/literacycenter/>, or stop by GRH 2066 for more information.

**Course schedule.** Students should refer to the course Blackboard page for the most up-to-date course schedule. Regular attendance in class will also ensure students are aware of important dates and assignments.