APST 495, Section 01: Research in Appalachia - Dr. Theresa Burriss

APST495 is a community-based research class, in which RU students partner with grassroots social profit (a.k.a. nonprofit) organizations. Therefore, the students interact with community members and come to intimately understand social and environmental issues affecting those communities. Students will draw from their textbook knowledge of Appalachia from historical and contemporary perspectives and apply that knowledge to real life settings in Southwest Virginia.

ARTE 340, Section 01: Clinical Experience in Art Education, Community Partner McHarg Elementary - Dr. Richard Bay

This course prepares pre-service art education teachers to become knowledgeable decision makers through interactive processes, direct observations and exchanges with teaching professional and students. This course offers the pre-service art educator possibilities to connect their understanding of content and theory into meaningful learning experiences. These are recorded in journals and then are used to do the final course evaluation based on the prompt attached. In talking to the principal we would like to add a Parent - Student Evening Art Event either tied to a holiday celebration or other school event. If successful in the fall we would try to prepare a different experience at the same level of participation in the spring. The McHarg Project offers children grades Kindergarten-2nd a chance to work with unique and non-traditional materials which encourage motor skill development, critical thinking skills, and tactile awareness. Our program incorporates Core skill concepts integrated into each art project. These class projects require consumable supplies none of which are used for any other purpose than our school based project. Finally my students are taught to budget and then use the materials efficiently to obtain the goal specified by each project.
BIOL 105, Sections 07, 08, 09, 10, 11, 19: Biology for Health Sciences - Dr. Anthony Curtis

Activist and former Cornell University student, Robert Schooler, is offering a free course focusing on the travesty of bringing genetically modified foods to the market, and how the integrity of science and democracy has been breached at the hands of the biotech giant, Monsanto. Students will enroll in this free online course organized by Robert Schooler for the fall 2016 term.

Throughout the term in my class, students will revisit these GMO issues as we explore the fundamentals of biology and relevant topics.

BIOL 460, Section 01: Advanced Seminar in Biology - Dr. John Kell

This 2-credit-hour seminar course is entitled “Birding, Ornithology, and Citizen Science: Possibilities, Promise, and Perils of Crowd-sourcing Data Collection to Recreational Birders.”

“Citizen science” is a term used for a broad array of projects. In the realm of biology and natural history, these projects involve the general public collecting data for scientific purposes. By out-sourcing data collection to volunteers, data can be collected from a broad geographic area for a relatively low cost.

We’ll focus on the intersection of citizen science and birds. We will read and discuss primary literature, as well as articles by scientists that review the problems and value of using data collected by large numbers of amateurs.

COED 280, Sections 01, 03: Introduction to the Concepts, Process & Practice of Mindfulness - Ms. Angela Cardenas

COED 280, Section 02: Introduction to the Concepts, Process & Practice of Mindfulness - Dr. Alan Forrest & Dr. Patricia Shoemaker

The purpose of the course is to introduce and provide students with a fundamental understanding of mindfulness through the study of theory, practice, neuroscience and science of mindfulness, self-awareness, self-regulation and understanding. The course will offer opportunities to cultivate these skills in students’ daily lives with opportunities applicable to academic/professional
interest areas. In-Class Presentation. Students choose an article, research, book chapter, or short video (youtube) that highlights mindfulness in their field of study or interest. The presentation will be no more than 10 minutes in length. They submit a 1-page summary of what they have selected that includes title, a synopsis, how the article relates to their field of study or interest, and how they will apply the information of the article to your life. Students will be encouraged to attend and make a presentation of their knowledge, experiences, and growth at the SCI Symposium. Each week students submit personal reflections in the form of a journal entry that address their personal thoughts, feelings, and ideas that are inspired by:

- in-class experiences;
- out-of-class experiences related to their personal mindfulness practice; and
- weekly reading.

This is a discussion/practice-based course. Students' presence in class is necessary for not only them but also the entire class, to gain knowledge and insight. The sharing of student viewpoints is valued and an important part of the course. There will also be a day-long experiential retreat at SELU.

**COMS 413/513, Section 01: Political Communication - Dr. Scott Dunn**

Students in COMS 413 & 513 will work with students in POSC 321 (The American Presidency) to put on two simulated debates that will engage the campus community on issues relevant to the 2016 United States presidential election. Students will act in various support roles (press secretaries, journalists, etc.) relevant to their majors and career goals. In addition to engaging with the issues relevant to the election, this project will give students a richer understanding of the processes behind political debates and campaigns.

**CORE 101, Sections 07, 35: Essentials of Written and Oral Communication - Ms. Caitlyn Parker**

CORE 101 is an "introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience and standard written English This course will also introduce students to basic oral communication skills.” In these sections, students will read and write about issues of mass incarceration
and engage with experts on the subject matter. Students will read articles, watch films, write letters to incarcerated individuals, and attend events concerning mass incarceration. Students will be required to write a personal essay, gathering and reflecting on the sources that best informed their thinking.

CORE 101, Sections 18, 46: Essentials of Written and Oral Communication - Ms. Kelly Nickell

CORE 101 is an “introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience and standard written English This course will also introduce students to basic oral communication skills.” In these sections, students will read and write about issues of popular culture and its representation of gender and identity, and thus its implications on society. Students will read articles, watch films, examine how popular culture has shaped their identities, and attend events concerning popular culture. At the end of the semester, students will be required to reflect on their preconceptions about popular culture from the beginning of the semester, and whether they were even aware of popular culture’s construction of identity, specifically masculinity and femininity. The second part of the reflection will require students to evaluate how their thinking of popular culture’s identity construction has changed from the various readings and films they engage with over the course of the semester, in addition to using writing as a means to explore these issues.

CRJU 238, Section 03: Introduction to Corrections - Mr. R. Todd Jones

Students look at current trends in Corrections such as special population, death penalty, overcrowding and life without parole. Students are challenged to step outside what they know or believe and discuss alternative ways to deal with an increasing corrections population. Students will research current events for each class and be ready to discuss with the class. During the Semester the students will have the opportunity to hear presentations from corrections professionals and associates and ask questions about current trends.
CRJU 490, Section 07: Seminar-Field Rsrch Experience in CRJU - Dr. Margaret Pate, Dr. Shelly Wagers

This course is following a current and active research project Dr. Pate and I are conducting to evaluate Batterer Intervention Programs. The changes are in the content of the course for the practical experiences. Specifically last Fall 2015 we ran a pilot study with survey data from BIP providers in Virginia. The class conducted the literature review, analyzed the data from the survey and compiled a technical report for the BIP Certification Board. In addition the student presented the findings to providers and offered this to them with CEU's. For this Fall 2016 course we are designing the next phase of the study which is data collection from the BIP's and their clients. Specifically the students will be a part of the IRB application and part of the field research data collection team. Students will go to the BIP sites with us to observe groups, collect data from client files and help conduct interviews. They will get first hand experience with the data collection process in field research. The end of the class is the same. They will analyze the data collected and then present findings to the Board and providers for CEU's at the end of the semester. We will follow the same format regarding using reflective papers and students creating an original work from their experience and findings to present at the end of the semester. Student's will be assigned reflective papers at each stage of the data collection. For example a paper after they observe a group and a paper after they conduct an interview etc... IN addition student's will compile the findings from their field research and present this back to the actual BIP providers for the Commonwealth of Virginia at the end fo the semester. This will be done in the from of an interactive training where providers can obtain CEU's. Students will then be required to write a final reflective paper on this experience and dialogue exchange with the BIP providers.

DNCE 100, Section 01: Freshman Seminar - Dr. Amy VanKirk

As part of the DNCE Freshman Seminar Course the students will create a series of new dance works inspired by NASA history and the text, “Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race,” by Margot Lee Shetterly. The culmination of this
movement research will be a free public performance, taking place December 1st in the Albig Studio Theatre, Peters Hall.

**DSN 400, Section 01: Special Topics in Design - Ms. Diane Steele**

This course acts as an interdisciplinary studio and will focus on four areas of design collaboration; investigative research (including funding outreach); pre-design collaboration (including prototyping), construction techniques, and community outreach.

**HNRS 202, Section 02: Honors Topics in Ethical Inquiry - Dr. Roann Barris**

Frankenstein, Alba and Buddha: Is there an ethics of Art?

My title refers to a book that raises ethical questions about science and human nature, a rabbit that was albino but turned green when GFP genes were added, and monuments recently destroyed not only by warfare but willful destruction when they were no longer threatened. These are perhaps the more obvious examples of ethics in art. Less obvious are the rules that should govern museum exhibitions and purchases but are sometimes ignored. As part of the 200 level of CORE, this course does cover theories of ethical reasoning, but it seeks to situate them in questions and events that are inherent to the cultural environment.

**HUMD 300, Sections 02, 03: Human Growth and Development: Birth through Adolescence - Dr. Wendy Eckenrod-Green**

The HUMD 300 course will address two of the SCI outcomes or standards of learning.

First, the SLO2 will be utilized: Make connections between one’s academic experiences/ knowledge and one’s own participation in civic life. HUMD 300 students will participate in a field trip experience at the Selu farmhouse for 5th grade Montgomery County Public School Students. Students will attend a three hour orientation session to orient themselves to the farm and the room in which they have been assigned. HUMD 300 students will serve as the historical interpreters at the SELU farm and will directly engage with elementary age students. This is important because HUMD 300 students are future teacher educators and this experience will give them direct teaching experience with
students. Second, this field trip experience is free and students enjoy a field trip that is close to home geographically and be exposed to hands on learning which is directly tied to their curriculum.

The second standard of learning that will be addressed is the reflective component (i.e., SLO 5: Engage in self-reflective process as a means of understanding civic experiences). There are two papers required for this assignment. First, before students attend the field trip experience, they will prepare a paper that addresses critical issues. For example, students will be asked to reflect upon poverty and how they will be self-aware of children in poverty and how they will present material and content in a way that does not degrade and oppress students in poverty that they will encounter. Additionally, students will develop a poster presentation related to their experience. They will present what they taught, relate their experience to theory (e.g., SCI SLO 1) and reflect upon how this experience will impact their future teaching.

**ITEC 490, Section 01: IT Professionalism - Dr. Hui Wang**

ITEC 490 (IT Professionalism) is designed to aid the transition from a university student to an IT professional. Applying the SCI teaching philosophy and practices, this course covers job search skills, ethics, and written and oral communication through a series of seminar, guest speaker event, field trip, and mentorship program. Students learn to conduct research in the field of Information Technology and present research results in written and oral forms, acquire professional skills, and develop a viable code of professional ethics via reflective practices, experiential learning, and social pedagogy.

**LEAD 110, Section 01: Emerging Leadership - Ms. Jessica Twiest**

**LEAD 110, Section 02: Emerging Leadership - Mr. Ken Bonk**

This course is designed to introduce you to the nature of leadership and the exploration of various leadership topics including: effective leadership characteristics and behaviors, leadership styles, team development, the role of values and ethics, leading change, and conflict resolution.

Underlying this course is the assumption that effective leadership skills can be learned. A key focus of this course is to facilitate an honest assessment of your
leadership abilities and potential, while helping you to develop your leadership skills. This process of assessment and development will involve lecture, group exercises, personal exercises, reflection, and experiential activities.

A primary focus of the course will be to help you apply leadership concepts to your own lives starting at Radford University and into your future career.

**MATH 212, Section 01: Math for Social Analysis - Dr. Jean Mistele**

This course is designed for elementary and middle school pre-service teachers that focuses on the mathematical content: algebra, probability, and statistics. Examples of mathematics activities used in class, address pressing social issues facing our world (e.g. the achievement gap, racial profiling, and endangered species). The pre-service teacher choose from two semester long projects: research or service learning. The research option requires the mathematics activity address a social issue they researched which is appropriate for a particular grade that they teach to their classmates. The service learning option is an after school academic enrichment. The service learning option requires pre-service teachers design, with input from their mentor teacher, and teach a mathematics activity based on the needs of the children, first to their classmates then to the children.

**MGNT 460, Section 01: Business & Society - Dr. John Childers**

This course focuses on building the skills sets necessary for the student to become a leader in promoting ethical and socially responsibility actions at the intersection of the economic, political, and social environments. Topics to be covered include capitalism, corporate social responsibility, business ethics, regulation, globalization, environmental policy, and employee relations.

**MUSC 446, Section 01: Methods and Practicum for Primary Music - Dr. Jennifer McDonel**

This course addresses learning and developmental theories related to early childhood music education and appropriate music guidance for young children (birth to age 8). Music education students will travel to Radford Early Learning Center on Fridays to observe and participate in early childhood music classes led by Dr. McDonel, gradually taking over preparation and delivery of those classes as their teaching skills develop. Students will gain experience in team-teaching,
shared responsibility, and classroom management, in addition to honing their teaching skills of listening, observing, and guiding young children’s emergent musicianship in a playful, developmentally appropriate environment. Students will journal weekly, reflecting on the intersection of theory, practice, and ethics of young children’s music development and challenges and successes they discover in their own growth as teachers of young children.

**NURS 444, Sections 01, 02, 06: Gerontological Nursing - Dr. Sarah Gilbert, Ms. Suellen Miller, Ms. Sharon O'Donnell**

**NURS 444, Section 03: Gerontological Nursing - Dr. Sarah Gilbert, Ms. Suellen Miller, Ms. Sharon O'Donnell, Dr. Helen Inez Reid**

**NURS 444, Section 04: Gerontological Nursing - Dr. Sarah Gilbert, Carey Cole, Ms. Suellen Miller, Ms. Sharon O'Donnell**

**NURS 444, Section 05: Gerontological Nursing - Dr. Sarah Gilbert, Ms. Suellen Miller, Ms. Sharon O'Donnell, Mr. Jonathan Phillips**

**NURS 444, Section 09: Gerontological Nursing - Dr. Elizabeth Armstrong**

Senior level nursing students enrolled in Gerontological Nursing course plan and implement activities, outings, and programs for older adults in the New River Valley and Roanoke Valley. With supervision of the clinical nursing faculty, students engage older adults in the community setting through delivery of Meals on Wheels, special events at multiple facilities, outings to baseball games or local points of interest, health fairs and facility improvement projects such as preparing raised beds for planting or assisting older adults in the planting of flowers, herbs, and vegetables.

**NUTR 301, Section 01: Introduction to Professions in Nutrition and Dietetics - Dr. Jyotsna Sharman**

This course will incorporate a service learning project that will engage students in volunteering for different food, nutrition or dietetics related agencies and initiatives. The project will be targeted towards the specific needs of the
communities, will be followed by a reflective analysis of the students' experience and learning, and will culminate as an ePortfolio presentation.

**NUTR 405, Section 01: Community and Cultural Nutrition - Dr. Jyotsna Sharman**

This service learning project gives students an opportunity to apply nutrition information in a community setting. It is felt that this kind of educational effort can really enable people to make healthy food choices, adopt healthy nutrition-related practices, change their eating behavior, and enhance their nutritional well-being. The project involves planning, preparing and delivering an educational lesson, including a relevant hands-on activity. The effort is targeted towards the specific needs of the communities, and is followed by a reflective analysis of the students' experience and learning.

**PEAC 200, Sections 01, 02, 03: Introduction to Peace Studies - Ms. Courtney Ross**

Introduction to Peace Studies at RU addresses the advantages and challenges of promoting and building peace at the individual-, interpersonal-, communal-, national-, and global-level. It also introduces more equitable, cooperative and nonviolent methods that can transform unjust, violent or oppressive situations. There is emphasis on putting student knowledge and awareness into practical action by building internal peace-making skills and then applying these skills and concepts to real-world situations. The questions that serve as focal points for the course are: What is Peace Studies and what difference has it made to your perspective on the world? To what extent is peace possible? What can I [yourself] do to make peace possible at the individual-, interpersonal-, communal-, national-, and global-level?

**POSC 321, Section 01: The American Presidency - Dr. Tanya Corbin**

Students in two classes (Coms 413/513, Political Communication, and POSC 321, The Presidency) will work together to research, develop, and enact two simulated presidential debates that will engage the campus community on issues relevant to the 2016 United States presidential election. Students will role-play the major-party candidates, and various support roles (press secretaries, journalists, etc.). In
addition to engaging with the issues relevant to the election, this project will offer students a richer understanding of the processes behind political debates and campaigns. These debates will be promoted across the campus community and community to create an engaged and informed citizenry.

**POSC 490, Section 01: Senior Seminar on Capitalism & Globalization - Dr. Tay Keong Tan**

As part of the requirements of the POSC 490 (Senior Seminar on Capitalism and Globalization), I will guide students in three pairs of activities: (1) two independent research projects with a focus on solving real-life problems, (2) two in-class presentations of their reports and recommendations relating to the research projects; and (3) two reflection exercises to review their learning experiences at critical junctures of the course. Student research and presentations will address emerging global issues such as homegrown terrorism and violent extremism, cybersecurity, carbon markets for climate action, and the responsible use of the high seas and outer space. The student research projects (2 for each student) will involve course participants working in teams or individually to serve as consultants (problem-solvers and strategic advisors) to an international organization to solve an emerging global problem or plan a strategic initiative. There will be difficulty getting so many major international organizations involved in the student consultancy projects, as well as the risks and difficulties of students taking on major problems of an international scale. Hence, students will be assigned organizations and problems for which they will act vicariously as consultants with an imagined client and context grappling with a real or emerging problem.

In addition, academics or practitioners (knowledgeable in the policy domains related to consulting practice or the student projects) will be invited to speak to the class to share their experiences, skills and strategies. Students will be engaging with the real-world challenges faced by an international organization in the organizing of a campus campaign or a campus chapter of an international organization. The consultancy projects are demand-driven; they emerged from requests or solicitations for activism and participation in the organizations’ websites.
Students will be engaging with the real-world problems that are currently unfolding or emerging. These problems must be reported in the international media. Their consultancy projects will clearly define the problems (including root causes), identify viable alternative solutions, and recommend a course of action to their client organization. Current global issues with an international constituency or global scale (e.g. Syrian refugees, children at risk of human trafficking and child labor exploitation) are examples of such problems. They will challenge the student consultants to apply course concepts and tools to develop relevant action plans and offer realistic solutions. There is a clear expectation for substantively valuable, socially acceptable, and operationally feasible solutions to be developed by the end of the semester.

**SOCY 250, Sections 01, 02: Social Inequality - Dr. Amy Sorensen**

Social Inequality (SOCY 250) examines the dimensions, theories and distribution of inequality in the United States and worldwide. Particular attention is paid to the effects of economic inequality on the life chances of rich and poor, men and women, and dominant and subordinate groups alike. In this course, students are asked to critically engage with dominant discourse on issues of inequality and offer sociological solutions to the world's most pressing problems.

**SOCY 497, Sections 01, 02: Senior Seminar in Sociology - Dr. Amy Sorensen**

Senior Seminar in Sociology is intended to provide seniors with the necessary skills and knowledge to successfully transition to their professional lives. It includes numerous opportunities to engage with community partners and former students, reflective practices, and planning of civic and professional futures.

**SOWK 424, Section 01: Interventive Methods IV: Organizing Skills - Dr. Kerry Vandergrift**

Students will identify a vulnerable population, e.g., older adults who need heating assistance in the winter or youth aging out of foster care, and conduct a community needs assessment and an organizational assessment, which includes a visit to a local Department of Social Services. Individual proposals for an intervention designed to meet an identified need for the population will be judged
by their classmates and the winning intervention will be developed further and presented to a panel of local social workers during the last class of the semester.

**WGST 200, Section 01: Introduction to Women's and Gender Studies - Dr. Michele Ren**

WMST 101 introduces “the interdisciplinary field of Women’s Studies through global and multicultural perspectives.” The course provides “an overview of women’s experiences and their activism to achieve equality over time and across the world, with attention to differences of gender, race, ethnicity, class, sexuality, and nation.” To achieve these goals, every Women’s Studies 101 course utilizes, as part of its assessment procedure, a reflective final essay that asks: “What is Women's Studies? What difference does it make to your perspective on the world?” In order to get students to a place where they can answer how Women’s Studies has impacted their perspectives on issues such as gender, sexuality, age, race, class, nationality and/or power and privilege, the course takes students through a set of readings by, for, and/or about women both locally and globally that challenge many of the ideas and assumptions that students enter the class with. In my sections of the course, students then use these texts to reflect on their own experiences (in blog posts and final reflection essays), the experiences of a woman who is at least twenty years older (via the interview with an older woman and essay), and those of their classmates through team-based activities and large class discussions.