

Colonnade Connections Proposal Form: Social and Cultural

Connections courses are Colonnade's summative learning experiences in which students develop critical competencies through a lens of complex social, global, and systemic issues of concern. Colonnade Connections courses cannot have courses outside of the Colonnade program as pre-requisites.

Social and Cultural Colonnade Learning Outcomes

Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs. Students who complete this course will:

1. Examine diverse values that form civically-engaged informed members of society.
2. Analyze the development of self in relation to others in society.
3. Evaluate solutions to real-world socio-cultural problems.

Kentucky Graduate Profile Academy Competencies

As part of a CPE initiative, WKU is participating in the Kentucky Graduate Profile Academy which has identified 10 competencies that all Kentucky college graduates should have. Since Colonnade offers students a common learning experience across the university, faculty need to identify which of these competencies students will develop in their class. The 10 competencies are as follows:

1. Communicate effectively.
2. Think critically to solve problems.
3. Apply quantitative reasoning.
4. Interact effectively with people from diverse backgrounds.
5. Engage in civic life to improve society.
6. Adapt to change while leading and supporting others.
7. Exhibit professionalism on the job.
8. Collaborate and work in teams.
9. Apply learning to chosen career.
10. Use information for decision making.

*Courses do not have to incorporate ALL of these competencies but must incorporate at least one. Course proponents should identify those which logically fit into their format, material, etc.

Approval Process

Faculty should fill out the proposal form in its entirety, attach a sample course syllabus, and then upload the document onto Course Leaf for approval. The steps for approval are as follows:

New Colonnade Courses

1. Department—faculty should have their department vote on whether or not they approve the course.
2. College—course goes before the College Curriculum Committee.
3. Colonnade—once it has been approved by both the department and the College Curriculum Committee, it then goes to the Colonnade General Education Committee (CGEC).
4. University Curriculum Committee—after it has been approved by the CGEC, it then goes before the UCC.
5. Senate Executive Committee (SEC)—following approval at the CGEC and UCC, the course then goes before the SEC.
6. University Faculty Senate—following SEC approval it goes before the full University Faculty Senate.
7. Provost—final approval is the Provost’s Office.

Course Overview

1. Course Description (50-100 words): *Clinicians and researchers have become increasingly aware that the effects of trauma suffered by one generation have physical and psychological effects on their descendants. These consequences manifest in higher rates of physical illness, mental health issues, addiction disorders, and the breakdown of family and community structures. This course introduces students to the concepts associated with intergenerational trauma. Emphasis is placed on resilience, multicultural issues, and systems factors. Course objectives are achieved using experiential exercises, class discussions, didactic presentations, podcasts, and/or films, which encourage students to develop skills in critical thinking.*
2. If this is a NEW course, please explain how this course provides a multi-disciplinary learning experience that will appeal to a broad student audience beyond majors. *N/A*
3. If this is an existing course, please explain how it will be adapted to appeal to a broad student audience.

The course was intentionally designed as a Colonnade connections course (Social and Cultural); however, the Colonnade committee was not accepting courses for consideration last fall (2022). Below you will find the individuals I recently contacted who are in support of the course.

Grace Lartey, Public Health (CHHS), 1/24/23
Matthew Shake, Psychological Sciences (Ogden), 1/24/23
Steven Wininger, Psychology (CEBS), 1/24/23
Darbi Haynes-Lawrence, FACS (CHHS), 1/25/23
Susan Keesey, Education (CEBS), 1/25/23
Audra Jennings, History (PCAL), 1/26/23
Holli Drummond, Sociology (PCAL)

4. Identify the Colonnade assessment artifact for this course. Please keep in mind that artifacts must demonstrate how students have met all the Colonnade Learning Outcomes (CLOs) included in the course proposal and are measurable. Each student in the class should complete this assignment and faculty will submit them for assessment at the end of each semester. Each course should produce only ONE artifact that is completed by all students in the class. **NOTE: multiple choice exams, videos/interviews without transcripts, etc. cannot be used for Connections artifacts.**

The final paper will be used as an artifact. The assignment is:

FINAL PAPER: *Choose a topic from the list below. If you would like to explore a topic not listed, you must get permission from the instructor NO LATER than two weeks before the final paper is due. This is a research paper and must include **at least five** references from peer reviewed journals. You*

may include information from other credible resources (information will be provided on Bb and I am always available for consultation). The in-text citations and references must be in APA 7 style (resources are included in Bb). A grading rubric will also be provided on Bb. Specifically, the paper **MUST** include the following content and be approximately 12-15 pages in length.

- **Introduction to the issue**
 - Describe the topic that you have been investigating.
 - Who are the affected groups?
 - Why it is important to the field of intergenerational trauma?
 - Give a “big picture” of the literature.
 - Present a thesis or argument statement (Why is it important to explore this topic?).
 - Explain why YOU chose this topic
- **Review of the Literature**
 - Overview of characteristics of the theme (Commonalities? Differences?)
 - An evaluation of the existing literature
 - What are the contributions of this literature to the field?
 - What theory (theories) are most prevalent?
 - How do these theories inform this issue?
 - Discuss the impacts on families and communities.
- **Interventions and Services**
 - Provide information regarding current (local and/or national) policies, programs, and services available to mitigate the problem.
 - Discuss the interdisciplinarity of these approaches.
 - Analyze these strategies regarding the promotion of resilience.
- **Conclusions**
 - Summarize the status of the issue.
 - Include personal thoughts with corroborating support from the literature about the future development of services you feel are significant in addressing the issue.
- **Suggested Topic List**
 - Legacies of Colonization (for example Enslavement)
 - Genocide (for example the Holocaust)
 - Forced Relocation (for example Japanese Internment Camps or Indian Boarding Schools)
 - Natural Disasters (for example, Hurricane Katrina)
 - Wars (for example, Vietnam)
 - National/Community Trauma (for example, Sandy Hook)

5. Please explain how the assessment artifact demonstrates that students have met the Social and Cultural Colonnade Learning Outcomes. Colonnade artifacts in the Social and Cultural category will be further evaluated by an assessment committee using a common rubric supplied by the Colonnade Directors to determine if the artifact demonstrates student proficiencies with the CLOs. The Colonnade artifact assessment rubrics are available on the Colonnade website.

Examine diverse values that form civically engaged informed members of society.
Analyze the development of self in relation to others in society.

Evaluate solutions to real-world socio-cultural problems.

The assessment artifact explicitly requires students to examine diverse values forming civic engagement. Specifically, students must discuss current policies, programs, and services designed to ameliorate the social/cultural issue of intergenerational trauma and evaluate the efficacy of these strategies. Students are also asked to discuss the impact of their chosen topic on families and communities. The prompt regarding personal thoughts allows students the opportunity to reflect on their own experiences and values regarding intergenerational trauma. Finally, the assignment facilitates creative problem-solving. Students are asked to evaluate existing solutions and to imagine the future development of services significant in addressing their chosen issue.

6. Which of the 10 Kentucky Competencies are incorporated into this class? Please explain how they have been incorporated.

Kentucky Graduate Profile Competencies:

- 1. Communicate effectively.*
- 2. Think critically to solve problems.*
- 3. Interact effectively with people from diverse backgrounds.*
- 4. Apply learning to chosen career.*
- 5. Use information for decision making.*

Students' effective communication and interaction with those from diverse backgrounds will be assessed through their written communication skills and respectful communication with classmates in their responses. Students will further be evaluated on their written communication skills via their two reflection journals and final paper. Their final paper requires students to critically evaluate empirical literature and to use information learned from peer reviewed sources to pose strategies to ameliorate to real world problems. Additionally, the final assignment requires students to describe policies, programs, and services and discuss the interdisciplinarity of these, so that most students will be able to apply their learning to their chosen careers. Finally, students are asked to Include ideas about the future development of services needed to better address the identified issue.

7. Does this course have a service/applied learning component? If so, please explain what it is and how it will help students meet the CLOs and 10 competencies. (NOTE: this is NOT a required component so courses that do not have a service-learning component can still be approved as a Connections course.) No

This proposal form, and a sample course syllabus, must be uploaded to Course Leaf. The course syllabus must contain the Social and Cultural CLOs on the front page. Additionally, the artifact must be included in the syllabus.

