This course proposal form should be completed when introducing a new course or a revision of an existing course. The proposal will be reviewed by the Committee on Curriculum, or, in the case of minor revisions, will be approved administratively by the Associate Provost for Instruction.

This Course Proposal must be completed according to the guidelines provided in Course Proposal Form – Instructions and Guidance. Please see the last page of Course Proposal Form – Instructions and Guidance, for instructions on how this Course Proposal should be submitted to the Committee on Curriculum for review.

Date: 4/4/19

1. Course Information:

1.1 Course Prefix and Number: EST 353

Course Title: Environmental Psychology (old title), suggested new title: Behavior Change and the Environment

(If a new or renumbered course, please check with the Registrar regarding the use or reuse of the course number)

1.2 ☐ This is a New Course.

☐ This is a Major Course Revision

☐ This is a Minor Course Revision

If this is a Course Revision, please see Course Proposal Form – Instructions and Guidance to determine if your revision is major or minor. Indicate below the reason(s) for the revision.

(Please check all that apply)

☐ Course Number/Division  ☐ Learning Outcomes  ☐ Institutional Resources

☐ Title  ☐ Concepts, Content  ☐ Semester Offered

☐ Credit hours  ☐ Catalog Description  ☐ Course Inactivation

☐ Pre- or Co-requisite(s) ☐ Instructional Methods  ☐ Course Reactivation

☐ Format  ☐ General Education

1.3 General Education knowledge and skills area (if applicable): If none, check here ☐

☐ American History  ☐ Humanities  ☐ Other World Civilizations

☐ The Arts  ☐ Mathematics  ☐ Social Sciences

☐ Basic Communication  ☐ Natural Sciences  ☐ Western Civilization
2. Proposer Need Statement:

2.1 Describe why this course (or course revision) is needed to meet current or proposed goals and outcomes of the program or College, and, if a revision, provide an explanation of and justification for the revision.

We propose changes that expand content areas to include disciplines of psychology beyond "environmental" (e.g. conservation, education), and add a practical applications dimension to the course. The new course structure aligns better with UG ES career paths that often include working with the public. Further, the adjustments to content would better align with all 5 of the Environmental Studies Program Learning Outcomes: Critical Thinking, Communication, Interdisciplinary Synthesis, Ecological Literacy and Sustainability.

2.2 List the pre-requisite or co-requisite courses (taught within the home department or taught by another department) and explain their relationship to the proposed course. We request the prerequisite be removed as the literature is foundational in nature.

2.3 Explain the impact of this course in meeting the goals and outcomes of other Departments/programs (if any). n/a

2.4 If the proposed course is designed to fulfill SUNY General Education Requirements, the Associate Provost for Instruction must review this proposal to ensure that General Education Requirements will be met for the specified knowledge area (See Instructions and Guidance).

Please provide an explanation of how this course fulfills SUNY General Education Requirements. n/a

2.5 What are the staffing requirements (instructor, TA, Lab tech, etc.) for this course? If a new course, are there new staffing needs or are there adequate staff members already in place? If a revised course, are there additional staffing needs? 1 instructor from the ES Dept.

2.6 What Department (or extra-Department) resources are or will be made available to support the course or course revision? n/a

2.7 Anticipated Enrollment (enter where applicable)

Fall Semester: 24
Spring Semester: 
Summer Semester: 

2.8 Anticipated frequency of class meetings. 2/week; 15 weeks
3. DETAILED COURSE DESCRIPTION

3.1 COURSE IDENTIFICATION AND FORMAT:

3.1.1 Course Prefix and Number: EST 353
3.1.2 Course Name: Environmental Psychology (old title) Behavior Change and the Environment (suggested title)
3.1.3 Credit Hours: 3
3.1.4 Semester (check all that apply): Fall ☒ Spring ☐ Summer ☐
3.1.5 Format (check as appropriate): Lecture ☒ Online ☐ Lab ☐ Field ☐ Other ☐ (explain)
3.1.6 Contact hours per week: 3
3.1.7 Prerequisite(s) – if none, please enter “None” (Be specific, as Upper Division courses and Graduate courses will likely have some pre-requisite knowledge) None/ remove the prerequisites

3.2 SCOPE:

3.2.1 Level of Instruction (check one, or two if a shared resource course):
   Lower Division ☐ Upper Division ☒
   Beginning Graduate ☐ Advanced Graduate ☐

3.2.2 Relation to curriculum or to other ESF or Syracuse University courses:
   a. Is this a required course? No ☐ Yes ☒.
      If Yes, please list the program(s) for which it is a requirement:
   b. Is this an elective course within your department? No ☐ Yes ☒.
   c. Is enrollment in this course restricted? No ☒ Yes ☐.
      If Yes, please explain:
   d. Are other ESF or SU courses similar or identical to this course? No ☒ Yes ☐.
      If Yes, please identify the courses:
   e. Is this course a shared resource offering (i.e. is there a graduate or undergraduate concurrent offering)? No ☒ Yes ☐.
      If Yes, what is the course number of the concurrent offering?

3.3 STUDENT LEARNING OUTCOMES:

Identify the student learning outcomes associated with this course. After completing this course the student will:

• Have examined the emotional components of environmental decision making and action
• Have identified the general conditions that encourage or constrain positive environmental behavior.
• Describe psychological approaches to the study of environmental problems
• Know how to to investigate barriers to sustainable behavior
• Be able to identify behavioral interventions to overcome these barriers
3.4 **MAJOR CONCEPTS, PROCESSES or TOOLS:**

Identify the course content and themes (e.g. Table of Contents) consistent with the learning domains and outcomes.

This course presents an introduction to concepts from several disciplines of psychology (e.g. environmental, conservation, communication, education, sustainability), as well as theories of behavior change (e.g. Value-belief-norm model, Reasonable person model) and outreach techniques from environmental education.

Table of contents: Setting the Stage: Carrying Capacity, Overconsumption, Ecological Footprint; Western and Eastern Approaches to Environmentalism and Their Influence on the Formation of Environmental Psychologies; Developing an Ecological Worldview; Ecological Identity Stereotyping; Can Psychology Save the Planet?; Theories of Behavior Change; Cognition and Thinking Green; Personal Environment: The Self, Attitudes and Values (team teaching opportunity with E. Vidon); Motivations and Cultivating Change; Psychology of Pro-Environmental Communication; Climate Change Communication and Responses (team teaching opportunity with Moran); The Power of Environmental Education; Connecting with Nature and Healing; Being the Change You Want to See..

3.5 **INSTRUCTIONAL METHODS:**

Identify the methods used to meet the course outcomes, as well as the principal instructional methods.

Meeting student learning outcomes:

...Students will learn about the emotional components of environmental decision making through an introduction by the texts, viewing online videos and in class discussion and debate.

...Instructor, text, and guest speakers will present the general conditions that encourage or constrain positive environmental behavior and related case studies; students will perform field observation to confirm or refute these ideas.

...Instructor and text will describe psychological approaches to the study of environmental problems, and students will demonstrate their understanding of these concepts by designing a study.

...In the final project students will demonstrate their ability to investigate barriers to sustainable behavior and present interventions to overcome these barriers.

Principle instruction methods: lecture, seminar, observations, quiz, discussion, project/paper

3.6 **CATALOG DESCRIPTION**

Provide the course description using the precise format to be included in the ESF catalog (i.e. course number and title; format; brief description; semester(s) offered; and pre-/co-requisites). Please do not exceed 1000 characters.

Three hours of lecture per week. This course explores the critical role of human feelings and behaviors in creating environmental problems and solutions, and addresses how individuals and
different types of stakeholder groups think about and react to environmental challenges, what psychological apply, and what communication and education techniques environmental practitioners can employ to encourage sustainable behaviors and actions. The course begins with a self-inventory of environmental beliefs and emotions, then an overview of environmental psychologies, behavior theory, research and observation methods, and ends with practical applications. Fall.

3.7 COURSE HISTORY:

Provide the dates of prior approval of this course, and its revision history. Undated COC form (submitted by Brenda Nordenstam) states that the EST 353 was originally approved through faculty action on 2/5/98; taught by Doug Morrison in Spring of 2006; changed to Fall in 2009. Course has not been offered in recent memory.

3.7.1 Relationship to current ESF courses

This course is replacing a current ESF course

☐ YES  ☒ NO

If NO, then proceed to section 4 below.

If YES, then provide below the number and name of the course to be deactivated and removed from the catalog once this course proposal has been approved:

Course Number (of the course to be replaced)
Course Name (of the course to be replaced)

If the course to be replaced is used by departments other than the department sponsoring this proposal, please indicate below which departments are affected and the date they were notified about the course replacement.

Department: Date of Notification:
Department: Date of Notification:
Department: Date of Notification:
Department: Date of Notification:
4. Institutional Impacts:

This section pertains to forecasting institutional resource needs to support the course or course revision. Provide clear statements regarding the needs and current availability (or absence) of resources. Note that, if this is a course revision, only the impacts of the revision should be included.

Staffing needs: 1 instructor. This course may be taught by persons already employed by the ES Dept.

Classroom resources (e.g. physical facilities in a laboratory, lecture hall, flexible space, academic computing):

Technology Resources: computer and projector

Computing Resources (software licensing, hardware, access):

Library Resources (subscriptions, services):

Transportation Requirements (budget, fees, fleet vehicles):

Forest Properties or Field Practicum Facilities:

none
5. **Health and Safety Considerations:**

Will any of the conditions or situations outlined below be present in association with the course? Yes / No

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1. Will substances with any of the following properties be used during instruction: flammability, toxicity, corrosivity, reactivity, registered pesticide, legally controlled, or other characteristics with the potential to cause harm or injury?</td>
<td>☐ / ☑</td>
</tr>
<tr>
<td>5.2. Will any physical hazards be present during instruction? (e.g., machines that need safety guards; razor blades or syringes; compressed gases, etc.).</td>
<td>☐ / ☑</td>
</tr>
<tr>
<td>5.3. Will any biological hazards be present during instruction? (e.g., handling animals (rabies or hantavirus); cultures or stocks of infectious agents (fungal spores, viruses, bacteria, etc.).</td>
<td>☐ / ☑</td>
</tr>
<tr>
<td>5.4. Will any radiation hazards be present during instruction? (e.g., radioisotopes, X-rays, ultraviolet rays, lasers, etc.).</td>
<td>☐ / ☑</td>
</tr>
<tr>
<td>5.5. Will any electrical equipment that, due to its design, location, or method of use, pose any threat to safety during instruction? (Give considerable thought to electrical use outdoors, or any potentially wet location.).</td>
<td>☐ / ☑</td>
</tr>
<tr>
<td>5.6. Will there be any personal safety issues related to the class? (e.g., due to time of day or location, at the end of any organized class exercise, will students be in danger of physical assault, etc.).</td>
<td>☐ / ☑</td>
</tr>
<tr>
<td>5.7. Will any students be driving official state or research sponsored land or water vehicles during any class or instructional exercise?</td>
<td>☐ / ☑</td>
</tr>
<tr>
<td>5.8. Will any type of personal protective equipment be necessary during class exercises? (e.g., hard-hats, eye/face protection, hearing protection, hand/foot protection, lab coat, visibility clothing, etc.)</td>
<td>☐ / ☑</td>
</tr>
</tbody>
</table>

If the answer was "Yes" to any of the **HEALTH AND SAFETY** questions, please explain:

For lab and field courses to which all answers are “no”, you should explain that here, also. Normally, we would expect some safety precautions for such courses.
6. Coordination and Consultation

Emails/letters, as noted below and attached to this proposal, or signatures below, indicate that the affected departments, programs or units have been notified of this proposal and have had an opportunity to assess the impact of the proposal on their respective units.

**Affected Academic Department(s) or Program(s) – other than the sponsoring department:**

<table>
<thead>
<tr>
<th>Environmental Studies</th>
<th>Name of Chair/Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Program 1</td>
<td></td>
</tr>
<tr>
<td>Chair Signature</td>
<td>Or letter attached □</td>
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<tr>
<td>Date</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/Program 2</th>
<th>Name of Chair/Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair Signature</td>
<td>Or letter attached □</td>
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<tr>
<td>Date</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/Program 3</th>
<th>Name of Chair/Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair Signature</td>
<td>Or letter attached □</td>
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<tr>
<td>Date</td>
<td></td>
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</tbody>
</table>

(if more than three Departments/Programs, please continue on a separate page)

**Other Units:**

<table>
<thead>
<tr>
<th>Associate Provost for Instruction &amp; Dean of the Graduate School (for Gen Ed courses only)</th>
<th>Or letter attached □</th>
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<tbody>
<tr>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Registrar</th>
<th>Or letter attached □</th>
<th>Date</th>
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<tbody>
<tr>
<td>Library Director</td>
<td>Or letter attached □</td>
<td>Date</td>
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<tr>
<td>Computing and Network Services</td>
<td>Or letter attached □</td>
<td>Date</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>Or letter attached □</td>
<td>Date</td>
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<tr>
<td>Forest Properties</td>
<td>Or letter attached □</td>
<td>Date</td>
</tr>
<tr>
<td>Environmental Health and Safety</td>
<td>Or letter attached □</td>
<td>Date</td>
</tr>
</tbody>
</table>
7. Proposer Information and Sponsoring Department Chair Affirmation:

Contact Person:
Name: Jill Weiss_______________________________ Department: Environmental Studies_______________________
Email: jiwes@esf.edu_______________________________ Phone: 315-470-6871___________________________

This proposal has been reviewed and approved by the sponsoring Department. Affected departments have been notified and given the opportunity to provide feedback. Department resources are or will be made available to support the course, or a plan is in place to meet the resource needs as identified in the Institutional Impacts section of this proposal (see Section 4, above).

Name: Benette Whitmore_______________________________________________________
Date: ________
Department Chair (or designated curriculum representative)
Signature:_________________________________________________________ Or letter attached □
Department Chair (or designated curriculum representative)

8. Approvals:

__________________________________________ Date
Curriculum Committee

__________________________________________ Date
Faculty Governance

__________________________________________ Date
Provost