**CORE CURRICULUM COURSE SUBMISSION FORM**

**GOAL AREA 10: PEOPLE OF THE ENVIRONMENT\***

**This form should be completed for the following circumstances:**

* For a new course proposed for the Core Curriculum
* For a course modification involving adding this goal area to an already existing course
* For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

**STEP ONE: GENERAL INFORMATION**

Name of course:

Prefix and number:

Credits:

Course description:

Are there any prerequisites? Typically, courses in the Core Curriculum do not have prerequisites.

Reasons for creating this course:

How often will this course be offered?

What is the projected maximum class size (cap)?

*\* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.*

*\* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.*

**STEP 2: SELECTION OF CORE CURRICULUM LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE**

**Goal Area 10: People and the Environment**

* Students need to take one course and earn three or more credits.

The overall purpose of this goal area is to improve students' understanding of today's complex environmental challenges. Students will examine the interconnectedness of human society and the natural environment. To develop knowledge of both bio-physical principles and socio-cultural systems as the foundation for integrative and critical thinking about environmental issues.

According to the Minnesota Transfer Curriculum (MnTC) to be accepted for inclusion in this goal area, **courses must provide for four of the six listed competency (Core Curriculum learning outcomes) categories, A-F.** **Please checkmark the Goal Area 10 competency categories/student learning outcomes met by the course under consideration.**

Students will be able to:

\_\_\_\_\_ A. communicate the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.

\_\_\_\_\_ B. discern patterns and relationships of bio-physical and socio-cultural systems using critical and creative reasoning.

\_\_\_\_\_ C. communicate how systems and institutions (e.g. social, legal, political, economic, religious, etc.) evolve to deal with environmental and natural resource challenges.

\_\_\_\_\_ D. balance critical evaluation with empathy regarding environmental and natural resource challenges.

\_\_\_\_\_ E. create and propose pathways for environmental sustainability.

\_\_\_\_\_ F. Students will be able to develop action plans for various environmental issues.

### Goal Area 2: Critical Thinking

### All courses in BSU’s Core Curriculum are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Core Curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

\_\_\_\_\_ A. gather and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

\_\_\_\_\_ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

\_\_\_\_\_ C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

\_\_\_\_\_ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

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**STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE**

You should consider the Six Traits of Academic Resilience as you create your courses. **Please checkmark 1 - 2 of the six traits met by the course under consideration.**

\_\_\_\_\_ Adaptability \_\_\_\_\_ Empathy

\_\_\_\_\_ Communication \_\_\_\_\_ Knowledge (content; pursuit of; life-long learning)

\_\_\_\_\_ Creativity \_\_\_\_\_ Reasoning

**In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:**

**STEP 4: ASSESSMENT & REPORTING**

**What will be assessed?**

In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and the trait(s) selected in Step 3.

**How will it be reported?**

In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.

### STEP 5: SUPPORTING MATERIALS

### As you create the materials to be submitted (e.g., a course syllabus) please *detail* how the student learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 8 and 2) will be assessed in this course.

**Please include the following supporting materials:**

\_\_\_\_\_\_ Course Syllabus, which includes:

 \_\_\_\_\_\_ Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)

 \_\_\_\_\_\_ Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)

 \_\_\_\_\_\_ 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)

 \_\_\_\_\_\_ How you will assess the 1-2 Traits from Step 3 and Step 4 (required)

\_\_\_\_\_\_ Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

\_\_\_\_\_\_ May include additional outcomes that do not map to the Core Curriculum (optional)

\_\_\_\_\_\_ Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s) (optional)

**THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!**

**Additional Requirements (once course is approved):**

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA