

Submit one printed copy of this form with signatures and one printed copy of the syllabus to the Provost/VPAA's Office (Austin Building, Room 309). Initial submissions are due no later than February 15, 2013.

1. College: **ATCOFA**
2. Department: **Forestry**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **FOR 251**
5. Course title: **Introduction to Human Dimensions in Natural Resources and Forest Recreation**
6. Course catalog description: **Three semester hours, three hours lecture per week. Survey of the interaction between humans and natural resources with emphasis placed upon management of the human/natural resource interface and outdoor recreation experiences.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **200**
9. Course prerequisites and/or required qualifications for enrolling in the class: **None**
10. Course is **not/will not be** available online.
11. Foundational Component Area: **Social and Behavioral Sciences**
12. Explain why this course fits into this foundation component area: **This course focuses on the application of empirical and scientific methods that contribute to the understanding of what makes us human and how that affects our actions and decisions concerning natural resources and how their use affects historical and current values, attitudes and the mental and physical health of humans. In addition, this course involves the exploration of behaviors and interactions among individuals, groups, institutions, and events concerning use and sustainability of natural resources and examines their impact on the individual, society, and culture.**
13. Core Objectives
 - o Critical Thinking - Students will develop higher order thinking skills relative to critical thinking through in-class and out-of class participation and assignments. Students will be responsible for thinking creatively about relationships between the history of human dimensions and natural resources, the psychological and sociological constructs that lend themselves to the constructs of that history and the development of innovative management techniques for the use and sustainability of our natural resources for current and future generations. Students will participate in a series of assignments including the opportunities to use innovation in the inquiry and discovery of information about natural resource issues facing humans over time, and current and future interactions of humans with those resources. Students will be responsible for design, implementation and analysis of quantitative and qualitative information in order to create new ways of approaching human dimensions management. Students will participate in a series of assignments to give them opportunities to apply strategic ways to use higher order thinking skills and will be assessed through embedded questions, self-assessment, portfolios, and rubrics as applicable.
 - o Communication Skills - This course may be considered Communications Intensive. Students are required to use the information they learn, construct, and deem important to share with the general public and natural resource professionals and to select and utilize effective messages and venues for oral, written, and visual technology transfer. They work together to learn about communicating with people with different ideas, values, and knowledge than their own. Examples of assignments include professional presentations as representatives of governmental and non-governmental organizations and applying representative social messaging and marketing to the development of public service announcements, scientific and informational posters, and workshop agendas. Students will be assessed through rubrics, portfolios, and self-assessment as applicable.
 - o Empirical and Quantitative Skills - Students will have the opportunity to learn and apply methods of quantitative and qualitative inquiry through instruction on methodology and subsequent assignments which require them to identify human dimensions of natural resource issues, design methodology to collect data concerning stakeholders, collect appropriate data and apply the results to construct an informed solution to a human dimensions management problem. Assignments begin with local problem solving and advance to application to a national natural resource problem.

- o Teamwork - One of the most important components of Human Dimensions is learning how humans work together and how to work with others of conflicting viewpoints in the workplace and in the public sector. Behavior, policy and advocacy based on values, attitudes and opinions affect every working atmosphere and decision-making progress. Students will have the opportunity to explore effective strategies for working with different stakeholders and co-workers. Students will then apply these strategies in an assignment that includes multiple stakeholders of public organizations and federal and state agencies. Students will work together as a team to produce a series of products, then will self-assess themselves and their group as part of the assessment process.
 - o Social Responsibility - Students will have the opportunity to learn how humans develop civic responsibility and engagement and how to motivate them to do so. The projects/assignments in this course allow students to engage in local issues, then move to regional, national, and global issues, such as wildland fire, climate change, invasive species, water, wildlife and unmanaged recreation. Students will explore the structure of communities concerning these issues and how to incorporate psychology, sociology and communications to influence policy in an ethical manner.
 - o Personal Responsibility - This class begins with a joint discussion on the historic relationship of humans and natural resources and the ethics, personal responsibility, and professionalism expected of professionals involved with natural resource decision-making. Students will learn about codes of ethics, professional accountability, and leadership opportunities and be given opportunity to exhibit this knowledge through professional involvement during the class to meet service-learning and presentation requirements. In addition, the capstone project for the course requires inquiry into ethical choices made by the public and responsible management of natural resources, a review of those choices, and management recommendations based upon synthesis and analysis of that information.
14. Email the syllabus for this course to brewersj@sfasu.edu. Please include the course prefix, course number and the word "Syllabus" in the file's title (e.g. PSC 141 Syllabus).
- o The syllabus must meet the SFASU Course Syllabus Guidelines as published by the Provost/VPAA. A link to these guidelines can be found at <http://www.sfasu.edu/acadaffairs>.
 - o Student learning outcomes should be clearly specified in the syllabus. These are course objectives—describing what students who complete the course will know or be able to do. Required core objectives (see above and [Appendix 2](#)) should be represented in the student learning outcomes.
 - o A course calendar should be included in the syllabus. The calendar should list the topics that the course will cover and indicate the approximate amount of time to be devoted to each, either by percent of course time or number of weeks. The outline should indicate which topics will be required in all sections of the course and which may vary. If time in the course is to be specifically devoted to the required core objectives (see above and [Appendix 2](#)), that should be indicated in the course calendar.

Contact person for questions about this submission:

- a. Pat Stephens Williams
- b. 9364682196
- c. stephensp@sfasu.edu

A separate description of the institution-level assessment procedures to be used for the core curriculum will be distributed by the Core Curriculum Assessment Committee. Course acceptance by the Core Curriculum Advisory Committee does not guarantee acceptance by the Core Curriculum Assessment Committee. Approval by both committees is required for a course to be included in the core.

Department chairperson signature:

 Date: 12/20/16

College dean signature:

 Date: 12/20/16