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.

**Department Contact:**
Ken Gilbertson, Dept.
HPER

**Date Submitted:**
2-7-2014

*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.*

**Department Head:**

**Approval Date:**

**Dean Name:**

**Approval Date:**
### 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>5800</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Name of Course:</th>
<th>Number of Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sustainability Education: Methods and Strategies</strong></td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Is this a new course?</th>
<th>Enrollment Cap:</th>
</tr>
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<tbody>
<tr>
<td>Yes</td>
<td>20</td>
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</table>

**Catalog or Course Proposal Description:** *(please cut & paste from the current online catalog or course proposal)*

Methods and lesson strategies connected to current definitions, theories, and practices of teaching sustainability practices and management. Sustainability of the natural environment from the effects of outdoor education and nature-based tourism is an underestimated aspect of sustainability practices. Pedagogical approaches to teach sustainable practices for the natural environment will be the primary focus of this course. Students will be able to apply this course to other sustainability practices such as sustainable energy or food practices.

**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? Yes - Special term: Summer (June 9-13)

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.

- Definitions of sustainability and types of sustainability practices (protected nature areas, energy, construction, and food)

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

- Purpose and need to teach sustainability practices, especially those effecting protected nature areas.

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

- Types of sustainability practices and demonstrate interdisciplinary nature of sustainability through discussion and the writing of lesson plans.

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

- Students will discuss the purpose and need to teach sustainability practices;
- Students will investigate and observe influences in protected nature areas that are unsustainable;
- Students will demonstrate and discuss sustainability needs related to protected nature areas;
- Students will discuss and demonstrate means to assess if sustainable practices are being met, and what actions to take if they are not:
- Students will discuss and demonstrate teaching strategies and methods to teach sustainability in a multi-disciplinary manner.

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.

<table>
<thead>
<tr>
<th>Outcomes: state in measurable terms</th>
<th>Assessment Methods: i.e.</th>
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</thead>
<tbody>
<tr>
<td><strong>Students completing this course will be able to:</strong></td>
<td><strong>Students will demonstrate outcome by:</strong></td>
</tr>
<tr>
<td>Describe the need to teach sustainable practices</td>
<td>Classroom discussion</td>
</tr>
<tr>
<td>Define sustainability</td>
<td>Classroom discussion and demonstration through writing of curricula</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Describe components that determine sustainable and unsustainable practices</td>
<td>Classroom and field site discussion</td>
</tr>
<tr>
<td>Examine written and internet materials that demonstrate educational approaches to teaching sustainability</td>
<td>Discussion and evaluation of written and internet sources as aids to curricula design.</td>
</tr>
<tr>
<td>Assess sustainability practices on the ground</td>
<td>Assess factors that identify a site as being managed in a sustainable (and/or unsustainable) manner.</td>
</tr>
<tr>
<td>Describe successful sustainable practices</td>
<td>Written curricula and discussion at field trip sites.</td>
</tr>
<tr>
<td>Design of successful strategies for curricula that is both discipline and interdisciplinary.</td>
<td>Discussion and demonstration of strategies to design curricula that is both disciplinary and inter-disciplinary.</td>
</tr>
<tr>
<td>Write 3 strategies and 5 lesson plans to teach sustainability that is age and discipline appropriate</td>
<td>Written teaching strategies and lessons using appropriate sequence and age/grade-appropriate approaches.</td>
</tr>
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</table>

**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 approved for the Sustainability category focus on developing an awareness of the interaction of the natural environment with societal needs and desires. Courses can 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 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 what sustainability is (definitions and practices) and why it is increasingly important on a global scale. Further the central type of sustainability covered in this course is protected nature areas (e.g. parks, public forests). The importance of tourism and its impacts on the land are seldom covered, yet these areas are critical to protect for ecological reasons as well as economical and social benefits. Finally, being able to teach effectively and appropriately, depending on the audience, is essential for the public to become literate toward sustainable practices. Teaching includes K-12 students, college students, and audiences for agencies such as parks.**

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 teach sustainable practice utilizing multiple disciplines (e.g. arts, humanities, ecology, sociology).**
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.

### Sustainability Category

*Course Implementation: Student Learning Outcomes*

Courses included in the Liberal Education Program should be prepared to assess the student learning outcomes for the category proposed, in accordance with the guidelines approved and published on UMD's Assessment of Student Learning Site, [http:www.d.umn.edu/vcaa/assessment/LE.html](http:www.d.umn.edu/vcaa/assessment/LE.html).

Faculty have adopted learning outcomes for each of the ten categories. These outcomes represent the essential, enduring understandings that will be attained through completion of the Liberal Education core. Each statement indicates what students will do/perform to demonstrate learning as well as an expected level of cognitive competency.

The following prompts, which reflect the protocols developed for the assessment of student learning in the Liberal Education Program, are designed to help you plan your course materials with respect to the assessment of student learning outcomes for the Key Topic of Sustainability and to affirm that faculty teaching the course are familiar with the goals and methods of teaching liberal education courses.

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. Describe the need to teach sustainable practices.
  - 2. Define sustainability.
  - 3. Describe components that determine sustainable and unsustainable practices.

- Students will explain the interdependence of local, national, and/or global economic, social, and environmental systems.
  - 1. Examine written and internet materials that demonstrate educational approaches to teaching sustainability.
  - 2. Assess sustainability practices on the ground (field-based).
3. Write 3 strategies and 5 lesson plans to teach sustainability that is age and discipline appropriate.

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 curricula that is both disciplinary and inter-disciplinary.
3. Written teaching strategies and lessons using appropriate sequence and age/grade-appropriate approaches.