

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Public Service and Community Solution: Department/School	<b>Community Resources and Development</b>
Prefix: <b>CR D</b>	Number: <b>302</b> Title: <b>Inclusive Community Development</b>	Units: <b>3</b>

Course description:

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials KLA (Required)

**Requested designation:** Social-Behavioral Sciences–SB **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Kathleen Andereck E-mail kandereck@asu.edu Phone 602-496-1056

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Kathleen Andereck Date: 1/31/18

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>				
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>				
YES	NO			Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.		Course description, overview of course content, and outcomes--on the syllabus pg. 1.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:	Sociology, Social Psychology	Course description, overview of course content, and outcomes--on the syllabus pg 1. General course topics outline on the syllabus pg. 6-7. Course topics and readings listed on the syllabus' class schedule pg. 8-12.
		<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ol style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ol>		Course topics and reading (listed on the syllabus' class schedule pg. 8-12. Praxis assignments (see syllabus, assignment descriptions pgs. 2-3; assignments pgs. 1-18, and learning objectives. Final project (see syllabus pg. 3, project description and explanation on assignments pgs. 20-21).

<b>ASU--[SB] CRITERIA</b>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>4.</b> Course illustrates use of social and behavioral science perspectives and data.</p>	<p>Praxis assignments (see syllabus, assignment descriptions and learning objectives on assignments pgs. 1-18). Final project (see syllabus, project description and explanation on assignments pgs. 20-21).</p>
		<p><b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b></p>	
		<ul style="list-style-type: none"> <li>• Courses with primarily arts, humanities, literary or philosophical content.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses with primarily natural or physical science content.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>	

Course Prefix	Number	Title	General Studies Designation
CRD	302	Inclusive Community Development	SB

Explain in detail which student activities correspond to the **specific** designation criteria.  
 Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Advancing basic understanding and knowledge about human interaction	Course description, overview, and objectives note the class focus on understanding humans, particularly cross-cultural skills, inclusion and both individual and organizational diversity.	<p>On page 1 of the syllabus.</p> <p>Description: Course examines the characteristics of diverse populations across the lifespan to effectively develop inclusive community programs and services.</p> <p>Overview: In this course, we will explore the meaning and characteristics of community, and the characteristics of diverse populations; we will investigate the distinction between diversity and inclusion, and learn about barriers that hinder an inclusive community. We will identify and examine a variety of inclusive practices.</p> <p>Outcomes: Upon successful completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Outline cultural contributions and inclusive design in leisure and nonprofit service delivery systems within the United States.</li> <li>2. Illustrate cross-cultural skills to effectively communicate and respond to the needs and interests of diverse populations.</li> <li>3. Analyze barriers and facilitators to inclusive design and practices when operating community programs.</li> <li>4. Illustrate the importance of leisure and nonprofit service delivery systems for diverse populations.</li> <li>5. Identify public policies, laws and advocacy efforts shaping inclusive design.</li> <li>6. Analyze assets and dimensions of individual and organizational diversity and their implications for community development.</li> </ol>

<p>2. Course content emphasizes the study of social behavior.</p>	<p>Course description, overview, and objectives note the class focus on understanding humans, particularly cross-cultural skills, inclusion and both individual and organizational diversity.</p> <p>General course topics outline.</p> <p>Course topics and readings focuses on social behavior.</p>	<p>Syllabus page 1</p> <p>Syllabus pages 6-7: inclusive communities; community and leisure; diversity and inclusion; cultural competence (including self assessment and awareness); values, attitudes, and assumptions; identity, labeling and classifications; bias, power and privilege; inclusive practice; dimensions of diversity.</p> <p>Syllabus pages 8-12: course topics and readings focused on social behavior.</p>
<p>3a. Knowledge base of social and behavioral sciences (sociology, social psychology) 3b. Methods of inquiry of social and behavioral sciences.</p>	<p>Course outcomes.</p> <p>Praxis assignments, engagement assignments, and creative solution project.</p>	<p>Syllabus page 1</p> <p>Assignment pages 1-18, 19, and 20-21. Praxis assignment pgs. 1-18. Assignment descriptions and learning objectives. (Students complete at least five). Engagement assignments require student to discuss and reflect upon their own experiences, readings, and class content (assignment pg. 19). Final project (assignment pgs. 20-21) requires students to use what they have learned during the semester to address a societal challenge.</p> <p>Assignments include social and behavioral science foundations.</p>
<p>4. Use of social and behavioral science perspectives and data</p>	<p>Praxis assignments, engagement assignments, and creative solution project (syllabus pages 2-3, assignments).</p>	<p>Praxis assignments pgs. 1-18. Assignment descriptions and learning objectives. Engagement assignments pg. 19 assignment description. Creative solution project (assignment pages 20-21) assignment description.</p>

Arizona State University  
College of Public Service & Community Solutions  
School of Community Resources & Development  
**CRD 302 – Inclusive Community Development**  
Fall 2017: August 17 – December 1, 2017  
CRONK 440: Monday, Wednesday & Friday 10:45 – 11:35

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**Instructor:** Kelly Ramella, MA, CTRS  
Email: [kelly.ramella@asu.edu](mailto:kelly.ramella@asu.edu)  
Phone: 602-496-0158  
Office Hours: Monday & Wednesday 9:00 – 10:00  
Office Location: Downtown campus, University Center Building, 580 G

**Mailing Address:** Arizona State University  
School of Community Resources & Development  
Mail Code 4020  
411 N. Central Avenue, Suite 550  
Phoenix, AZ 85004-0690

**Course Catalog Description:** Criteria 1 & 2

Examines the characteristics of diverse populations across the lifespan to effectively develop inclusive community programs and services. Pre-requisites: ENG 102 with a C or better; MAT 142 or higher with a C or better; NLM 160 (or PRM 120) with a C or better; 2.50 GPA; 45 earned hours; Credit is allowed for only CRD, NLM, PRM or TDM 302

**Overview of Course Content:** Criteria 1 & 2

In this course, we will explore the meaning and characteristics of community, and the characteristics of diverse populations; we will investigate the distinction between diversity and inclusion, and learn about barriers that hinder an inclusive community. We will identify and examine a variety of inclusive practices.

**Course Format**

This in person course is supported by a website hosted on <http://my.asu.edu>. Most course content will be taught and discussed in class, however, reading material and lecture outlines are available on Blackboard. The course website is also used to communicate between scheduled class periods, submit assignments, and gain feedback on assignments. As such, this course requires that you have access to a reliable internet connection. You will need to have access to, and be able to use, the following software packages:

- A web browser (Internet Explorer or Mozilla Firefox)
- Adobe Acrobat Reader & Flash Player (free)
- Microsoft Word

**Inclusive Community Development (CRD 302) Learning Outcomes** Criteria 1 & 2

Upon successful completion of this course students will be able to:

1. Outline cultural contributions and inclusive design in leisure and nonprofit service delivery systems within the United States.
2. Illustrate cross-cultural skills to effectively communicate and respond to the needs and interests of diverse populations.
3. Analyze barriers and facilitators to inclusive design and practices when operating community programs.
4. Illustrate the importance of leisure and nonprofit service delivery systems for diverse populations.
5. Identify public policies, laws and advocacy efforts shaping inclusive design.
6. Analyze assets and dimensions of individual and organizational diversity and their implications for community development.

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**Communication**

Course information is provided during scheduled class time and on Blackboard. A detailed outline of course expectations and requirements is outlined on the course syllabus and Blackboard website. New information and announcements will be posted on Blackboard and shared in class. Students bear the responsibility of gaining information that is missed and should check with fellow classmates, Blackboard and the syllabus. If questions remain after all attempts are made to gain information through available resources, students are encouraged to speak with the instructor in person either before/after class or during office hours. If these options are not available, email the instructor as a last resort. In all email correspondence, 1) write a descriptive subject line “CRD 302 Cultural Plunge Assignment” 2) explain what you understand to be the expectations/policies and how you gained that knowledge and 3) outline the specific question. I usually respond to email from 8 am to 5 pm on weekdays, please allow 24 hours for me to respond. If you do not hear a response, please send email a second time as it is likely it was not received.

**Technical Support Contact Information**

If you have a question about the technology being used in the course, please contact the UTO Help Desk for assistance. For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500

Email: [helpdesk@asu.edu](mailto:helpdesk@asu.edu)

Web: <http://help.asu.edu/>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

**Readings**

**Required Reading:**

\*Readings outlined on the course schedule

**Recommended Textbooks:**

Austin, D.R. & Lee, Y. (2013) Inclusive and Special Recreation Opportunities for Diverse Population to Flourish  
 Urbana, IL: Sagamore Publishing 6<sup>th</sup> edition.

Schneider, I. E., & Kivel, B. D. (2016). Diversity and Inclusion in the Recreation Profession: Organizational perspectives. State College, PA: Venture Publishing. 3<sup>rd</sup> edition.

**Summary of CRD 302 Requirements Criteria 3 & 4**

Learning the principles of Inclusive Community Development is assessed based on performance with engagement, assignments, group project and two exams. Students are expected to:

- Complete required reading as identified on the class schedule.
- Attend class prepared to engage actively in discussions with classmates.
- Review all assignment guidelines and due dates. Plan time accordingly for assignment expectations.
- Work collaboratively with a group to complete the creative solution project.
- PREPARE in advance and submit assignments on Blackboard as indicated on the schedule.
- Complete a midterm and final exam.

Item	Points	Due Date/Timeline
Praxis Assignments	100 points	See schedule for specific dates and see Blackboard for instructions
Engagement	50 points	See schedule for specific dates and see Blackboard for instructions
Midterm Exam	50 points	Wednesday September 27 <sup>th</sup>
Creative Solution Project	100 points	Week of November 13 <sup>th</sup>
Final Exam	50 points	November 29 <sup>th</sup>
<b>Total</b>	<b>350 points</b>	



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---

**See the requirements for specific assignments on Blackboard. Submitting Assignments:** Reflection assignments and written assignments are submitted on Blackboard unless otherwise announced by the instructor.

**Praxis Assignments (100 points) Criterial 3 & 4**

Throughout the semester, students will be given the opportunity to complete a variety of community engaged assignments that involves reflection, dialogue and action. The assignments are to be submitted on Blackboard by the due date and time specified. There are readings AND activities directly associated with each praxis assignment. Take note of the expectations and due dates in advance because some may require prior planning. Notify the instructor **BEFORE** an assignment is due or there is an anticipated absence in order to make arrangements or prepare for needed accommodations. Each assignment is worth 20 points. Please refer to the course schedule for praxis due dates and Blackboard for specific information about each assignment. The instructor is aware that some of the assignments may present barriers for students. This is why there are more than five praxis assignments available. Students have a choice among all the opportunities to complete assignments and earn credit for the work. Students may complete as many praxis assignments as they want. Any points earned over 100 points will be considered extra credit.

**Engagement Credit (50 points) Criterial 3 & 4**

The course is designed using Paulo Freire's suggestion in *Pedagogy of the Oppressed*, to form praxis, a combination of reflection, dialogue and action. Students in this class will be asked to reflect on experiences and readings, share reflections in dialogue with fellow students and discuss/develop actions against cultural imbalances within recreation, nonprofit and tourism related programs in our community. Attendance and active engagement in class activities and discussion is a necessary experience to develop knowledge and understanding of course content. Engagement credit is earned by 1) signing in on the course roster and 2) submitting a reflection assignment to Blackboard by midnight on each day of class indicated on the course schedule. Students may type up their reflection or submit an image of handwritten work. Unless otherwise indicated in class, the reflection must include the following content:

- What new information was learned?
- What information has influenced or altered previous feelings, perspectives and understanding?
- What questions remain on your mind about the topic discussed?

**CREATIVE SOLUTION GROUP PROJECT (50 points) Criterial 3 & 4**

Students will work in small groups to create a solution to an issue or problem that involves a group of people who can benefit from improved accessibility and inclusion. Students will be given a task to accomplish that will require in-depth research to identify constraints and barriers experienced by a population group and exploration of strategies and approaches to improving the population's experience within the community. Designated group work time is identified on the course schedule, however, students can anticipate some work outside of class to compile a cohesive product. The groups will be selected early in the course. The task at hand will be clear, however, students can expect to be challenged to develop and demonstrate cross-cultural skills. Refer to list of skills on Blackboard.

**MIDTERM AND FINAL EXAM (100 points)**

A midterm (50 points) and final exam (50 points) will be given during the semester. Each exam consists of 25 multiple choice questions and students will have the duration of class to complete the exam. The content of the exams will be based on the readings, lectures, individual assignments, class presentations, and guest lectures. Due to the interactive and fluid nature of the course, students will need to be in class to take notes and receive handouts. Only portions of the lecture material is provided on Blackboard.

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---

### EXTRA CREDIT

Extra credit is available for students who want to improve overall grade in the course. The instructor is aware that there are life situations (illness, car accidents, deaths in the family, etc.) that sometimes prevents class attendance or completion of work as planned. Since such situations cannot be anticipated, students are encouraged to take advantage of the extra credit as this is the only available option to making up points lost in the course due to late or missing work.

1. Complete additional praxis assignments. All credit earned above 100 points is considered extra credit.
2. Voices from the Field: Students will be given the opportunity to sign up for extra credit throughout the course where space available. In this assignment, students will (1) conduct a self-assessment to include reflection on personal beliefs, opinions and attitudes influenced by specific individual dimensions of diversity, (2) write a paper describing the results of the self-assessment and (3) conduct a five minute presentation. Additional instructions provided on Blackboard.

### Course Policies

**Prepare in Advance:** Course expectations and assignment due dates are provided at the beginning of the course to provide students with an opportunity to plan time accordingly. Take note of the expectations and due dates associated with the, readings, assignments, course project, midterm and final exam. Notify the instructor **BEFORE** an assignment is due or there is an anticipated absence in order to make arrangements or prepare for needed accommodations.

**Unexpected Events:** Life situations such as illness, car accidents, deaths in the family, etc. may prevent completion of work or attendance in class. Such situations cannot be anticipated, so students are encouraged to take advantage of the extra credit as this is the only available option to “making up work” in the course. See below.

**Missed class:** It is the responsibility of the student to get missed information from classmates or visit with the instructor during office hours. Email requests for ‘missed work’ will be returned to the student; guiding them to connect with classmates, attend office hours or schedule an appointment with the instructor. Engagement credit cannot be made up. Please see section below on extra credit.

**Midterm and final exam:** The exam dates are provided on the first day of class. Plan in advance to be in class on the day of the exam. Missed exams cannot be made up. In lieu of the exam, students are encouraged to complete additional praxis assignments.

**Assignments:** Assignment instructions are provided in advance and due dates are indicated on the course schedule provided at the beginning of the course. 1) Praxis assignments are submitted on Blackboard by due date and time to receive credit. Partial credit is not given. Both attendance and submission of written assignment is required to earn engagement credit. 2) The group assignments involve both a written portion and a presentation. Students must be present during the group presentation to earn credit. Students earn credit for the written portion of the assignment based on overall quality of group submission and peer evaluation of group engagement.

**Extra credit:** Extra credit is available for two reasons: 1) to help students who miss class, assignments, or exams and/or 2) who want to improve overall grade in the course. The instructor is aware that there are life situations (illness, car accidents, deaths in the family, etc.) that sometimes prevents completion of work as planned or causes class absences. Since such unanticipated situations cannot be anticipated, students are encouraged to take advantage of the extra credit as this is the only available option to making up points lost in the course.

Arizona State University  
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---

**Evaluation:** Grades are based on quality and comprehensive work. Rubrics are provided on the course website to assist the student in understanding assignment expectations and methods of grading. Students are expected to review grades and instructor feedback throughout the course. If there are questions or concerns regarding a specific grade, please ask the instructor within a week of receiving the grade. Conscientiousness regarding individual performance throughout the semester is the most effective way to earn a good grade. The instructor encourages questions throughout the semester. Do not wait until the end of the semester to express concerns.

**Grading Policy:** The grading policy uses and +/- system to record grade earned for the course. The instructor does not curve or roundup grades. Requests to make-up work or do extra work at the end of the semester cannot be accommodated in order to maintain fairness to all students in the course. (If you have read the syllabus and fully understand the expectations, send me an email before September 1<sup>st</sup> with your favorite song and I'll give you 5 points extra credit).

### **School of Community Resources & Development policy available on MyASU/Blackboard**

**Student Conduct Expectations:** The classroom is a learning environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of individuals. To that end, students are expected to abide by the ASU Student Code of Conduct and Student Disciplinary Procedures; (SSM 104-01) <https://eoss.asu.edu/dos/srr/codeofconduct> and policies against threatening behavior as outlined by in Handling Disruptive, Threatening, or Violent Individuals on Campus policy (SSM 104-02) Respectful and individual work is expected at all times. Please refer to the following website to understand your obligations to Academic Integrity and actions needed to avoid plagiarism. <http://provost.asu.edu/academicintegrity>

**Student Accommodations:** The instructor is highly committed to universal design and accessible learning. There is a great deal of flexibility and alternative options to learning material in this course. Students are encouraged to review the syllabus, the learning unit contents and the textbook to identify constraints and needs to be successful in the course. In the event accommodations are needed, ASU's Disability Resource Center (DRC) is the entity that provides services to students with disabilities. If you desire accommodation for this course, contact the DRC at <http://www.asu.edu/studentaffairs/ed/drc> to establish your eligibility and make sure they can provide you with the services you will need for this course. DRC will provide documentation to me upon your request. Accommodations will begin after I receive official documentation from DRC. Please note that students with disabilities must meet the same standards and deadlines as any other student in the course. I encourage students to connect with me directly to educate me about the constraints and share ideas and strategies that enhance student learning in the online environment. Only through creative and open dialogue can new methods of course design be established.

### **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://www.asu.edu/titleIX/>.

### **Subject to change notice**

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---

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

**Syllabus Disclaimer:** The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your ASU email and the course site Announcements often.

**Drop and Add dates**

If you feel it is necessary to withdraw from the course, please see <http://students.asu.edu/drop-add> for full details on the types of withdrawals that are available and their procedures. Additional information is also on the policy document posted on the course Blackboard site.

**Grades & Grading Scale**

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved.

Grades Scored Between	Will Equal	GPA Value
98% and Greater than 100%	A+	4.33
94% and Less than 98%	A	4.00
90% and Less than 94%	A-	3.67
88% and Less than 90%	B+	3.33
84% and Less than 88%	B	3.00
80% and Less than 84%	B-	2.67
78% and Less than 80%	C+	2.33
70% and Less than 78%	C	2.00
60% and Less than 70%	D	1.00
0 % and Less than 60%	E	0.00

**General Course Topics Criteria 2 & 3**

**1. Conceptual Foundations – Cross-Cultural Knowledge and Skills**

- a. Inclusive Communities
- b. Community and Leisure
- c. Diversity and Inclusion
- d. Cultural Competence
  - i. Self-Assessment and Awareness
- e. Values, Attitudes and Assumptions
- f. Identity, Labeling and Classifications
- g. Bias, Power and Privilege

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2. Inclusive Design and Practice
  - a. Barriers and Facilitators
  - b. Inclusion and Universal Accessibility
  - c. Asset-Based Community Development
    - i. Physical, Environment, Education,
  
3. Dimensions of Diversity
  - a. Race & Ethnicity
  - b. Youth & Aging
  - c. Families
  - d. Disability
  - e. Gender
  - f. Sexuality
  - g. Social Class & Poverty
  - h. Religions Traditions
  - i. Veterans & Military Members

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**CRD 302 Schedule**

Day	Date	Topic, Lessons, Readings and Activities <b>Criteria 2 &amp; 3</b>	Assignments Due (points)
Friday	August 18	<b>Topic:</b> Introductions <b>Reading:</b> Course Syllabus <i>Freire, Pedagogy of the Oppressed, Chapter 2</i> <b>Activity:</b> Who Are You? Homework worksheet due Monday August 21 <sup>st</sup>	
<b>Week One</b>			
Monday	August 21	<b>Topic:</b> More Introductions, Philosophy & History <b>Reading:</b> Course Syllabus <i>Freire, Pedagogy of the Oppressed, Chapter 2</i> <b>Activity:</b> Cultural Scavenger Hunt	Engagement Credit (2.5)
Wednesday	August 23	<b>Topic:</b> Inclusive Community Development <b>Reading:</b> <b>Austin &amp; Lee</b> <i>Introduction to Diversity &amp; Inclusive Recreation &amp; Diverse Populations</i> <b>Sharpe, Mair &amp; Yuen</b> – <i>Community Development in Leisure: Laying the Foundations</i> <b>Activity:</b> Lecture	Engagement Credit (2.5)
Friday	August 25	<b>Topic:</b> Commitment to Community and Leisure <b>Reading:</b> <b>Austin &amp; Lee</b> <i>Introduction to Diversity &amp; Inclusive Recreation &amp; Diverse Populations</i> <b>Sharpe, Mair &amp; Yuen</b> – <i>Community Development in Leisure: Laying the Foundations</i> <b>Activity:</b> Small Group Dialogue	<b>Praxis #1</b> Commitment to Career Due Prior to Class Submit on Blackboard (BB)
<b>Week Two</b>			
Monday	August 28	<b>Topic:</b> Diversity & Inclusion - Dimensions of Diversity <b>Reading:</b> <b>Allison, Schneider &amp; Kivel</b> – <i>Diversity and Inclusion in Recreation, Leisure &amp; Tourism Organizations</i> <b>Activity:</b> Lecture	Engagement Credit (2.5)
Wednesday	August 30	<b>Topic:</b> Cross Cultural Learning Theory <b>Reading:</b> <b>Morris:</b> <i>Building Cultural Competencies &amp; Sizoo, Serrie, Shapero: Succeeding in the global marketplace: ...Cross-Cultural skills of tourism ..students</i> <b>Activity:</b> Lecture	Engagement Credit (2.5)
Friday	September 1	<b>Topic:</b> Developing Cultural Competency <b>Reading:</b> <b>Morris:</b> <i>Building Cultural Competencies</i> <b>Reading:</b> <b>Fritz &amp; Mollenberg-</b> <i>Measuring Intercultural Sensitivity in Different Cultural Contexts</i>	<b>Praxis #2</b> Critical Incident Due Prior to Class Submit on BB

Arizona State University  
College of Public Service & Community Solutions  
School of Community Resources & Development  
**CRD 302 – Inclusive Community Development**  
Fall 2017: August 17 – December 1, 2017  
CRONK 440: Monday, Wednesday & Friday 10:45 – 11:35

		<i>Sizoo, Serrie, Shapero: Succeeding in the global marketplace: ...Cross-Cultural skills of tourism,...students.</i> <b>Activity:</b> Small Group Dialogue	
<b>Week Three</b>			
<b>Monday</b>	<b>September 4</b>	<b>Labor Day – NO CLASS</b>	
Wednesday	September 6	<b>Topic:</b> Creative Solution Group Project Introduction Review assignment description on Blackboard <b>Activity:</b> Divide into small working groups	Engagement Credit (2.5)
Friday	September 8	Topic: On Being <b>NO CLASS – Complete Assignment and submit on Blackboard. No class discussion on topic. We will share work on the discussion board.</b>	<b>Praxis #3</b> On Being Due by midnight Submit on BB
<b>Week Four</b>			
Monday	September 11	<b>Topic:</b> Help Heal Veterans <b>Review website:</b> <a href="https://www.healvets.org">https://www.healvets.org</a> <b>Activity:</b> Guest Speaker- Captain Joe McClain (USN)	Engagement Credit (2.5)
Wednesday	September 13	<b>Topic:</b> Barriers and Facilitators <b>Reading:</b> Crawford, Jackson & Godbey A hierarchical model of leisure constraints <b>Raymore</b> – Facilitators to Leisure <b>Austin &amp; Lee</b> - The Planning Process <b>Activity:</b> Lecture (Veteran Focus)	Engagement Credit (2.5)
Friday	September 15	<b>Topic:</b> Creative Solution Group Work <b>Review Assignment</b> Description on Blackboard <b>Activity:</b> Craft distribution	Engagement Credit (2.5)
<b>Week Five</b>			
Monday	September 18	<b>Topic:</b> Universal Design & Accessibility <b>Reading:</b> Dillenschneider & Burkhour-Universal Design <b>Activity:</b> Lecture	Engagement Credit (2.5)
Wednesday	September 20	<b>Topic:</b> Universal Design & Accessibility <b>Review website:</b> <a href="http://ability360.org/sports">http://ability360.org/sports</a> <b>Activity:</b> Tour Ability360 5025 E. Washington Phoenix, Arizona	<b>Engagement Credit (5)</b>
Friday	September 22	<b>Topic:</b> Universal Design & Accessibility <b>Reading:</b> Dillenschneider & Burkhour-Universal Design ADA- Checklist <b>Activity:</b> Small Group Dialogue	<b>Praxis #4</b> Accessibility Survey Due Prior to Class Submit on BB
<b>Week Six</b>			
Monday	September 25	Topic: Midterm Exam Review	



Arizona State University  
 College of Public Service & Community Solutions  
 School of Community Resources & Development  
**CRD 302 – Inclusive Community Development**  
 Fall 2017: August 17 – December 1, 2017  
 CRONK 440: Monday, Wednesday & Friday 10:45 – 11:35

Wednesday	September 27	<b>Topic:</b> Midterm Exam	
Friday	September 29	<b>Topic:</b> Creative Solution Group Work	
<b>Week Seven</b>			
Monday	October 2	<b>Topic:</b> Asset Based Community Development Neighborhood Ministries <b>Review:</b> Neighborhood Programs & YouTube Video <b>Activity:</b> Guest Lecture – Kit Danley	Engagement Credit (2.5)
Wednesday	October 4	<b>Topic:</b> Circle of Courage – Native American Model <b>Readings:</b> Creative by Nature Blog <b>Activity:</b> Lecture & Strengths Assessment	Engagement Credit (2.5)
Friday	October 6	<b>Topic:</b> Asset Mapping <b>NO CLASS – Complete Assignment</b>	<b>Praxis #5</b> Asset Map Due by midnight Submit on BB
<b>Week Eight</b>			
<b>Monday</b>	<b>October 9</b>	<b>Fall Break – NO CLASS</b>	
Wednesday	October 11	<b>Topic:</b> Power, Privilege and Oppression <b>Reading:</b> Lewis, Mowatt & Yuen – Working through Difference <b>Activity:</b> Cultural Sensitivity Assessment & Training	Engagement Credit (2.5)
Friday	October 13	<b>Topic:</b> Media & Stereotypes <b>Reading:</b> <i>Wasson &amp; Jackson – Assessing Cross-Cultural Sensitivity Awareness: A Basis for Curriculum Change</i> <b>Activity:</b> Small Group Dialogue	<b>Praxis #6</b> Media/Stereotypes Due prior to class Submit on BB
<b>Week Nine</b>			
Monday	October 16	<b>Topic:</b> Intercultural Communication Apprehension and Emotional Intelligence <b>Reading:</b> Fall, Kelly et. Al – Intercultural Communication Apprehension <b>Activity:</b> Assessments, Matrix Exercise and Magic Carpet	Engagement Credit (2.5)
Wednesday	October 18	<b>Topic:</b> Cultural Plunge <b>Reading:</b> <i>Wasson &amp; Jackson – Assessing Cross-Cultural Sensitivity Awareness: A Basis for Curriculum Change</i> <b>Activity:</b> Small Group Dialogue	<b>Praxis #7</b> Cultural Plunge Due prior to class Submit on BB
Friday	October 20	<b>Topic:</b> Creative Solution Group Work	
<b>Week Ten</b>			
Monday	October 23	<b>Topic:</b> Accessible Outdoor Recreation <b>Review website:</b> <a href="http://www.daring-adventures.org">http://www.daring-adventures.org</a> <b>Activity:</b> Guest Speaker – Ann Wheat & Brenna Bean	Engagement Credit (2.5)
Wednesday	October 25	<b>Topic:</b> Diversity in National Parks <b>Reading:</b> Unequal Access: Outdoor Recreation & Race	Engagement Credit



Arizona State University  
 College of Public Service & Community Solutions  
 School of Community Resources & Development  
**CRD 302 – Inclusive Community Development**  
 Fall 2017: August 17 – December 1, 2017  
 CRONK 440: Monday, Wednesday & Friday 10:45 – 11:35

		<b>Activity:</b> The Joy Trip Project - The Muir Project	(2.5)
Friday	October 27	<b>Topic:</b> Inclusive Travel & Tourism <b>Reading:</b> Voight & Cole – Inclusive Travel, Tourism, and Amusements <b>Activity:</b> TBD – Movie if possible in timeframe	Engagement Credit (2.5)
<b>Week Eleven</b>			
Monday	October 30	<b>Topic:</b> Arizona Interfaith Movement <b>Reading:</b> Heintzman- Spiritual Diversity; Implications for Parks, Recreation, Tourism and Leisure Services <b>Review website:</b> <a href="http://interfaithmovement.com">http://interfaithmovement.com</a> <b>Activity:</b> Guest Speaker – Reverend Larry Fultz	Engagement Credit (2.5)
Wednesday	November 1	<b>Topic:</b> Creative Solution Group Work	
Friday	November 3	<b>Topic:</b> Attend Experience Interfaith November 2 <sup>nd</sup> 5:30 – 8:30 pm Heritage Square, Lath House Pavilion, 113 N 6 <sup>th</sup> Street	<b>Praxis #8</b> Interfaith Dialogue Due Prior to Class Submit on BB
<b>Week Twelve</b>			
Monday	November 6	<b>Topic:</b> Creative Solution Group CLASS Work Please prepare to be in the classroom Extra Credit Presentations	
Wednesday	November 8	<b>Topic:</b> Refugee Community Partnership <b>Review:</b> All over the Map – Born to Play <b>Review website:</b> <a href="http://www.orangewood.info">http://www.orangewood.info</a> <b>Activity:</b> Guest Speaker – Reverend Ken Page	Engagement Credit (2.5)
<b>Friday</b>	<b>November 10</b>	<b>Veteran’s Day – NO CLASS</b>	
<b>Week Thirteen</b>			
Monday	November 13	Creative Project Group Work Day	Creative Solution Project Due By Midnight
Wednesday	November 15	Creative Project Presentations	
Friday	November 17	Tour Neighborhood Ministries 1918 W Van Buren Street – Meet at 10:45	Engagement Credit (5)
<b>Week Fourteen</b>			
Monday	November 20	<b>Topic:</b> Portfolio	<b>Praxis #9</b> <b>Portfolio</b> Due prior to class
Wednesday	November 22	NO CLASS	
Friday	November 24	Thanksgiving Holiday – NO CLASS	
<b>Week Fifteen</b>			
Monday	November 27	Final Exam Review	
Wednesday	November 29	Final Exam	

Arizona State University  
College of Public Service & Community Solutions  
School of Community Resources & Development  
**CRD 302 – Inclusive Community Development**  
Fall 2017: August 17 – December 1, 2017  
CRONK 440: Monday, Wednesday & Friday 10:45 – 11:35

Friday	December 1	<b>Topic:</b> Culture Sharing	<b>Praxis #10</b> <b>Culture Sharing</b> Due prior to class
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## Commitment to Career

**Assignment Description:** Students will write a one page description outlining their commitment to the career path of their choice. **Include elements of cultural identity by explaining how your cultural background has shaped your beliefs, values and life decisions.** Describe your view of a healthy and thriving community and discuss your strategies, skills and approaches to impacting the community.

### Reflection Questions:

**Competency Based Question:** Tell me about what has lead you to a career in \_\_\_\_\_. How do you describe a thriving community and what strengths and skills will you bring to this organization to support our mission?

### **Reflection Questions:**

**BEGIN** with considering how core and secondary dimensions of diversity have influenced how you think of yourself and how others respond to you.

- How have these dimensions influenced the development of your identity and how you were socialized?
- How does your cultural identity lay the foundation for your career interests?
- What experiences have influenced choices and actions in your life?

**NEXT** review readings and develop your views on community and identify the role you will share in contribution to have nurturing inclusive communities.

- What communities are you a part of (or want to be a part of) and what is your role in these communities?
- How do you define community and what characteristics are important to you?
- How does leisure impact community development and what actions will you take in your career to revive our communities through leisure?

### Assignment Suggestions:

Create a one page description and or display of your commitment to your chosen career path. It may be written similar to what is seen with a “philosophy statement” written by educators, or it may include a mixture of narrative, brief statements, or images. It is helpful to talk to friends and family about the assignment to gain their perspectives and views about your cultural identity, strengths and skills. The best way to envision this assignment is to imagine a future employer asking the competency based question above and you providing it to them in writing. Remember, you want to make a positive impression and communicate strong self-awareness and commitment to the career. Use the reflection questions to guide your critical thinking with the required reading. Inclusion of content from the readings is **REQUIRED**.

**Resources to support the development of this assignment:** Students are expected to illustrate evidence of understanding course material, by integrating course material.

1. Austin & Lee - *Introduction to Diversity & Inclusive Recreation & Diverse Populations*
2. Sharpe, Mair & Yuen – *Community Development in Leisure: Laying the Foundations*

**Dialogue**

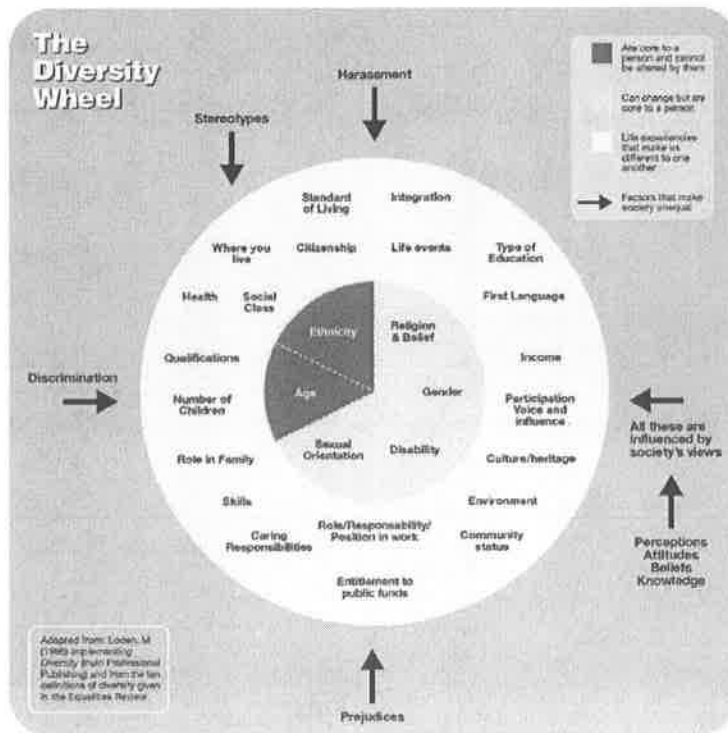
1. Attendance and active engagement in the small group discussion is required to gain credit for this assignment.
2. Assignment **MUST** be turned into Blackboard prior to class. If it is not turned in prior to class, students will not earn credit for the assignment, so attendance in class is not necessary. Meaningful group dialogue occurs among those who have thoughtfully reflected on the assignment and developed their work.
3. Students are expected to come prepared to class to share their one page assignment in small groups.

**Learning Objectives:**

1. Illustrate cross-cultural skills to effectively communicate and respond to the needs and interests of diverse populations.
2. Competencies: Aware of own culture, Open to new ideas, Continuous learner

**Dimensions of Diversity**

<input type="checkbox"/> Race	<input type="checkbox"/> Languages	<input type="checkbox"/> Military Experience
<input type="checkbox"/> Gender	<input type="checkbox"/> Educational Background	<input type="checkbox"/> Recreational Activities
<input type="checkbox"/> Age	<input type="checkbox"/> Work Style	<input type="checkbox"/> Residential Location
<input type="checkbox"/> Mental/Physical Ability	<input type="checkbox"/> Communication Style	<input type="checkbox"/> Employment Function/Role
<input type="checkbox"/> Ethnicity	<input type="checkbox"/> Geographic Location	<input type="checkbox"/> Work Experience
<input type="checkbox"/> Sexual Orientation/Identity	<input type="checkbox"/> Religious Beliefs	<input type="checkbox"/> Other _____
<input type="checkbox"/> Social Economic Status	<input type="checkbox"/> Family Status	<input type="checkbox"/> Other _____



**Assignment Description:** This assignment is designed to assess student awareness of attitudes and beliefs and to evaluate the diversity of worldviews. Please take your time to be thoughtful and thorough with the following Critical Incident Analysis.

**Competency Based Question:** Describe a positive or negative cross-cultural experience you have had. Explain what happened, who was involved, how you handled the situation and what you would do differently if given the opportunity.

**Reflection:** To prepare your response to this question, reflect on an experience you have had in your life that has involved a cross-cultural experience (positive or negative) associated with one of the dimensions of diversity. Identify an incident that had significance for you. The event may have made you stop and think or it raised questions for you about your beliefs, attitudes, values or behavior.

Write a response to the competency based question. Use the more detailed description below to help craft your response. Keep in mind that an employer will be evaluating your cross-cultural skills and emotional intelligence.

- Describe the situation you experienced in detail as the events occurred. (include the events in sequence indicating what, when, where, how and why the events occurred)
- List the cultural characteristics of the person(s) involved in the situation giving their relationship to one another. Use objective language, identify own assumptions.
- Specify how you reacted or handled the situation. Explain what experiences or knowledge influenced your reaction.
- Explain the type of cross-cultural issues that arose from the situation.
- Describe why the situation was handled well or how it could have been handled better.

**Resources to support the development of this assignment:** This assignment is designed from methodology used in the following study:

Assessing Cross-Cultural Sensitivity Awareness: A Basis for Curriculum Change

Wasson, Diane H; Jackson, Mary H. Journal of Instructional Psychology29.4 (Dec 1, 2002): 265.

Austin & Lee: Diverse Populations & Introduction to Diversity & Inclusive Recreation

**Learning Objectives:**

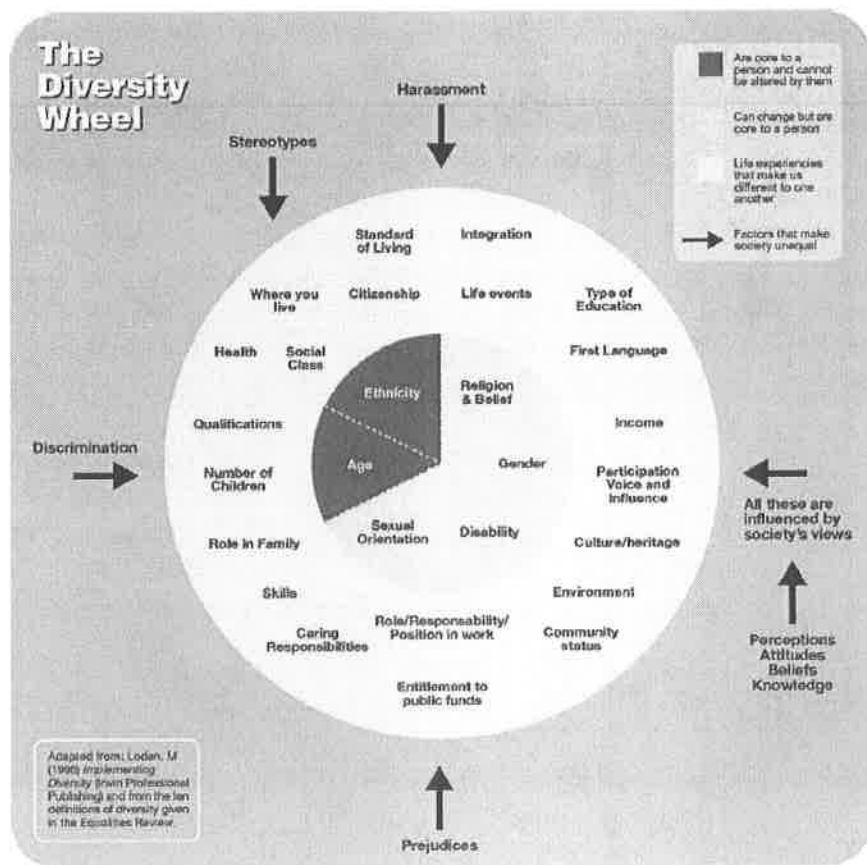
1. Illustrate cross-cultural skills to effectively communicate and respond to the needs and interests of diverse populations.
2. Analyze barriers and facilitators to inclusive design and practices when operating community programs.

**Dialogue:**

1. Attendance and active engagement in the small group discussion is required to gain credit for this assignment.
2. Assignment MUST be turned into Blackboard prior to class. If it is not turned in prior to class, students will not earn credit for the assignment, so attendance in class is not necessary. Meaningful group dialogue occurs among those who have thoughtfully reflected on the assignment and developed their work.
3. Students are expected to come prepared to class to share their one page assignment in small groups.

**Dimensions of Diversity:** Scenario discussed may involve multiple dimensions.

<input type="checkbox"/> Race	<input type="checkbox"/> Languages	<input type="checkbox"/> Military Experience
<input type="checkbox"/> Gender	<input type="checkbox"/> Educational Background	<input type="checkbox"/> Recreational Activities
<input type="checkbox"/> Age	<input type="checkbox"/> Work Style	<input type="checkbox"/> Residential Location
<input type="checkbox"/> Mental/Physical Ability	<input type="checkbox"/> Communication Style	<input type="checkbox"/> Employment Function/Role
<input type="checkbox"/> Ethnicity	<input type="checkbox"/> Geographic Location	<input type="checkbox"/> Work Experience
<input type="checkbox"/> Sexual Orientation/Identity	<input type="checkbox"/> Religious Beliefs	<input type="checkbox"/> Other _____
<input type="checkbox"/> Social Economic Status	<input type="checkbox"/> Family Status	<input type="checkbox"/> Other _____



## OnBeing with Krista Tippett

**Assignment Description:** Students will locate a multicultural story from OnBeing.org and design a one-page educational flyer based on what is learned from the podcast and supporting resources.

**Background:** Storytelling is a powerful communication tool to engage and develop inclusive communities. It enables listeners to make connections between what is said and their own experiences, facilitating understanding of important meanings, beliefs, and behaviors among different cultures. Imagine that an organization has asked you to create a monthly multicultural educational flyer to be displayed publicly each month. What would it look like?

**Intercultural Skills:** Listening, observing, curiosity, open-mindedness and a passion for learning are all intercultural skills expected of a professional. It is important to establish methods of continuously gaining knowledge about different cultures. Storytelling is one such strategy that is available in many forms. Students will explore one of my favorite story telling resources; OnBeing with Krista Tippett offers a wide range of podcasts exposing a variety of beliefs, customs, perspectives and approaches to creating an inclusive society. By creating an educational flyer about a topic for which you were unfamiliar, you will utilize intercultural skills to design a product aimed at increasing understanding of cultural differences or informing others about strategies for inclusive community development.

**Story Selection:** Explore OnBeing.org to locate a story that covers a multicultural topic that is completely new to you or offers a different perspective on a topic familiar to you. Select a podcast from OnBeing with Krista Tippett located under the "Podcasts" tab. Please remember that our focus in CRD 302 is on developing inclusive communities within the United States. The podcast you select needs to be at least 30 minutes in length.

**Instructions:** Design a one-page flyer. Submit on Blackboard by midnight on the date due. We will be using a discussion board in order to share our work. Create a thread and title your thread with the multicultural topic. Share a brief narrative about the podcast you selected and what it was all about. Attach your flyer.

Students will outline knowledge gained from hearing the podcast in a flyer format. In addition to information learned in the podcast, students are to seek other resources on the topic to enhance the content. Keep in mind that when we hear stories, some content of the story resonates with us and other content does not. Your assignment may reflect the 'take-away' you felt was most important. Many of the podcasts include a multicultural story explaining the perspectives and/or knowledge of the storyteller and actions taken by the storyteller. You may choose to focus on the multicultural aspect of the story or the strategy as the focus of your educational flyer. For example, the podcast titled, "Alice Parker Singing Is the Most Companionable of Arts" shares a story about the power of music in our communities and there is also content about aging. In such a case, you can simply focus on the value of intergenerational learning, listening to the wisdom of older adults or the power of music. The following content (at a minimum) is required in the flyer. Use your creativity to design a powerful learning tool!

**Title** – Create a title that is descriptive of your flyer content. What are you teaching the viewers?

**Resource** – Identify the podcast and describe its main ideas.

**Good To Know** – In bullet format identify 10 – 15 tips, do's and don'ts that you feel others should know about the topic you have selected. In this section answer one of these questions:

- 1) What do we all need to know about the power of \_\_\_\_\_ when developing inclusive communities? or
- 2) What information do we need to know about \_\_\_\_\_ cultural group in order to be more inclusive?

**Learn More** – Create a list of 5 other sources that provide the viewer with additional resources where they can gain additional knowledge about the strategy for inclusion or the cultural group.



## Praxis #4 - Inclusion and Universal Accessibility Survey

**Description:** Apply your knowledge of inclusive community development by completing a comprehensive survey to evaluate the physical/structural, and program barriers and facilitators to inclusion and access. Use the assessment guide provided to record assessment results of a facility of your choice such as a fitness facility, museum, hotel, park, restaurant, church, youth club, etc.

**Explanation:** This assignment is designed for students to take an active role evaluating the characteristics of a community that contribute to physical and program inclusion. The evaluation will include a survey of 1) physical accessibility, but will also review the 2) usability of the program, and 3) the use of Universal Design principles. Each of these components contributes to an inclusive environment and all need to be considered. Students will need to complete required reading, review the ADA Checklist for Existing Facilities ([www.adachecklist.org](http://www.adachecklist.org)) and Universal Design Principles to gain knowledge needed to complete the survey. Students will survey a facility of area of their choice, record results and write a summary report.

### Survey Instructions

Complete the assessment guide provided to record your assessment results. There is a Google Sheet as well as an Excel Spreadsheet available for your use.

### **Structural Assessment**

Use the detailed information provided on the ADA Checklist for Existing Facilities to assess structural and physical accessibility in the four areas indicated. Rather than document on each detail on the ADA Checklist, students are to identify best practices and/or areas that need improvement. The form provides guidance needed. Students are encouraged to take photos of significant observations. Please be aware that there is significant detail in the ADA Checklist. Students need to increase awareness of the detail. It is important to record detailed best practices and/or areas that need improvement in the following areas:

- a. Approach & Entrance
- b. Goods & Services
- c. Toilet Room
- d. Additional Access

### **Program Assessment (Usability of the Programs & Services)**

Questions are provided for students to review. This information is often not readily visible. It may require asking for written documents, reviewing a website and or interviewing employees at the facility. The questions may need to be altered to fit the setting. The main idea is for you to evaluate the usability of a program for all people of difference. Are access considerations made for people with disabilities, people who speak different languages, people who need a location for prayer, people who do not feel comfortable in gender specific bathrooms, etc?

### **Universal Design**

Using your knowledge of Universal Design, locate an example of its implementation and note it on the assessment guide. It is a good idea to take pictures of the example to include in the summary report



Summary Report Instructions

Write a summary of the assessment results (maximum 2 pages). Include the following content:

- a. **Facility/Program Description:** A general description of the organization/facility: location, purpose, mission, values, size, etc.
- b. **Physical/Structural:** Write a description of the overall physical and structural accessibility of the facility. Highlight areas reflecting best practice or a unique characteristic. Identify areas that need improvement and provide suggestions for improvement. Include 1-2 images supporting your assessment.
- c. **Program Accessibility:** In your opinion, is the facility inclusive to diverse populations? Is it evident that the facility or organization makes significant effort to create a welcoming and comfortable environment for people of difference? Why or why not? Highlight best practices and provide suggestions for improvement.
- d. **Universal Design:** Discuss the integration of Universal Design reflecting on all the principles. Was there evidence the facility was designed with the principles in mind? What principles were most prevalent in your assessment? How could the facility improve their use of Universal Design? Include and label images to support your ideas.
  1. Equitable use
  2. Flexibility in use
  3. Simple and intuitive use
  4. Perceptible information
  5. Tolerance for error
  6. Low physical effort
  7. Size and space for approach and use

Intercultural skills used and practiced for this assignment

- Respectful
- Ability to quickly establish and build trust
- Listens and observes
- Cultural sensitivity/Accepts cultural differences
- Positive attitude
- Cross-cultural communication skills/adjusts communication
- Can make decisions in the face of ambiguity or uncertainty
- Curiosity
- Passion for learning and new experiences
- Strong relationship building skills

**Inclusive Community Development (CRD 302) Learning Outcomes for this assignment**

1. Outline cultural contributions and inclusive design in leisure and nonprofit service delivery systems within the United States.
2. Analyze barriers and facilitators to inclusive design and practices when operating community programs.

**Description:** Using asset-based community development (ABCD) methodology, students will develop a map outlining the assets and strengths to include programs, resources, and networks at Arizona State University that address a social issue, specifically those related to the dimensions of diversity. The purpose of the project is to collect and communicate assets with the intent to empower the community by leveraging existing strengths.

The process of asset mapping involves identification and illustration of existing or potential connections that exist within an ecological system.

**GUIDELINES**

**Select a Social Issue**

- Racial discrimination
- Hunger
- Homelessness
- Domestic violence
- Elder Abuse
- Sex Trafficking
- Autism awareness
- Disability awareness
- Obesity – Body Image
- Sexual violence
- Religious tensions and violence
- LGBTQIA+ rights
- Native American health
- Etc. – The options are endless. If you have an idea and you are not sure if it applies to this assignment, ask the instructor.

**Talk to People**

Interview at least one person close to the issue.

- Tell me why \_\_\_\_\_ matters to you.
- Who cares about this issue at ASU and how do they work together to make a difference?
- What are some of the resources at ASU to support \_\_\_\_\_?
- How do these resources positively impact \_\_\_\_\_?
- How is ASU and the community at large changing the way we view \_\_\_\_\_?
- What still needs to be done to change \_\_\_\_\_?

**List Details of the Issue’s Impact on Individuals and Resources Available to Address Issue**

Use all the resources available to you to learn about the individuals impacted by the issue, individuals or groups of people associated with those individuals, University programs that support the issue and agencies, policies, and norms in ASU’s surrounding community that connect to the issue.

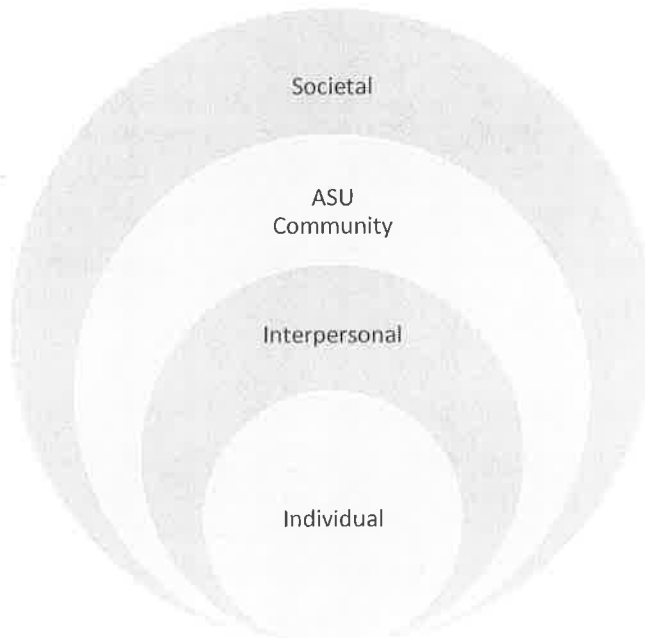
Socio Ecological Level	
Individual factors	Identify demographic information within ASU. What impact does the issue have of on the individual - Physically, Socially, Emotionally, Intellectually, Occupationally, and Spiritually?

Asset Map Praxis Assignment

Interpersonal factors	Who is involved and connected to the individuals experiencing the issue? Identify the direct relationships and the resources that create the social connection. It is helpful to begin with ASU Community factors and trace the potential relationships that stem from the community factors. Example: OUT@ASU has SafeZONE Allies that are trained to advocate for all members of the ASU LGBTQIA+ community. OUT@ASU is the ASU community factor and the SafeZONE Allies are the relationship connector/interpersonal factor.
ASU Community factors	Student clubs, Coalitions, Academic programs, Centers, Places of Worship, Alliances, Events, Faculty groups, Physical Resources, Health Services, all within ASU.
Societal factors	Agencies, Organizations, Norms, Educational, Economic and Social Policies that positively impact the issue.

**Asset Map Illustration:** Develop a display of the information you gather using a socio-ecological model.

An adapted socio-ecological model is provided below. Use your own creativity on how to display the information. You may alter the design of the model, but it is important to differentiate the levels.



**Write a Summary:** Write a two page summary of the asset map. Develop a creative title. Discuss your experience gathering information about the ‘individual’ impacted by the issue? Include results of your interview along with information you gather on the topic. Was the information readily available? What information was difficult to collect? Why might it be difficult to locate some of the information indicated in the assignment? What was your experience locating resources within ASU and in society (surrounding community)? What was your experience identifying the relationship connectors? What connectors exist that are formal and what connectors are less formal? In review of the socio-ecological model you created, at what level do you feel we need to take action to address the issue and how can this be done using the existing resources you have outlined?

## Asset Map Praxis Assignment

### Resources to support assignment:

Asset Based Community Development Institute Toolkit - <http://www.abcdinstitute.org>

Brighter Futures Together Toolkit - <http://www.brighterfuturestogether.co.uk>

### Learning Objectives:

1. Illustrate the importance of leisure and nonprofit service delivery systems for diverse populations.
2. Identify public policies, laws and advocacy efforts shaping inclusive design.
3. Analyze assets and dimensions of individual and organizational diversity and their implications for community development.

**Description:** Analyze stereotypes in the media; select examples portrayed in the media, discuss the impact of the messaging and develop a solution.

### Explanation

This assignment is designed to enhance media literacy with emphasis on how stereotypes are portrayed in the media. Media literacy is defined by the Media Literacy Project as the ability to access, analyze, evaluate, and create media. Media literacy skills can help adults:

- Develop critical thinking skills
- Understand how media messages shape our culture and society
- Identify target marketing strategies
- Recognize what the media maker wants us to believe or do
- Name the techniques of persuasion used
- Recognize bias, spin, misinformation, and lies
- Discover the parts of the story that are not being told
- Evaluate media messages based on our own experiences, skills, beliefs, and values
- Create and distribute our own media messages
- Advocate for media justice

Stereotypes are generalizations about a group of people whereby we attribute a defined set of characteristics to this group. Stereotypes

- originate in and reflect the power relations in society
- foster values that reinforce group and individual subordination
- marginalize people, treating them as "the other"
- generalize people without respect for individual differences

#### Common Examples:

Gender:

Men: Jocks, Jokers, Buffoon, Action Hero

Women: Emotional, Moms, Gossip, Not capable

Racial Groups:

Black: like fried chicken, athletic, commit crimes, servants

Asian: good at math, Asian accents, martial arts ability

### Instructions:

Step #1: Select a stereotype to analyze in the media.

Step #2: Select a media source to analyze: (movies, television shows, YouTube, various websites, news media, etc.) Locate an acceptable/humorous portrayal of the stereotype and an unacceptable portrayal of the stereotype. Stereotypes are often portrayed in the media for entertainment and there is often disagreement of when it is acceptable and seen as funny and when the portrayal crosses the line (so to speak) and is offensive. Students will identify examples from their own perspective and support their views.

## Praxis Assignment – Media and Stereotypes

Step #3: Create a PowerPoint presentation comparing and contrasting the two examples of the stereotype portrayed in the media. Use the following format for your presentation.

1. Slide #1 – Title of the presentation and name of student
2. Slide #2 – Description of the stereotype presented
3. Slide #3 – Identifying information of the acceptable media source
  - a. Name and source of the media selected
  - b. Name of author or producer
  - c. Description of how the stereotype is portrayed
4. Slide #4 – Key points/excerpts from the media source
5. Slide #5 – Analysis of the acceptable portrayal
  - a. Who is "speaking" and what is their purpose?
  - b. Who is the target audience, and how is the message specifically tailored to them?
  - c. What techniques are used to attract attention?
  - d. What stereotype is portrayed? (What is communicated?)
  - e. How is the portrayal acceptable or unacceptable?
  - f. What is implied without being specifically stated (especially about the credibility of the message)?
  - g. What is left out of this message that might be important to know?
6. Slide #6 – Identifying information of the unacceptable media source
7. Slide #7 – Key points/excerpts from the media source
8. Slide #8 – Analysis of the unacceptable portrayal
9. Slide #9 - Solutions to address the negative influence of the stereotype
  - a. Who is "speaking" and what is their purpose?
  - b. Who is the target audience, and how is the message specifically tailored to them?
  - c. What techniques are used to attract attention?
  - d. What stereotype is portrayed? (What is communicated?)
  - e. How is the portrayal acceptable or unacceptable?
  - f. What is implied without being specifically stated (especially about the credibility of the message)?
  - g. What is left out of this message that might be important to know?

### **Resources to support the development of this assignment:**

Media Literacy Project: <https://medialiteracyproject.org/learn/media-literacy>

### Assignment Description:

This assignment is designed to give students an opportunity to develop one's worldview. Students will seek out an opportunity to experience a different cultural experience to increase their competence in intercultural relations as outlined in the Developmental Model of Intercultural Sensitivity (DMIS).

### Instructions:

**Step #1** – Complete the Intercultural Sensitivity Scale. Calculate your score with interaction engagement, respect for cultural differences, interaction confidence, enjoyment and attentiveness. Identify one or two areas of intercultural sensitivity that you would like to enhance with a cultural group of your choice. For instance, you may feel that your confidence interacting with people with developmental disabilities needs improvement or you are unfamiliar with a religion different than your own.

**Step #2** - Select an event or activity to attend that will increase your intercultural sensitivity with the cultural group of your choice. Guidelines to support your selection:

- Select a group of people markedly different in culture from you (ethnicity, language, socioeconomic status, sexual orientation, etc.)
- It is something you have never done before.
- It is something you do during the current semester.
- The majority of the people at the event are from the cultural group different than your own.
- You not only attend the event, but you engage actively with others for at least one hour.

**Step #3** - Prior to the experience, reflect on what you expect to see, hear, smell, feel, etc. Write a list of five statements reflecting these prior perceptions and views.

**Step #4** –Participate in the activity or event either alone or with a companion for a minimum of one hour. Keep in mind that 'level of engagement' is evaluated with this assignment. It is expected that the student may feel discomfort during the activity because it is unfamiliar.

**Step #5** - Write a paper or develop a creative project that includes the following information:

- Reflect on the outcomes of the intercultural sensitivity scale and identify cultural groups that are familiar to you and those that you feel you need to learn more about.
- Explain why you selected the event/activity. What area of intercultural sensitivity did you hope to enhance?
- Describe your prior perceptions and views of the culture with at least five different aspects of culture (family, age, education, individuality, touching, etc. -reference the *Building Cultural Competence* article) What influenced these prior perceptions?
- Explain insights and knowledge gained about the cultural group and the value of the program or service available to this group. What facilitated the development of this knowledge?
- Describe a specific interaction that impacted you the most and explain
- Write at least three questions that remain on your mind following the experience.
- Share an honest explanation of how this experience impacted your level of cultural sensitivity (Use the Developmental Model of Intercultural Sensitivity). Share and identify what additional actions or experience may provide you with further knowledge and awareness

**Resource to support the development of this assignment:** Students are expected to illustrate evidence of understanding course material, by referencing course reading and/or lectures within the assignment. Include works cited with the assignment.

**Course Reading:**

- Pamela V. Morris, PhD, *Building Cultural Competencies*

**Additional Reading:**

Fritz, W., Mollenberg, A., & Chen, G.M. (2002) Measuring Intercultural Sensitivity in Different Cultural Contexts. *Intercultural Communication Studies* XI:2, 165-177.

**Learning Objectives:**

1. Illustrate cross-cultural skills to effectively communicate and respond to the needs and interests of diverse populations.
2. Illustrate the importance of leisure and nonprofit service delivery systems for diverse populations.

**Dimensions of Diversity:** Cultural Plunge may involve multiple dimensions. Identify all those that apply.

<input type="checkbox"/> Race	<input type="checkbox"/> Languages	<input type="checkbox"/> Military Experience
<input type="checkbox"/> Gender	<input type="checkbox"/> Educational Background	<input type="checkbox"/> Recreational Activities
<input type="checkbox"/> Age	<input type="checkbox"/> Work Style	<input type="checkbox"/> Residential Location
<input type="checkbox"/> Mental/Physical Ability	<input type="checkbox"/> Communication Style	<input type="checkbox"/> Employment Function/Role
<input type="checkbox"/> Ethnicity	<input type="checkbox"/> Geographic Location	<input type="checkbox"/> Work Experience
<input type="checkbox"/> Sexual Orientation/Identity	<input type="checkbox"/> Religious Beliefs	<input type="checkbox"/> Other _____
<input type="checkbox"/> Social Economic Status	<input type="checkbox"/> Family Status	<input type="checkbox"/> Other _____



**Assignment Description:**

This assignment is designed for students to explore spiritual diversity and gain awareness of strategies to reduce conflict and improve acceptance among religious groups. Students will attend an interfaith event listed by the instructor.

**Instructions:**

**Prior to attending the event, reflect on the following questions:**

1. How do you define religion and spirituality?
2. What is the importance of religion and spirituality in our society?
3. What issues exist in the leisure industry as it relates to being inclusive to diverse beliefs?
4. Review the Interfaith Movement website: <http://interfaithmovement.com> and gain as much information about the event you are attending as possible. What 5 perceptions do you have about the organization and/or the event prior to attending the event?

**Attend one of the events indicated on the course website and be active in dialogue during the event.**

You will need to get a picture of yourself attending the event and gain information about the religious groups represented at the meeting/event.

**Write a paper including the following content:**

- Responses to the four reflection questions you considered prior to attending the event.
- A summary of your experience at the event.
  - Describe the event in your own words
  - Identify individuals leading the event
  - Share information about what was presented and what you learned
    - Include detailed information about 5 faith groups new to you
  - Describe an interaction that impacted you the most
- A photo of you at the event
- Summarize your perspectives.
  - Do you feel the Interfaith Movement is an effective approach to promote good will and peace in our society? Why or Why Not?
  - What 5 actions will you take as a professional to be inclusive to diverse faith groups? Concrete choices and ideas are expected. Rather than state “be aware of diverse spiritual groups,” explain how you will ensure awareness. Will you promote partnerships with faith based organizations? How will you honor different faith groups as a nonprofit, tourism, recreation or sports professional? (Refer to your required reading: Spiritual Diversity – Heintzman.

**Learning Objectives:**

1. Illustrate cross-cultural skills to effectively communicate and respond to the needs and interests of diverse populations.
2. Illustrate the importance of leisure and nonprofit service delivery systems for diverse populations.

**Assignment Description:**

Employers seek employees with intercultural skills. In this course, students have had the opportunity to develop these skills through a variety of assignments and experiences. This assignment requires students to display their knowledge and skills in the form of a portfolio. It is important to clearly articulate your knowledge and skills and provide evidence to support your claims.

**Instructions**

A template has been provided for students to outline their 1) commitment to diversity and inclusion, 2) intercultural achievements and 3) intercultural skills. The template provides a guide of minimum expectations for the portfolio. The red lettering in the template provides support with how to write accomplishment statements. Please write your own statements as they apply to you. (Delete red letter as this is only a guide to support your own wording) Many students have diverse experiences and have completed countless projects that can be articulated in the portfolio. The content used as supporting evidence of an achievement or skill needs to be attached to the portfolio. A minimum of three assignments or experiences from CRD 302 need to be included as evidence. Additional evidence may come from any other source or experience you have had in your life to contribute to your intercultural competence.

1. Write a professional manifesto outlining your commitment to diversity and inclusion. Use the work you accomplished from Praxis #1 and from Engagement Credit on October 11<sup>th</sup> to guide the development of this statement. In other words, simply refine these previous assignments into one updated statement.
2. Write a minimum of three accomplishment statements that support your ability to “engage and communicate confidently with diverse cultural groups.” Attach supporting evidence.
3. Write a minimum of three accomplishment statements that support your ability to “demonstrate success working in diverse teams.” Attach supporting evidence.
4. Write a minimum of three accomplishment statements that support your ability to “utilize inclusive design and practices.” Attach supporting evidence.
5. Write a minimum of three accomplishment statements that demonstrates your intercultural skills. Attach supporting evidence.

Supporting evidence may come in the form of a report, a project, a certificate of accomplishment, a list of specific skills, etc. The supporting evidence are uploaded as separate documents when you submit your assignment on Blackboard, however, students are asked to put together a hard copy portfolio to share in class. Imagine that you are going to an interview, and you have a portfolio to share of your accomplishments.

Your goal is to display intercultural competence.

- Respectful
- Ability to quickly establish and build trust
- Listens and observes
- Cultural sensitivity/Accepts cultural differences
- Adapts to different cultures

- Flexible and Adaptable
- Positive attitude and resilient
- Aware of own culture
- Cross-cultural communication skills/adjusts communication
- Can make decisions in the face of ambiguity or uncertainty
- Passion for learning and new experiences
- Curiosity and open-mindedness
- Strong relationship building skills/Works in diverse teams

**Learning Objectives:**

1. Illustrate cross-cultural skills to effectively communicate and respond to the needs and interests of diverse populations.
2. Illustrate the importance of leisure and nonprofit service delivery systems for diverse populations.

**Description:** Share a piece of your culture and educate others about it.

**Explanation**

This assignment is designed for our class to have fun, learn from each other and create a heritage collection. Bring something tangible to share with the class that represents something from your individual or family culture. This activity is intended to be educational, so please bring the tangible item and a one page informational flyer that gives students in the class the information they need to gain cultural competence.

**Examples** (these are ideas only – do not limit yourself to this list)

- Bake cookies from a family recipe – write up the recipe and explain its cultural value
- Come prepared to teach a dance – write up an explanation of the dance
- Clothing – come dressed in an outfit that is unique to your culture and write up a one page explanation of the history of the clothing and where one can purchase it
- Camping – share camp food and bring recipes and a list of ‘camping dos and don’ts’
- Literature – bring a book or a poem that is significant and write up a one page overview of the meaning behind the literature
- Music – bring an instrument to play and write up the history of the song and the instrument or bring a song list that can be shared with the classroom representing songs from a cultural group. Write up the explanation
- Food critic – Bring an ethnic recipe to share and then write up a list of local restaurants that offer the food and critic their quality
- Game– bring a game that you have played and write up instructions on how to play the game and its significance.
- Adaptive equipment – bring an item that a family member has used to improve independence and write up an explanation of its use.
- Sport - bring equipment or uniform associated with a sport and write up a one page history of the sport
- Crafts or art –bring a craft or piece of art created by you or a family member to share and explain how the family engages with arts and crafts
- Religious traditions – bring an item that is used in a religious ceremony and write up an explanation of the ceremony and an account of your experience

\*If for any reason it is not feasible for you to bring the tangible item, bring large photos of the item to share with the class.

**Directions:** This assignment is meant to be a personal account of the culture. The one page written document needs to include general information in addition to an explanation of why this cultural element is significant to you. Bring the tangible item to share with the class and submit the one page informational flyer on Blackboard prior to class. The individual submissions will be combined into a PDF for the class to enjoy.

## ↓ Engagement Credit (50 points)



The course is designed using Paulo Freire's suggestion in *Pedagogy of the Oppressed*, to form praxis, a combination of reflection, dialogue and action. Students in this class will be asked to reflect on experiences and readings, share reflections in dialogue with fellow students and discuss/develop actions against cultural imbalances within recreation, nonprofit and tourism related programs in our community. Attendance and active engagement in class activities and discussion is a necessary experience to develop knowledge and understanding of course content.

**Engagement credit is earned by 1) signing in on the course roster and 2) submitting a reflection assignment to Blackboard by midnight on each day of class indicated on the course schedule.** Students may type up their reflection or submit an image of handwritten work. Unless otherwise indicated in class, the reflection must include the following content:

- What new information was learned?
- What information has influenced or altered previous feelings, perspectives and understanding?
- What questions remain on your mind about the topic discussed?

**DUE BY THE END OF EACH DAY OF CLASS LISTED BELOW (11:59 PM)**

## Inclusive Community Development Course Project

### Description

In the spirit of our School and College name, students will use the knowledge gained in coursework and available community resources to find a solution to a challenge in our society. In small groups, students will have the opportunity demonstrate intercultural skills to include; listening, observing, adapting, flexibility, adaptability, positive attitudes, cross-cultural communication, curiosity, open-mindedness and work effectively in a diverse team.

### Explanation

Acceptance of differences among populations in one aspect of developing cultural competency. However, developing a deeper understanding of the value of difference and learning to strategize to effectively capitalize on individual strengths, assets and skills to accomplish a task requires students to engage in a solution-oriented project. Students will be given a task and general parameters of the work and will be expected to create a solution by gathering information needed from all perspectives, analyze and weigh the facts/opinions, make decisions on the best possible product and use community resources to ensure a high quality final project.

### Community Partnership



*Help Heal Veterans (HEAL VETS) provides free therapeutic craft kits to hospitalized and homebound veterans. They have helped traumatized veterans improve their motor skills, while also developing better feelings of self-esteem and self-worth. The kits help veterans take their minds out of the past and off their pain, letting them live more in the present.*

This organization has been in business for over 45 years and has recently re-branded their name from Help Hospitalized Veterans to “Help Heal Veterans” in response to the fact that most veterans are healing at home and in our communities. With the expansion of distribution, Help Heal Veterans seeks to provide high quality craft kits to veterans and one of the greatest needs is to develop instructions for new craft kits and improve on the instructions with older crafts. The craft kits are used by individual veterans at home, and with healthcare professionals in healthcare facilities and community based programs to address functional needs such as, fine motor skills, frustration tolerance, socialization and pain reduction. The purpose of how the craft kits are used is as diverse as the veteran population. Arizona State University has the opportunity to have a huge influence on the quality and outcome of the craft kits by developing instructions that are universally designed. In addition, students will have the opportunity to share suggestions on craft design improvements.

## **Project Process**

- Craft assignments
- Learn about Help Heal Veterans and the craft
- Research ALL the possible uses for the craft
- Determine requirements for instructions to meet diverse needs
- Gain knowledge about craft instruction development (expertise)
- Assemble the craft simultaneous to creating instructions
- Design craft instructions
- Evaluate quality of instructions by facilitating a test using a veteran
- Adapt instructions as needed based on test feedback
- Present final work in class

\*If at any time during the process, a student group has suggestions to improve on craft design, they are to communicate the information to the instructor and the Director of Production & Warehouse Management at Heal Vets.

A folder on the course website contains resources and information to guide the development of the craft. Class time throughout the semester has been dedicated for group work, however, students are encouraged to complete this work using a time and system that is most effective for the group.

## **Additional Information:**

- Heal Vets has every intention of using the work created by students with their craft kits. The best group work will be selected for use.
- Heal Vets Logo, Craft Name, Completed Craft Photo and Craft # are required on all instructions.
- Heal Vets is seeking uniformity with a 'branded look' but students are encouraged to consider their own branded look based on function.
- Estimated time, difficulty level and skills needed is subjective. What ideas do you have to help Heal Vets categorize crafts and communicate information to users?
- Professionals and veterans provide feedback about the crafts from different perspectives. Balancing needs is the challenge.
- Since many veterans will be doing crafts independently, instructions need to avoid a high level of frustration.
- A strong knowledge of universal design is needed, so a deep understanding of people with sensory impairment, memory impairment, physical limitations, psychological limitations, and cognitive impairment is needed.

