General Studies Gold Request Form

Consult the General Studies Request FAQ for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in Kuali CM before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Submission Information

College/School	Department/School
Watts College of Public Service & Community Solutions (CPP)	School of Community Resources and Development (CCOMRES)

Submission Type

New Request

Requested Effective Date

Fall 2024

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code	Course Number	Units/Credit Hours
PRM	394	3

> **Topic Information**
> If your request is approved:
> 1. Topics on **omnibus courses** only carry designations for three consecutive semesters (excluding summer), *whether or not they are scheduled.* Once expired, a new request must be submitted.
> 2. Topics on **permanent courses** require mandatory review every five years.

Topic Title	List all other courses where this topic exists and the sections will be combined in the schedule.
Empowering Well-being	

Topic Description

This course prioritizes self-care as the fundamental aspect of providing the best possible support to the community. It thoroughly examines personal well-being and wellbeing. Students will acquire the skills to establish boundaries, achieve equilibrium, and enhance their mental, physical, and emotional well-being.

General Studies Gold Designation Request

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

PRM 394 Empowering Well-being.docx

> Global Communities, Societies, and Individuals (GCSI)
> Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

Experience Well-Being: In this assignment, students will explore the historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies through the lens of leisure and well-being. Students will participate in a leisure education course to understand the principles and practices of promoting well-being through recreational activities. They will then transition to designing and leading a leisure education or trauma-informed play activity within a community setting, applying their knowledge to create meaningful experiences that enhance self-efficacy and resilience among participants. Through this hands-on approach, students will deepen their understanding of experiential learning and its role in fostering well-being.
Assignment: Students will design and implement a leisure education program focused on community well-being. This will be a 4 week program that will be the source of their data analysis for their research projects. They will work together in a group to design their theme and intervention

focus. Each member of the group will facilitate one of the program sessions, while the others work to collect data.

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

Mapping Well-being: Students will first explore theoretical frameworks and models of well-being, gaining a comprehensive understanding of their application in various contexts. Subsequently, they will engage in practical skill development sessions focused on leisure education and trauma-informed practices, equipping them with the tools to promote resilience and support within diverse communities. Through hands-on training, students will enhance their ability to effectively apply these skills in real-world scenarios, contributing to positive outcomes for individuals and communities alike. **Assignment**: Students will utilize the theoretical frameworks and models to establish a map of well-being, they will be provided specific models and frameworks to align with their personal understanding of well-being for their oneself and their perception of community. They will identify the layers of their map to align with the dimensions of difference observed. **Quizzes 1, 2, 4, and 7:** The content of the quizzes will be based on the readings and lectures. These specific quizzes will address the concepts of well-being and dive into the societal infulence which will derive from readings and lectures and class discussions that will include: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces. As well as dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

Mapping Well-being: Students will first explore theoretical frameworks and models of well-being, gaining a comprehensive understanding of their application in various contexts. Subsequently, they will engage in practical skill development sessions focused on leisure education and trauma-informed practices, equipping them with the tools to promote resilience and support within diverse communities. Through hands-on training, students will enhance their ability to effectively apply these skills in real-world scenarios, contributing to positive outcomes for individuals and communities alike. **Assignment:** Students will utilize the theoretical frameworks and models to establish a map of well-being, they will be provided specific models and frameworks to align with their personal understanding of well-being for their oneself and their perception of community. They will identify the layers of their map to align with the dimensions of difference observed. **Quizzes 1, 2, 4, and 7:** The content of the quizzes will be based on the readings and lectures. These specific quizzes will address the concepts of well-being and dive into the societal influence which will derive from readings and lectures and class discussions that will include: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces. As well as dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Group Research Project
For this research project, students will work in groups to investigate a specific aspect of mental health and well-being, applying theoretical frameworks and evidence-based approaches explored in the

course. Groups will choose a topic of interest related to individual, community, or global well-being, conduct thorough research, and present their findings in a comprehensive report.

Breakdown of Smaller Assignments:
1. Topic Selection: Each group will brainstorm potential research topics related to mental health and well-being, considering individual interests and course themes. Group Research Project.
Assignment: Submit a proposal outlining the chosen topic, its significance, and the group's research approach.
2. Literature Review: Groups will conduct a thorough review of relevant scientific literature, theoretical frameworks, and empirical research related to their chosen topic. **Assignment:** Submit an annotated bibliography summarizing key findings from at least 10 scholarly sources.
3. Data Collection and Analysis: Groups will gather data through surveys, interviews, or other appropriate methods to explore their research topic further. **Assignment:** Present a detailed plan for data collection and analysis, including sampling methods, survey questions, and data interpretation strategies.
4. Report Writing: Groups will synthesize their research findings into a comprehensive report, addressing key aspects of their chosen topic and integrating theoretical concepts. **Assignment:** Submit a draft of the research report, including sections on introduction, literature review, methodology, results, and discussion.
5. Peer Review and Feedback: Groups will exchange drafts of their research reports with other groups for peer review and feedback. **Assignment:** Provide constructive feedback on the draft reports of assigned peer groups, focusing on clarity, coherence, and adherence to research standards.
6. Final Presentation: Groups will prepare a poster presentation summarizing their research findings, discussing implications for individual and community well-being, and proposing actionable recommendations. **Assignment:** Deliver a poster presentation to the class, showcasing the group's research process, key findings, and contributions to individual and community well-being.

Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - March 8, 2024 at 9:36 PM (America/Phoenix)

Department Approval

Approved

Chris Hiryak - March 14, 2024 at 8:12 AM (America/Phoenix)

Christine Buzinde

GSC Coordinator Review

Sent Back

Kaitlyn Dorson - March 14, 2024 at 11:53 AM (America/Phoenix)

Per the instructions on the form, current syllabus information must also be entered in Kuali Curriculum Management (CM). If you don't have access to Kuali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Kuali CM course proposals. Please see the General Studies Request FAQ for more information: https://docs.google.com/document/d/1BF_lpZ4neXWRQgZfXj-5lLS07EEnNu34Z35S8CrAEVk/

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - March 14, 2024 at 1:25 PM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Christine Buzinde - March 14, 2024 at 1:36 PM (America/Phoenix)

GSC Coordinator Review

Approved

Kaitlyn Dorson - March 14, 2024 at 2:34 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - March 14, 2024 at 4:05 PM (America/Phoenix)

Pre-GSC Meeting

Approved

Kaitlyn Dorson - March 14, 2024 at 5:04 PM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - March 25, 2024 at 2:55 PM (America/Phoenix)

Revise and resubmit. There is no evidence of alignment between the course learning objectives within the syllabus and the GCSI learning outcomes. Additionally, within the syllabus there is no information about the global perspective that this course focuses on. This is also true for the assignment examples for each GCSI learning outcome, there is no mention of the global areas (non-U.S. centered) perspectives that are being focused on. I recommend revising and resubmitting, with clear evidence supporting the focus on a non-U.S. region. I also request that the course reading materials (titles, etc.) be provided so we can see how these connect to this category since the quizzes are identified as assignments that support learners in meeting this GCSI designation and they are based on the learning materials.

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Olya Sharifi

College Notification

Notification Error

The workflow will fail at this step:

There are no users in the Notification Only (General Studies) role of Watts College of Public Service & Community Solutions (CPP)

DARS Notification

Notification

Leticia Mayer

Peggy Boivin