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I. General Information:

College:	Arts & Sciences	Department (Full name):	Environmental & Sustainability Studies

Major Name (full name please):	Environmental & Sustainability Studies	Degree Title:	B.A.

Formal Option(s), if any:	Three options for Areas of Expertise: Economics, Environment, Society	Specialty Field w/in Formal Options, if any:	none

Requested Effective Date:	FALL 2014, *IF* RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.

Contact Person:	David Atwood	Phone:	859-257-7304	Email:	datwood@uky.edu

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

"Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also 'Graduation Composition and Communication Requirement' on p. XX of this Bulletin."

III. GCCR Information for this Program (by requirement):

A. *List the courses currently used to fulfill the old Graduation Writing Requirement:*
ENG 425: Environmental Writing (but note that the ENS B.A. started in Fall 2013)

B. *GCCR Program Outcomes and brief description:*
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are *program* outcomes, not *course* outcomes. Please specify the program-level SLOs for C&C in your program:
Please see attached description taken from the ENS Program Proposal approved by the Faculty Senate.It contains details about the major program outcomes of A. Skills and Training, B. Core Concepts, C. Sustainability Knowledge, and D. Engagement
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:
This course will utilize students' interdisciplinary understanding of environmental issues and problem-solving capacities developed while fulfilling Environmental Studies Major requirements. It is a participatory capstone seminar designed to utilize and test the ability for independent thinking organized around specific environmental issues. Independent library work, writing

assignments, and presentations are required to prepare for weekly, interactive topical seminar meetings. Group projects will culminate in individual term papers/projects on different aspects of the environmental issues under discussion. Each student will be responsible for producing three essays focused on the Capstone Project, with mandatory revisions and reviews, to create a final document of at least 20 pages (formatting instructions are given below). Additionally, each student will give an end-of-semester presentation (after one practice session) and must demonstrate sustainability information literacy.

C. *Delivery and Content:*

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. *(Note: it is strongly recommended that GCCR courses be housed within the degree program.)*	☒ a. Single required course within program
	☐ b. multiple required or optional courses within program
	☐ c. course or courses outside program (i.e., in another program)
	☐ d. combination of courses inside and outside program
	☐ e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: ENS 400: Senior Seminar in Environmental & Sustainability Studies (subtitle required)
- new or existing course? Existing *(new courses should be accompanied by a New Course Proposal)*
  - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? required
- shared or cross-listed course? no
- projected enrollment per semester: 20

Course #2 (if applicable): Dept. prefix, number, and course title: na
- new or existing course? _____ *(new courses should be accompanied by a New Course Proposal)*
  - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: na
- new or existing course? _____ *(new courses should be accompanied by a New Course Proposal)*
  - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:
- **Contact information of providing program:**
  - na
- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.
  - ENS 400 will be taught either by the director alone or (more ideally) team-taught by ENS Executive Committee members and/or Affiliated Faculty. The teaching will be "on-load" and arranged through the Dean's office.
- **Memorandum of Understanding/Letter of Agreement**: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
  - **Date of agreement:** na

4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):
- the GCCR assignments are highlighted in the syllabus and course calendar;

- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked here);
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies "This course provides full/partial GCCR credit for the XXX major/program"
  - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. "This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2"

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5. **Instructional plan:** Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

  ENS 400 is the Capstone Course for the ENS B.A. major. It will be delivered as a seminar that requires the B.A. students to actively participate in the course, not only in developing their own ENS 400 Project but also contributing to the development and completion of peer Projects. This is appropriate since the students will have begun developing ideas and activities for their Capstone Project beginning in ENS 201 or ENS 202 and within ENS 395, Independent Study.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

  Assignments required to fulfill the GCCR requirements are: (a) Information Literacy, assignments 1, 2, 3, & 5; (b) Three written essays, the first two of which will be evaluated by peers, and all three graded by the instructor, assignments 4, 6, & 8; (c) Presentation, either oral or other graphic media, assignment 7.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

  All assignments will be peer-evaluated within class. Assignments 1, 2, 3, & 5 will demonstrate information literacy and provide the foundation for the three essays and presentation. The instructor will provide written comments for each student obtained from the peer-evaluation. Assignments 4 & 6, the first two written essays, will be reviewed within class and evaluated by the instructor after class. The instructor will provide each student (in person, outside of class) with an annotated, graded, copy of the essay that contains revision instructions. Students will be provided with an evaluation of their presentation that includes peer comments (Assignment 7) and graded version of the final written essay (Assignment 8).

- other information helpful for reviewing the proposal:

  The ENS Program started in fall 2013 so does not yet have the entire range of committees associated with established programs and departments. These committees will be created progressively, as needed, as the ENS Program grows over the next few years. In the meantime, activities such as assessment and curricular review are conducted by the director, David Atwood, in conjunction with the 12 members of the ENS Executive Committee.

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

  Annually until the course has been offered four times. The course will be reviewed and assessed early spring 2016 by the Executive Committee to make any needed changes by the next offering in fall 2016. Subsequently the course will be reviewed and assessed biennially by the ENS Curriculum Committee (on the same schedule used for assessment of the other Core courses and Electives).

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

  Director, David Atwood, with review by the ENS Executive Committee; Authority will transfer to the Curriculum

Committee once it is established spring 2015 (various committees are being established as the new (fall 2014) ENS Program grows).

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

na

Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	ENS 400 Senior Seminar (subtitle), Environmental & Sustainability Studies (ENS), Bachelor of Arts
Contact Person Name:	David Atwood
Phone:	257-7304
Email:	datwood@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted *"pending approval of appropriate GCCR courses."*

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program *review by Chair or DUS, etc.*	Sept. 25, 2014	David Atwood / 7-7304 / datwood@uky.edu
Providing Program *(if different from Home Program)*		/ /
Cross-listing Program *(if applicable)*		/ /
College Dean	Oct. 14, 2014	Anna Bosch / 7-1584 / bosch@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval[1]
GCCR Advisory Committee	11/5/2014	11/5/2014

Comments:

Approved with minor clarifications to course syllabus. (MG 11/5/2014)

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[1] *Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.*

ENS 400 SENIOR SEMINAR
(Subtitle Required*)

*Subtitle, some aspect of Sustainability, Economic, Environmental, or Society, connected with the A&S "Year of ____ " focus.
Notes: Yellow highlights show syllabus components that fulfill the second-tier GCCR requirements. The goals and outcomes track the assessment items outlined in the ENS Proposal document. The syllabus includes all the items required by the Senate.

I. Course Information

Instructor: Prof. David Atwood; E-mail: datwood@uky.edu; Tel: 859-257-7304; Office hours, CP-347: tba

(additional information here if team-taught with other ENS faculty)

Class Time and Location: tba

Office Hours: tba

Prerequisites: ENS 201, 202, WRD 425, ENS 300, PHI 336 (or consent of ENS Director)

Required Course Texts: tba

II. Bulletin Description

This course will draw on your interdisciplinary understanding of environmental issues and your problem-solving capacities developed while fulfilling Environmental Studies Major requirements. It is a participatory capstone seminar designed to utilize and test your critical ability for independent thinking organized around specific environmental issues. Independent library work and writing assignments will be required in order to prepare for weekly, interactive topical seminar meetings. Group projects will culminate in individual term papers/projects on different aspects of the environmental issues under discussion. Each student will be responsible for producing three essays focused on the Capstone Project, with mandatory revisions and reviews, to create a final document of at least 20 pages (formatting instructions are given below). Additionally, each student will give an end-of-semester presentation (after one practice session) and must demonstrate sustainability information literacy. The essays and presentation will be evaluated by the instructor and peers throughout the course. This course will satisfy the second-tier GCCR requirement.

III. Capstone Project

A. Overview: ENS 400 will be the culmination of the students' development, training, and education within the ENS Major. This will be the course where the student's training, education, and engagement are applied to a specific sustainability project, activity, or study of the student's own choosing but aligned with the A&S "Year of ____ " focus. It will create the transdisciplinary learning and achievement that is the over-arching goal of the ENS Program. The students will use the skills they have developed, their fundamental knowledge of core concepts, and Area Expertise, to complete their Capstone Project. The project could be one of the many activities the Office of Sustainability at has identified for UK or one that the students identify and create themselves. The project would ideally be conducted as a team effort with other students but must have a faculty or staff mentor. The student could pursue the Capstone Project as an ENS 395 Independent Study activity before enrolling in ENS 400.

A plan for the ENS Capstone Project will be created to document the idea the student will be working on, the goals of the project and why undertaken, how the project's goals will be achieved, and a plan of work with a timeline and/or milestones. The plan could be submitted to the Director for approval at any time after the student's first year or during the first weeks of ENS 400. The grade for the course will be assigned based on the student's presentation and the submission of a written description of the project, as a form of "Senior Thesis". A general, ideal, timeline for the Capstone Project would progress in this way:

B. Second Year (ENS 201; ENS 202): Student works on proposed project. This could entail further planning or obtaining tentative data upon which to build the proposed study or activity. Ideally, the student would submit

the Capstone Project plans to the Director for approval at the end of this year. The Director, or the faculty/staff mentor, will approve the Project or make suggestions for changes that would lead to approval.

C. Third Year (PHI 336, ENG 425): By the end of this year the Capstone Project should be planned and a timeline of activities or milestones included in the project description. The majority of the activity could take place within ENS 395 during this year with a faculty mentor or the Director.

D. Fourth Year (ENS 400): The Capstone Project would ideally be completed by the beginning of the semester in which the student takes ENS 400. However, to accommodate students who may have added the ENS Major during the end of the third year or beginning of their fourth year, much of the activity could take place early in the semester during which ENS 400 is taken. The Capstone Project must be completed before the end of the semester in which ENS 400 is taken.

E. Course Requirements:

1. Attendance at all class meetings and active participation in discussions.

2. Maintain a journal or notebook containing information relevant to the Project. The journal could contain the preliminary drafts submitted for guidance and grading.

3. A public, practice presentation during the semester (10-15 minutes total, with practice and revisions).

4. Three written essays, each evaluated and graded, including a complete, final document.

5. A final public presentation, using visual or audio media, describing the entirety of the Capstone Project.

6. A written description of the project in the format of a *Kaleidoscope* article. As appropriate, the written description may be submitted to *Kaleidoscope* for publication.

7. The completed Capstone Project submitted in a form that can be placed on the ENS Website.

8. An average of C or better is required for all GCCR assignments to receive GCCR credit for this course.

IV. Goals and Outcomes. In this course students will:

1. Continue to develop skills that will be used in successful careers and sutainable lifestyles: critical thinking, problem-solving, written and oral communication, and independent study.

2. Understand and practice research techniques to create new knowledge and understanding.

3. Read, evaluate, and utilize published information on subjects related to sustainability and the environment to demonstrate information literacy.

4. Increase sustainability knowledge including subjects studied in ENS Core courses

5. Produce individual and group presentations on an assigned text or reading

6. Compose three essays (with the last as the final submission) totaling approximately 20 pages of revised and assessed writing: a minimum of 4500 words of writing is required as per the GCCR requirements, with approximately 6000 words total for the 20 pages of assigned and assessed writing.

V. Grading

A. Grade Components (points)

1. Attendance, class discussion, demonstrated knowledge of assignments   10
2. Assignments 1, 3, 5 (10 pts each; background information and research methods) 30
3. Assignments 2, 4 (10 pts each; two essay drafts)   20
4. Assignment 7. Final Capstone Project Presentation   20
5. Assignment 8. Final written Capstone Project essay   20

                                                                   Total= 100

B. Letter Grades:

A = 90–100%; B = 80-89%; C = 70-79%; D = 60-69%; E = 59% or lower; missing assignments = 0 pts.

An average of C or better must be achieved for all GCCR assignments in order to receive full GCCR credit.

VI. Course Schedule

Wk	Activity
1	Syllabus Review, Introduction, Research Methods
2	**Assignment 1.** UK faculty research review: Study two articles (peer-reviewed publications in journals, magazine articles, book chapters, etc.) authored by two different UK faculty. Provide (and be ready to discuss) a one-page summary of each article that includes: (a) MLA bibliographic citation (b) Outline of the article (c) Brief summary of the major findings (d) Brief summary of the major findings
3	Discuss Capstone Project, Identify possible collaborative teams, Finalize project title and tentative research plan in Asslast class this week.
4	**Assignment 2.** Project background information: Find two recent articles related to the Project. Provide (and be ready to discuss) a one-page summary of each article that includes: (a) MLA bibliographic citation (b) Outline of the article (c) Brief summary of the major findings (d) Brief summary of the major findings
5	**Assignment 3.** Research Methods: Submit a one-page report giving the working title of the Project, a brief problem statement, and the research plan and methods. The latter must include data collection, analysis, and interpretation. Be prepared to discuss this in class.
6	Continue evaluations of Assignment 3
7	**Assignment 4.** Evaluation of First Draft of Project: Provide in one document, (a) written draft of project (following Kaleidoscope formatting guidelines) and (b) outline of presentation. This will be peer-evaluated in class and reviewed/graded by the professor. Mandatory revisions will be incorporated into the updated essay for Assignment 6.
8	Continue evaluations of Assignment 4
9	Research Consultations: Discuss topics, review and develop skills identified as needed by the professor or students as the semester proceeds, or where the professor will be available during class time for individual or small group discussions or help sessions on your research topics.
10	**Assignment 5.** Additional project background information: Find two recent articles related to the Project. Provide (and be ready to discuss) a one-page summary of each article that includes: (a) MLA bibliographic citation (b) Outline of the article (c) Brief summary of the major findings (d) Brief summary of the major findings
11	Continue discussion of Assignment 5
12	**Assignment 6.** Evaluation of Second Draft of Project: Provide in one document, (a) written draft of project (following Kaleidoscope formatting guidelines) and (b) outline of presentation. This will be peer-evaluated in class and graded by the instructor. Mandatory revisions will be incorporated into the updated essay for the final written submission as Assignment 8.
13	Continue evaluations of Assignment 6
14	**Assignment 7.** Final Project Presentations: Evaluated by peers in-class and professor
15	Assignment 7 contd. Final Project Presentations: Evaluated by peers in-class and professor
16	Assignment 7 contd. Final Project Presentations: Evaluated by peers in-class and professor
17	**Assignment 8.** Final written Capstone document Due by 5pm on day final exam scheduled for this class

VII. Course Policies

A. Standards for Written Papers and Oral (or Video) Presentations

Standards for assignments and your research project will be discussed in class and/or spelled out in handouts. Note that unless otherwise specified, all written assignments are due in hard copy, at the beginning of class on

the due date, and all presentations must be accompanied by a hard copy printout of slides presented on the same date as the presentation.

B. Attendance

1. Attendance is required. Excused absences are given only: a) with presentation of a valid medical or emergency excuse, in writing (written by a medical doctor), b) with a death in the family (copy of the obituary required), or c) by pre-arrangement with the professor. After two unexcused absences from class a student's grade will drop by 2% points per absence.

2. Arrival 10 minutes or more after the start of discussion section constitutes an absence. Departure 10 minutes before the end of class constitutes an absence.

3. Students anticipating absence for a major religious holiday during the fall semester must notify me in writing or email prior to the last day for adding classes. The acceptable religious holidays that are considered excused absences are listed in the Interfaith Calendar (http://www.interfaithcalendar.org/2014.htm). Additional information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (jkarnes@email.uky.edu, 257-2754).

4. If you will be absent from class due to a university activity you must have your travel/absence schedule approved by the professor. This schedule must identify the specific dates you will be absent and must also give a phone number for the coordinator responsible for your schedule. If you anticipate missing more than four class meetings during the semester you should withdraw from the course and take the course when it does not conflict with your extracurricular activities.

5. Full attendance is expected. Students will be allowed one week's absence (1 class period) without attendance penalty. However other grade penaltys may apply if work is due on the day a student is absent. For each absence beyond one, the overall final course grade will be penalized 5 grade points. After absences totaling 20% of class for any reason (i.e., 3+ absences for 16 weeks), students will fail the class and will be expected to withdraw pursuant to S.R. 5.2.4.1-2.

6. After eight (8) total absences (excused and unexcused), you will receive a failing grade in the course.

C. Participation

Student participation is also an important and evaluated component of this course. The class participation grade is based on active contributions to class discussions and activities through completing assignments, completing in-class work (both individual and group), Blackboard activities, and assigned reading prior to class. Students need to be sure to check blackboard regularly for announcements and discussion threads. Arriving late for class or leaving early will negatively affect your participation grade. Please be sure to discuss any late arrivals or early departures with the instructor. Any ungraded assignments will count towards your class participation.

Students are expected to actively participate in the class discussions by:

1. Being prepared to discuss assignments in class;

2. Demonstrating an active interest in the topic being discussed by both verbal and nonverbal behaviors;

3. Participating in class discussion rather than engaging in non-relevant side conversations;

4. Demonstrating an active commitment to share thoughts and reactions with other students;

5. Assuming responsibility for involving other students in all subjects discussed (listening, asking questions, and allowing space for others to contribute);

6. Sharing relevant information from one's knowledge base or life experiences with classmates;

7. Respecting colleagues and their contributions with polite and tolerant behavior.

D. Submission of Assignments

Assignments are due on the days listed or set in consultation with the instructor. Papers may be submitted electronically on the due-dates listed. Students are responsible for the successful transmission and reception of submitted materials, whether via Blackboard or email. Email or computer failures will not be accepted as valid excuses for late work. Late work will be penalized by a full letter grade for each day it is past the deadline.

E. Late Assignments

The due dates for the online reading quizzes (marked with an asterisk*) and examinations are listed in the schedule. Unless a student has an excused absence (see above),the instructor will not accept late assignments (reading quiz or exam) resulting in no credit for the assignment. If you have a problem completing your assignment on time, you need to communicate with your instructor immediately.

F. Make-up exams

A student must have an excused absence to take a make-up quiz or examination. Excused absences are given only: a) with presentation of a VALID MEDICAL or EMERGENCY excuse, IN WRITING (written by a medical doctor), b) with a death in the family (copy of the obituary required), or c) by pre-arrangement with the professor. Any other failure to take a quiz or exam when it is scheduled will result in no credit (0%). If you do have an excused absence and need to make up a quiz or exam, you must make arrangements with the instructor to take the makeup within a week of the date the assignment was originally offered.

G. Academic Offenses

Cheating on examinations and submitting someone else's work as your own constitute serious academic offenses that could result in expulstion from the University. Cheating includes copying or "borrowing" answers from others on quizzes, citing others' work as your own in essays, and plagiarizing or taking material verbatim from texts, lectures, and articles (including anything from web-sites) without proper citations. The revised Senate Rules in regard to penalties for academic offences became effective with the fall 2006 semester. See: http://www.uky.edu/Ombud. and the entire set of Senate Rules at http://www.uky.edu/USC/New/SenateRulesMain.htm. All written documents and presentations must be the original product of your own efforts, and all materials quoted from others must be properly credited. A link to an article: "Plagiarism: What is it?" may be found at: http://www.uky.edu/Ombud/Plagiarism.pdf. This site also includes a link to "Understanding Plagiarism": http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html.All such incidents will be handled according to University policy as outlined in the *University Senate Rules* and *Student Rights and Responsibilities*. The minimum punishment for cheating or plagiarism is an "E" in the course. This is University Policy.

H. Classroom Civility and Decorum

The university, college and program have a commitment to respect an individual's dignity and to value differences of opinion. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right, and the responsibility, to ensure that all academic discourse occurs in a context characterized by respect and civility. The accepted level of civility would not include attacks of a personal nature or statements denigrating ano ther on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

I. Academic Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Environmental & Sustainability Studies

G. Measures of Student Success (from program proposal approved by the Senate)
1. Student Learning Outcomes

<u>i) Curriculum Map</u>

      The specific targeted outcomes for the Program and the courses where the outcomes are addressed are shown in the Table below. The outcomes will provide the students with the four key characteristics that are the general goals of the College of Arts & Sciences. These are: innovative preparation for life and career, multidisciplinary scholarly research, connectivity with the world, and substantive community involvement (*Ampersand*: Envision 2020, fall 2010). Specific outcomes will be associated with developing skills and knowledge that the students will utilize to build successful careers and to live healthy, productive lives as global citizens. This will be an evolutionary process and will keep pace with the continuous changes taking place in the human-nature relationship. The Advisory Board will assess the Outcomes at the end of each semester and make any changes that are identified. The Tables shown on the next two pages represent the ENS Curriculum Map for the Core courses and the five Areas of Expertise.

<u>ii) Annual Student Learning Outcomes</u>

Year One: After taking ENS 201 and ENS 202 the students will demonstrate a basic understanding of all the most significant environmental concepts and issues in the areas of the humanities, social and natural sciences, and policy. They will understand the connection between economics and natural resources in the context of sustainability. The specific Outcomes expected are listed in the Table on the previous page.

Years Two and Three: The students will take the Core courses, ENG 205, ENS 300, and PHI 336, in this time period. This group of courses will substantially develop the students' basic "Skills and Training" Outcomes (Section A. in the Table below). At the end of years 2 and 3 the students will demonstrate an ability to think critically, communicate effectively, and conduct independent research. The students will demonstrate an understanding of sustainability, what it means, where it is needed, and begin thinking about how to achieve sustainability-oriented goals. The students will have begun taking their Area courses and started developing an expertise in the Area of their choice. Sustainability will be a significant component of the Core courses, and the students will be able to apply concepts of sustainability to other courses they are taking.

Year Four: The learning outcomes will be centered on ENS 400 and the 300-level and above courses the students take in their Area of expertise. The students will demonstrate mastery of sustainability and how the concept relates to subjects in the humanities, social sciences, and natural sciences. They will be able to use their skills and training to demonstrate this mastery. They will demonstrate an ability to apply sustainability concepts to achieving the goals of their Capstone Project. The students will demonstrate expertise in a specific, single Area of study, and general knowledge in two other Areas.

Curriculum Map	Core Courses						Areas		
I = Outcome is Introduced R = Outcome is Reinforced E = Outcome is Emphasized L = Reinforcement Likely **Outcomes**	ENS 201: Hum. & Soc. Sci.	ENS 202: Nat. Sci. & Policy	ENG 205: Intermed. Writing	ENS 300: Special Topics	PHI 336: Environ. Ethics	ENS 400: Capstone Course	Economics	Environment	Society
A. Skills and Training									
1. Critical Thinking	I	R	R	R	E	E			
2. Problem-Solving	I	R	R	R	E	E			
3. Written Communication	I		E	L	E	E	All of Section		
4. Oral Communication	I	R			E	E	A. Utilized		
5. Independent Study	I	I		L	R	E			
6. Research Techniques		I	R		R	E			
B. Core Concepts, Understand									
1. Historical and Current Views of Environment	I		R		E				R
2. Ethical Theories for Human-Env. Relationship	I				EE				R
3. Impacts of Population on Natural Resources		I						R	L
4. Link Between Local and Global Impacts	I		R		E		R	L	R
5. Ecological Theories		I						R	
6. Biological Diversity		I	R					L	
7. Pollution: Local and Global	I	R					R	R	R
8. Basis of Environmental Problems		I	R		R		R	R	R
9. Solutions to Environmental Problems		I	R		E		R	R	R
10. Connection Between Policy and Science		I	R				E	R	L
11. Traditional Energy Sources		I					R	R	L
12. Renewable Energy		I					R	R	
13. Natural Resources		I					R	R	
14. Climate Change and Impacts		I					R	R	R

Curriculum Map (continued)	Core Courses						Areas		
I = Outcome is Introduced **R = Outcome is Reinforced** **E = Outcome is Emphasized** **L = Reinforcement Likely** **Outcomes**	ENS 201: Hum. & Soc. Sci.	ENS 202: Nat. Sci. & Policy	ENG 205: Intermed. Writing	ENS 300: Special Topics	PHI 336: Environ. Ethics	ENS 400: Capstone Course	Economics	Environment	Society
C. Sustainability Knowledge									
1. Natural Resource Consumption	I	R	R	L	L	R	R	R	L
2. Conservation Needs		I				L		R	
3. Energy Sources and Use		I				R	R	R	L
4. Local Management Program	I			L		L	R		
5. Recycling		I				L	R	L	L
6. Land Use	I	R	L	L		L	R	R	L
7. Commodity Chains	I					R	R		R
8. Appropriate Urban Development	I	R				L	R		R
9. Agriculture and Food Supply	I	R				L	R	R	
10. Applied to Global Problems	I	R			R	R	R	R	R
11. Applied to National and State	I	R		L		L	R	R	R
12. Applied to City and University	I	R		L		R	L		
13. Applied to Community, Individual	I			L	R	R		L	L
14. and Global Citizenship	I	R			R	R	R		R
D. Engagement Activities									
1. University and City	I			L		R			
2. Environmental Organizations	I	R		L		R		L	
3. Study/Conservation of Local Natural Resources		I	R	L	R	R		L	
4. On-Campus Events	I	R		R		R	L	L	L