Liberal Education Program Course Proposal Form
Liberal Education Mission & Proposal Instructions

Instructions: As you complete the questions on the following pages, please keep in mind the Mission of the Liberal Education Program, as follows. Also, please note that proposal reviewers are not necessarily in your discipline; please write in terminology that the average educated reader can understand. Please supply complete responses for each item below. Comments such as “see above,” “in proposal,” “already discussed,” for example, are not acceptable and will result in the submission being returned.

Reminder – if you are submitting the same course for designation in both Part II Knowledge Domains and Part III Key Topics, a separate application will need to be completed for each designator.

Liberal Education Mission Statement

A liberal education prepares individuals to lead productive and socially responsible lives in a diverse and rapidly changing world. Liberal education at UMD helps students develop competencies that can be adapted for use in any occupation and by virtually any individual. Liberal education at UMD is not restricted to any particular part of the curriculum but is woven through each student’s course of study, including core requirements and requirements for the major.

Liberally educated students are “Prepared, Informed, and Committed.”

Liberally educated students are “Prepared, Informed, and Committed”:

A Liberal Education helps students acquire the skills to become “Prepared”…

- To identify, analyze and solve problems, demonstrating critical and analytical thinking competency within and across various fields of knowledge
- To think creatively, demonstrating intellectual curiosity, imagination, and flexibility
- To communicate effectively through writing and speaking
- To work productively independently and through collaboration
- To access, evaluate, and make use of information gathered through multiple methodologies

A Liberal Education helps students build competencies in a Knowledge Domain or Key Topic and thus helps students become “Informed”…

- About the foundations of knowledge and inquiry about nature, culture and society
- About the past and its relevance to the present and the future
- About controversies and unanswered question in multiple domains of knowledge

A Liberal Education helps students become “Committed” to lead productive and socially responsible lives in a diverse and rapidly changing world, with respect

- To life-long learning
- To civic engagement and social responsibility
- To knowledge and competence across cultures
- To considering ethical implications of ideas and actions
- To understanding contemporary global issues

Liberal Education Course Submission Application
Sustainability Category
If you are submitting the same course for designation in both Parts II and III, a separate application will need to be completed for each designator.

A single course can be used to satisfy multiple requirements. The following options are available for designing courses to meet multiple requirements:

- If appropriate, you may select one category from Part II and one category from Part III.
- A course in the major that meets the criteria for all categories except Writing and Information Literacy may be used to satisfy major, minor, and Liberal Education requirements.
- Liberal Education core courses offered at the 3000- and 4000-level within the major will not be required to serve a wide spectrum of students.

According to the Recommendations by the Liberal Education Task Force (2009), courses approved for liberal education credit...

- Will be taught by those familiar with the goals and methods of teaching liberal education courses [please refer to the Liberal Education Mission Statement];
- Will help students understand the nature and value of a liberal education and recognize how the course in question contributes to such an education;
- May be offered at the 1000-, 2000-, 3000-, or 4000-level;
- Will be offered regularly (at least every other year);
- Will be suitable for a wide spectrum of students. (Courses offered at the 3000- and 4000-level within the major do not need to be suitable for a wide spectrum of students)

Instructions:

1. Complete this form by typing directly in the boxes. As you type, the boxes will expand to accommodate your responses.
2. Once the form is complete, the faculty member will save a copy and e-mail the form, as an attachment, to his/her department head for approval.
3. If the department head approved the course (noted on the “signature/date” line) s/he will e-mail the proposal to the dean for approval. If the DH does not approve the proposal s/he will return it to the faculty member for revision.
4. Once the dean approves the proposal (noted on the “signature/date” line) s/he will send the approved application to nburley@d.umn.edu for routing and approval.

<table>
<thead>
<tr>
<th>Department Contact: Ken Gilbertson, Dept. HPER</th>
<th>Date Submitted: 2-10-2014</th>
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Department Heads: Please note that your approval here affirms that faculty responsible for teaching this course are familiar with the goals and methods of teaching liberal education courses.

<table>
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<tr>
<th>Department Head:</th>
<th>Approval Date:</th>
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<tr>
<th>Dean Name:</th>
<th>Approval Date:</th>
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Sustainability Category
Course Information
Please keep in mind that proposal reviewers are not necessarily in your discipline; please write in terminology that the average educated reader can understand. Please supply complete responses for each item below. Comments such as “see above,” “in proposal,” “already discussed,” for example are not acceptable and will result in the submission being returned.

<table>
<thead>
<tr>
<th>Course Designator:</th>
<th>Course Number:</th>
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<tbody>
<tr>
<td>EnEd</td>
<td>5325</td>
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<tr>
<th>Name of Course:</th>
<th>Number of Credits:</th>
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<tbody>
<tr>
<td>Sustainability Issues Investigation</td>
<td>2</td>
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<tr>
<th>Is this a new course?</th>
<th>Enrollment Cap:</th>
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<tr>
<td>No</td>
<td>30</td>
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**Catalog or Course Proposal Description:** (please cut & paste from the current online catalog or course proposal)

The study of resolving environmental problems that effect sustainability. This includes issue identification; building an effective team of investigators; and, study of the issue to the point of making recommendations to resolve the issue of sustainability management and education.

**Prerequisites (if any):** Advanced undergrad w/ >60 cr.

**Are any of the prerequisite courses approved for the Liberal Education Program?** NA

**Course Format (e.g. seminar or lecture with or without discussion or lab):** Lecture with discussion

**How often will the course be offered as noted in the Catalog?** Every Spring term

**What other Liberal Education Categories (if any) is this course proposed for or has it been previously approved?**
for? None

Sustainability Category
Course Fit With Key Topic Area Criteria

Courses for all Key Topic areas are expected to address the following Category Criteria. Please explain how the course will accomplish each of the following: **Students will explore, discuss, observe, and demonstrate the following course concepts:**

Examine the topic of Sustainability and explore ways in which it may affect the life of the student in the present and in the future.

a. Select a perceived issue;
b. Build an effective team of investigators through your classmates; and,
c. Study the issue through to the point of making recommendations that will actually influence the resolution of the issue.
d. Make a formal presentation to appropriate constituents that includes recommended solutions that include sustainability management and education (balancing ecological, economical, and social considerations that lead to your recommendations).

Identify some of the controversies and or/unanswered questions the topic presents.

Purpose and need to identify, investigate, and make recommendations toward environmental issues that lead toward sustainability practices.

Examine the connections to other fields and disciplines, as appropriate.

Types of sustainability practices and demonstrate interdisciplinary nature of sustainability through identification of a perceived issue, investigation of that issue, and analysis to determine the extent of the issue based on ecological, economic, and social parameters. Thus, this course is inclusive of multiple disciplines, which lends to the strength and quality of the course.

The methodology of the course is as follows:
1. Experiential learning through investigating a perceived sustainability issue
2. Cooperative learning (Johnson & Johnson, 2011)
3. Student-centered learning
4. Presentation (teaching) to a professional adult audience

Situate the course content, at least minimally, within the historical development of the critical forces contributing to the topic.

This course has been taught for over 10 years. It has been quite successful and has lead to acceptance of recommendations of sustainable practices by community based agencies throughout the region. The core of the course is as follows:

1. To assess a perceived issue that is resolvable.
2. To build a team of investigators with differing points of view, knowledge, and experience.
3. How to systematically analyze, investigate, interview, and recommend solutions to an environmental issue that includes principles of sustainability (ecological; economical; and, social).
4. Differentiate between and effectively use social, political, and technical science domains in investigating an issue.

5. How to effectively present recommendations of an actual issue to a group of appropriate community citizens toward resolution of the issue being investigated.

6. Ultimately, it is through this process that students will learn how to apply the skills, knowledge, and experience - to better understand sustainability issues - prevention, identification, assessment, and mitigation. These skills are valuable when learning about the natural environment. This is a course where sustainability practices are applied - including management and education.

Make the chosen topic the dominant focus of the course, integral to its content and objectives, as evidenced by the syllabus, course assignments, and learning activities described in the proposal.

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<tr>
<th>Outcomes: state in measurable terms</th>
<th>Assessment Methods: i.e.</th>
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<tr>
<td><strong>Students completing this course will be able to:</strong></td>
<td><strong>Students will demonstrate outcome by:</strong></td>
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<tr>
<td>Assess a perceived issue that is resolvable.</td>
<td>Guided Discussion (assuring appropriate scope of project)</td>
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<td>Build a team of investigators with differing points of view, knowledge, and experience.</td>
<td>Explanation of rationale for team selection based on diversity of background, skill, knowledge, and experience.</td>
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<td>Demonstrate how to systematically analyze, investigate, interview, and recommend solutions to an environmental issue that includes principles of sustainability (ecological; economical; and, social).</td>
<td>Written paper and class presentation</td>
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<tr>
<td>Differentiate between and effectively use social, political, and technical science domains in investigating an issue.</td>
<td>Written paper, class presentation, &amp; class discussion</td>
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<tr>
<td>Demonstrate effective presentation of recommendations of an actual issue to a group of appropriate community citizens toward resolution of the issue being investigated.</td>
<td>Written paper and formal presentation</td>
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<td>Discuss how to apply the skills, knowledge, and experience to better teach about environmental issues - prevention, identification, assessment, and mitigation. Explain how these skills are valuable when teaching about the natural environment including where sustainability practices are applied - including management and education.</td>
<td>Class discussion and written synopsis paper</td>
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Liberal Education Course Submission Application

**Sustainability Category**

**Instructions:** Courses for the Key Topic Category Sustainability must address three or more of the criteria specified below in order to demonstrate that the course is aligned with the purposes of the Key Topic Category. Courses come from a variety of disciplines, including interdisciplinary approaches involving two or more departments. Courses will examine ways in which the natural environment interacts with economic, social, and political
Courses approved for the Sustainability category focus on developing an awareness of the interaction of the natural environment with societal needs and desires. Courses can forces in a local, national and/or global context. Students will develop the ability to understand and analyze the impact of sustainability in their lives.

Please explain how the course will accomplish at least two of the following Criteria for Sustainability:

Address in detail one or more important topics relating to sustainability.
This course will address perceived environmental issues by the students and then study the issue, determine the extent that it is an actual issue based on scientific evidence based on ecological, social, and economic parameters. The final recommendations found through analysis of the investigation of the issue will be presented to an actual agency that the issue pertains to.

Students will follow standard the research format of:
- a. Perceived Issue identification
- b. Background information about the perceived issue.
- c. Presentations of a research question.
- d. Literature review (including interviews, surveys, and written literature)
- e. Methodology
- f. Analysis
- g. Recommendations
- h. Presentation of results to appropriate community-based constituency.

Cover fundamental principles applicable to sustainability issues, and utilize these principles to evaluate the validity of information pertaining to the topic in question.
The fundamental principles that will be applied are that sustainable practices need to be systemic (community wide) and systematic (sequential) and they need to include a balance between ecological, economic, and community needs. The final principle central to sustainability is diversity. All of these principles will be utilized to then learn how to present sustainable practice utilizing multiple disciplines (e.g. arts, humanities, ecology, sociology) that include education and management practices of the issue.

Note: The issues chosen will be within the scope of a 15-week course so they will be small in scale yet applicable to the extent that students will learn the fundamentals of environmental issue investigation pertaining to sustainability education and management.

Provide the economic, social and political context necessary to analyze the topic from a public policy perspective, with special consideration to the challenge of reconciling the needs of human society with those of the natural environment essential to sustaining all life.

As discussed above, sustainable practices involve management at some level, which affects public policy. Public policy must take ecological, economic, and social needs into consideration in order to be an effective policy. This context is the basis for educating students about sustainability and how it is successfully practiced. This can be done in all disciplines, not just the natural sciences, by teaching effective strategies and methods to learn about sustainability. Further, this course utilizes actual issues pertaining to actual agencies that include either UMD or local community agencies.
Courses in the Liberal Education Program should engage students with opportunities for active learning. Please provide one or more example(s) of potential activities and/or assignments that require students to engage with the material using active learning strategies.

Please provide a potential example of an assignment or examination item that could demonstrate how the course will accomplish the following student learning outcomes for Sustainability:

**Students will explain the environmental, social, and economic aspects of sustainability in one or more contexts.**

1. **To assess a perceived issue that is resolvable.**
2. **To build a team of investigators with differing points of view, knowledge, and experience.**
3. **How to systematically analyze, investigate, interview, and recommend solutions to an environmental issue that includes principles of sustainability (ecological; economical; and, social).**
4. **Differentiate between and effectively use social, political, and technical science domains in investigating an issue.**
5. **How to effectively present recommendations of an actual issue to a group of appropriate community citizens toward resolution of the issue being investigated.**

**Students will explain the interdependence of local, national, and/or global economic, social, and environmental systems.**

1. **Demonstrate effective presentation of recommendations of an actual issue to a group of appropriate community citizens toward resolution of the issue being investigated through a formal paper and a formal presentation to an actual agency.**
2. **Students will gain knowledge and skills relevant to the interconnectedness of any environmental issue on a local, national, and global scale (e.g. most food comes from multiple states and countries simply through harvesting, packaging, and transportation).**

**Students will evaluate how values and choices affect environmental, economic and/or social sustainability in one or more contexts.**

1. **Assess factors that identify a site as being managed in a sustainable (and/or unsustainable) manner.**
2. **Discussion and demonstration of strategies to design strategies that are both applied and inter-disciplinary.**
3. **Written and oral presentation of the issue leading toward conclusions of the extent of**
the issue based on ecological, social, and economic parameters which will lead toward recommendations toward action on at least one or more of the parameters.