LIBERAL EDUCATION PROGRAM
FORM FOR MODIFIED COURSE SUBMISSIONS

This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area-specific COURSE SUBMISSION FORM may also be required; please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at [http://www.bemidjistate.edu/faculty_staff/faculty_association/](http://www.bemidjistate.edu/faculty_staff/faculty_association/). (Click on “Senate and Committees,” then “Faculty Committee Roster,” and then scroll down to Liberal Education Committee.)

I. Summary of Modification(s).

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current-- Complete all cells</th>
<th>Proposed-- Complete all cells that apply</th>
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</thead>
<tbody>
<tr>
<td>LE Goal Area(s)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>(Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td></td>
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</tr>
<tr>
<td>Department Prefix &amp; Number</td>
<td>BIOL 2925</td>
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<tr>
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<td>CHEM 2925</td>
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<td>ECON 2925</td>
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<td>ED 2925</td>
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<td>SPCM 2925</td>
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<tr>
<td>People &amp; The Environment: Biological Perspectives on the Environment</td>
<td>People of the Environment: Biological Perspective</td>
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<tr>
<td>People and the Environment: Chemistry Perspective</td>
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<tr>
<td>People and the Environment Economic Perspective</td>
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<td>People and the Environment Education Perspective</td>
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<td>People of the Environment: Global Pollution Perspective</td>
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<td>People and the Environment Geography Perspective</td>
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<tr>
<td>People and the Environment Earth Science Perspective</td>
<td>People of the Environment: Earth Science Perspective</td>
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<tr>
<td>People and the Environment A Health Perspective</td>
<td>People of the Environment: A Health Perspective</td>
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<tr>
<td>People and the Environment Environment and History</td>
<td>People of the Environment: Environment and History Perspective</td>
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<tr>
<td>People and the Environment Mass Media Perspectives</td>
<td>People of the Environment: Mass Media Perspective</td>
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<td>People and the Environment Outdoor Ethics/ Recreational Activity Perspective</td>
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<td>People and the Environment Environmental Ethics</td>
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<tr>
<td><strong>BIOL 2925</strong></td>
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<tr>
<td>Discussion and evaluation of current environmental biology topics, including biodiversity, ecosystems, biological resources, and human impact on the environment. This course fulfills Liberal Education requirements only and does not satisfy and Biology major or minor degree requirements. <strong>Liberal Education Goal Area 10.</strong></td>
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<tr>
<td><strong>CHEM 2925</strong></td>
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<tr>
<td>A study of the chemical processes important in maintaining a clean environment. <strong>Liberal Education Goal Area 10.</strong></td>
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<tr>
<td><strong>ECON 2925</strong></td>
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<tr>
<td>This course is a module linked to the interdisciplinary environmental issues course,</td>
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<tr>
<td><strong>Each Department has a different description (please be advised that the only descriptions listed are those where a change is being made.)</strong></td>
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<tr>
<th>Description</th>
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<tr>
<td><strong>People and the Environment:</strong></td>
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<tr>
<td>Political Science Perspective</td>
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<tr>
<td>Communication Perspective</td>
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<th>Description</th>
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<tr>
<td><strong>People of the Environment:</strong></td>
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<tr>
<td>Communication Perspective</td>
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</table>
People and the Environment. It is an integrative study of the natural, social, value-based, and citizen-action contexts for environmental awareness. The disciplinary component surveys economic approaches to and institutional settings for environmental decision making, including our behaviors as consumers and producers. Interdisciplinary perspectives are evaluated in light of different concepts of social well being, including economic efficiency, equity, and sustainability. **Liberal Education Goal Area 10.**

ED 2925  
This course will survey the philosophical, historical, and ecological basis for environmental education within the context of K-12 educational institutions. Environmental issues of a local, state, federal, and global nature will be investigated. The role of pedagogy as a basis for changing societal attitudes relative to environment will be explored. **Liberal Education Goal Area 10.**

ENGL 2925  
A course in the classics of nature writing designed to acquaint the student with great outdoor writers, especially those who stress conservation and ecology. **Liberal Education Goal Area 10.**

ENGL 2926
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Liberal Education Goal Area</th>
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<tbody>
<tr>
<td>ENVR 2925</td>
<td>This course is a section of the interdisciplinary environmental issues course, People and the Environment. The focus of this course is to explore the scientific aspects of global pollution, including causes, effects, and solutions.</td>
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<tr>
<td>GEOG 2925</td>
<td>An integrative study of the natural, social, value-based, and citizen-action contexts for environmental awareness. The disciplinary component surveys geographic approaches to and institutional settings for environmental problems and decision making, including our spatial behaviors as either sources or recipients of environmental impacts. Interdisciplinary perspectives are evaluated in light of different geographic concepts of spatial distributions, physical geography, and regional planning.</td>
<td>10</td>
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<tr>
<td>GEOL 2925</td>
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<tr>
<td>Application of the Earth Sciences in understanding the causes of, and solutions to, environmental problems. Environmental perspectives on geologic hazards. <strong>Liberal Education Goal Area 10.</strong></td>
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| HLTH 2925  
This course builds upon the principles discussed in the large group, focusing greater attention on health issues related to the environment, including the food supply, water quality, air quality, and other environmental health risks. These are discussed in the context of common diseases such as cancers, asthma, communicable diseases, and other health problems associated with the environment. **Liberal Education Goal Area 10.** |
| HST 2925  
An examination of past interactions between human society and the natural world in what is now the United States. Issues to be discussed in the course include Native American resource management; the ecological effects of the arrival of Europeans, Africans, and Asians in North America; resource exploitation in the industrial era; the preservationist and conservationist movements; and the historical roots of current environmental problems. **Liberal Education Goal Area 10.** |
| MASC 2925 |
For both majors and non-majors. Theoretical aspects of the effect of the mass media on environmental processes. Students should gain an understanding of the complexity of the cultural, political, and economic forces that shape media coverage of the environment, and the importance of such an understanding to maintaining a sustainable global environment. The course is a discussion section of the interdisciplinary lecture on environmental issues for liberal education. Liberal Education Goal Area 10.

**PHED 2925**
This class will explore the concepts of wilderness and recreation and how these relate to practices that protect or enhance the environment. May not be offered every year. Liberal Education Goal Area 10.

**PHIL 2925**
The purpose of this section of People and the Environment is to examine our moral obligations to the environment. No matter how strong these moral obligations may be, the only way to follow through with them is in the political arena. This course is therefore largely devoted to exploring the intersection of environmental ethics and politics. The course explores a number of environmental issues, the theoretical and
practical impasses of the environmental movement, and environmental philosophy, as well as the challenge of mitigating global climate change. **Liberal Education Goal Area 10.**

**POL 2925**
An introduction to political processes and institutions involved in making environmental policy. Might not be offered every year. **Liberal Education Goal Area 10.**

**PSY 2925**
This class will provide an opportunity for students to reflect on concepts presented in the large class and apply them to their own lives. The emphasis will be on using social science approaches to design and implement effective, ethical, research-based programs that address environmental problems. **Liberal Education Goal Area 10.**

**SCI 2925**
The discussions of this section will include the specific relation between air, water, and solid waste pollution and the effect on the environment, including the following: acid rain, smog, global warming, measurement of environmental pollutants, and the role of science in solving pollution problems. **Liberal Education Goal Area 10.**
SOC 2925
This course is a section of the interdisciplinary environmental issues course, People and the Environment. The focus of this course is to understand that environmental problems are both problems for society and problems of society. Students explore how sociology and its unique viewpoint add much to understanding the environment/society nexus. Liberal Education Goal Area 10.

SPCM 2925
Environmental issues currently being considered in legislative and public venues as they relate to communicating those issues. Students learn how to present information, argue a case, and debate the opposition as they discover their voices and the voice of the environmentalist. Liberal Education Goal Area 10.

<table>
<thead>
<tr>
<th>Prerequisite(s)</th>
<th>None</th>
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<tbody>
<tr>
<td>Credits</td>
<td>3</td>
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<tr>
<td>Frequency of offering</td>
<td>Per Department discretion</td>
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</table>

II. Explanation for proposed modification(s). Please use the space below for the explanation.

The original title of “People AND the Environment” separates people from the environment. Part of the purpose of this class is to realize that people are a part of and dependent upon the environment, not separate from it.
### III. Competencies Checklist

If a Liberal Education goal area is being added or deleted, OR if the course description is being changed in such a way that the student learning outcomes/competencies covered are affected, complete a COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at [http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/](http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/). Each course submission form describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1: Communication) and the student learning outcomes/competencies for Goal Area 2: Critical Thinking.

### IV. Signatures and Contact Person

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**Biology**

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Dr. Elizabeth Rave</th>
<th>Elizabeth Rave</th>
<th>11.30.2017</th>
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**Chemisty**

<table>
<thead>
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<th>Department Chair:</th>
<th>Dr. Keith Marek</th>
<th>Keith Marek</th>
<th>11.29.2017</th>
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**Environmental/Earth/Space/Economics**

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<tr>
<th>Department Chair:</th>
<th>Dr. Michael Murray</th>
<th>Michael Murray</th>
<th>11.29.2017</th>
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**Professional Education**

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<th>Dr. Tim Goodwin</th>
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**English/Speech Communication**

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<tr>
<th>Department Chair:</th>
<th>Dr. Lauren Cobb</th>
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**Geography**

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**Human Performance, Sport, and Health**

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<th>Jim White</th>
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**Humanities**

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<th>Department Chair:</th>
<th>Dr. Brendan McManus</th>
<th>Brendan McManus</th>
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**Department of Integrated Media**

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Dr. Valica Boudry</th>
<th>Valica Boudry</th>
<th>11.30.2017</th>
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<tr>
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</table>
Political Science
Department Chair: Dr. Pat Donnay
Pat Donnay ___________________ 11.29.2017
Name Typed
Signature
Date

Psychology
Department Chair: Dr. Laurie Desiderato
Laurie Desiderato ___________________ 11.29.2017
Name Typed
Signature
Date

Sociology
Department Chair: Dr. Rucha Ambikar
Rucha Ambikar ___________________ 11.30.2017
Name Typed
Signature
Date

Science
Department Chair: Dr. John Truedson
emailed approval ___________________ 11.30.2017
Name Typed
Signature
Date

College of Arts and Sciences
Dean: Dr. Colleen Greer
Colleen Greer ___________________ 12.05.2017
Name Typed
Signature
Date

College of Business
Dean: Dr. Bonnie Higgins
Bonnie Higgins ___________________ 12.07.2017
Name Typed
Signature
Date

College of Health Sciences and Human Ecology
Dean: Dr. Jim Barta
Jim Barta ___________________ 12.06.2017
Name Typed
Signature
Date

Person to be contacted for further information:
Name: __Erika Bailey-Johnson__
Phone: _-2560_
E-mail: _ebaileyjohnson@bemidjistate.edu_

V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
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<tbody>
<tr>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
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</table>
LIBERAL EDUCATION PROGRAM COVER PAGE FOR NEW COURSE SUBMISSIONS

This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Name of course: People of the Environment: Business Perspective

Course Prefix and Number: BUAD 2925

Credits: 3

Description (from catalog or from curriculum proposal):

A survey of environmental issues in relation to business and commerce. Considers the rights and obligations of individuals and businesses in participating in decision-making regarding environmental concerns. Encompasses views on what makes environmentally responsible business. This course does not satisfy any Business Administration major or minor degree requirements. Liberal Education Goal Area 10.

What is the official status of the course at the present time? Check one of the following,
This course is already in the University catalog.

X This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.

This course has been approved by the Curriculum Committee and is in Curriculum Report______(#),____(academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

____ Goal Area 1: Communication (2 courses, 6 credits)  
_X__ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)  
____ Goal Area 3: Natural Science (2 courses, 7 or more credits)  
____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)  
____ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)  
____ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)  
____ Goal Area 7: Human Diversity (1 course, 2 or more credits)  
____ Goal Area 8: Global Perspective (1 course, 3 or more credits)  
____ Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)  
_X__ Goal Area 10: People and the Environment (1 course, 3 credits)  
____ Goal Area 11: Performance and Participation (1 or more credits)
For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at [http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/](http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/). The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

### III. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator</th>
<th>Valerie Wallingford</th>
<th>10/7/2017</th>
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<tr>
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<thead>
<tr>
<th>Department Chair</th>
<th>Douglas Leif</th>
<th>10/09/2017</th>
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<tr>
<td>Name Typed</td>
<td>Douglas Leif</td>
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Person to be contacted for further information:

Name: Valerie Wallingford  
Phone: X2594  
E-mail: vwallingford@bemidjistate.edu

### IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

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BUSINESS ADMINISTRATION 2925-90 Online

People & the Environment: Business Perspective (3 credits)

Valerie Wallingford

Office: Memorial 136
Phone: 755-2594
Messages: Voice Mail
Officer Hours: Anytime via e-mail
Email: vwallingford@bemidjistate.edu

Required Text: Sustaining the Environment by Miller, 10th edition.

Course Description:
A survey of environmental issues in relation to business and commerce. Considers the rights and obligations of individuals and businesses in participating in decision-making regarding environmental concerns. Encompasses views on what makes environmentally responsible business. This course does not satisfy any Business Administration major or minor degree requirements. Liberal Education Goal Area 10.

Course Objectives:
Students will:
• explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
• discern patterns and interrelationships of bio-physical and socio-cultural systems.
• describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
• evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
• propose and assess alternative solutions to environmental problems.
• articulate and defend the actions they would take on various environmental issues.

Business Administration Department's Program Level Student Learning Outcomes:
1. Graduates will demonstrate a foundational knowledge in the field of business.
2. Graduates will demonstrate information literacy.
3. Graduates will demonstrate ability to use practical business tools.
4. Graduates will demonstrate professional communication skills.
5. Graduates will demonstrate the ability to work effectively as part of a team.
6. Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment.

Grading:
Students will be evaluated on the bases of three non-cumulative examinations, video case analysis, quizzes, and class participation. NO LATE ASSIGNMENTS WILL BE ACCEPTED!

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| Week 1 | Course introduction, background, viewpoints  
Chapter 1 Sustainability  
Chapter 1 quiz |
| Week 2 | Eco Footprint www.earthday.net/footprint  
Groups, reports, schedules |
| Week 3 | Science, Matter, and Energy; Biodiversity and Evolution. Read chapter 2 & 3.  
Chapter 2 & 3 Quiz |
| Week 4 | Ecology and Population. Read Chapter 4.  
Chapter 4 Quiz  
Fishing Consumption Advisories presentation |
| Week 5 | Worldviews, Economics, Politics. Read chapter 14.  
Quiz Chapter 14  
Forests & their Products presentation |
| Week 6 | Sustaining Biodiversity. Read Chapters 5 & 6  
Chapter 5 & 6 quiz.  
Recycling plastic/paper/cardboard/aluminum/tin/glass presentation. |
| Week 7 | Food and Soil. Read Chapter 7.  
Chapter 7 quiz  
Disposable Society & Product Packaging presentation |
| Week 8 | Exam 1 Chapters 1-7 & 14  
Water Supply presentation |
| Week 9 | Water. Read chapter 8.  
Chapter 8 Quiz  
Oil on Ice presentation |
| Week 10 | Nonrenewable Energy. Read Chapter 9  
Quiz Chapter 9  
Acid Rain presentation |
Chapter 10 quiz  
Renewable Energy: wind/ethanol/sugar beets/potato waste presentation |
| Week 12 | Risk and Human Health. Read Chapter 11.  
Chapter 11 quiz  
Water and Sewage Treatment Plant presentation |
Climate Change and Ozone Depletion. Read Chapter 12.

Week 13
Chapter 12 quiz
Global Warming presentation


Week 14
Chapter 13 Quiz
Transfer Station, Household Waste & Incinerator presentation

Exam 2 on Chapters 8-13.

Week 15
End of Semester Course Evaluations.

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Disability Statement

Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu.
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 10: PEOPLE AND THE ENVIRONMENT*

This form should be completed for the following circumstances:
• For a new course proposed for the Liberal Education Program
• 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: People of the Environment: Business Perspective  
Prefix and number: BUAD 2925  
Credits: 3  
Course description: A survey of environmental issues in relation to business and commerce. Considers the rights and obligations of individuals and businesses in participating in decision-making regarding environmental concerns. Encompasses views on what makes environmentally responsible business. This course does not satisfy any Business Administration major or minor degree requirements. Liberal Education Goal Area 10.
Are there any prerequisites? No  
Typically, courses in the Liberal Education Program do not have prerequisites.
Reasons for creating this course: Course was previously offered but eliminated and students are requesting it.
How often will this course be offered? 1-2 times per year
What is the projected maximum class size (cap)? 30 on-campus and 25 online

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

___________________________________________________________________________________________

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

Goal Area 10: People and the Environment

Part A: All students must complete this part.

Requirements: One course; 3-4 credits

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

Courses that satisfy Goal Area 10 Part A include:

• People and the Environment team taught courses taught either on campus or through hybrid delivery: These courses are numbered either 2925 or a 2926. Faculty developing a 2925/2926 course for delivery must meet Goal Area 10 competencies C, E, and F noted on page 2 of this document. The remaining competencies/student learning outcomes (A, B, and D) will be met in the large group meeting of the course or for those faculty teaching a hybrid course through recorded lectures developed specifically for faculty
teaching a section of this course. Courses meeting Goal Area 10 Part A must also meet at least one of the competencies/student learning outcomes associated with Goal Area 2 Critical Thinking (see page 2).

AND

• Companion Courses: These courses proposed for inclusion in Goal Area 10A must provide for 51% (any four of the six) competencies/student learning outcome, A through F, listed on page two of this document. Courses meeting Goal Area 10 Part A must also meet at least one of the competencies/student learning outcomes associated with Goal Area 2 Critical Thinking (see page 2). NOTE: Students who take one of the companion courses and who plan to graduate from Bemidji State University will need to also take a one-credit course from the list of approved courses in Part B.

Please checkmark the Goal Area 10 competency categories/student learning outcomes met by the course under consideration.

___ X ___ A. Students will be able to explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
___ X ___ B. Students will be able to discern patterns and interrelationships of bio-physical and socio-cultural systems.
___ X ___ C. Students will be able to describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
___ X ___ D. Students will be able to evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
___ X ___ E. Students will be able to
• Propose alternative solutions to environmental problems, and
• Assess alternative solutions to environmental problems
___ X ___ F. Students will be able to
• Articulate the actions they would take on various environmental issues, and
• Defend the actions they would take on various environmental issues.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program 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 Liberal Education 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:

___ X ___ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
___ X ___ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
___ X ___ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
___ X ___ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.
Part B. Sustainability

Completion of goal area 10B is a liberal education requirement for Bemidji State University students who complete Part A with a course from the “Companion Courses” course list. Part 10B is not a goal area in the Minnesota Transfer Curriculum.

Because Goal Area 10 Part B is not a part of the Minnesota Transfer Curriculum, course proposals are open to any disciplinary prefix (which means the discipline’s prefix may be attached to the course).

Requirements: (One course, 1-credit)

Goals: To improve students' ability to understand sustainability’s essential elements, to communicate that knowledge, and to apply that knowledge.

Student Learning Outcomes/Competencies: All courses proposed to meet the requirements for this one course have to meet three student learning outcomes—student learning outcome A (see below) must be addressed and any two of the remaining four outcomes (B through E) must be addressed in any course proposal.

Please checkmark the Goal Area 10 Part B competency categories/student learning outcomes met by the course under consideration.

Students will be able to:

___x___ A. Communicate sustainability’s essential elements;
___x___ B. Use and integrate knowledge and skills drawn from several disciplines to analyze human-environment interactions
___x___ C. Understand how sustainability applies to their major, chosen career path, and everyday life;
___x___ D. Apply scientific expertise to create sustainable solutions, technology, and applications;
___x___ E. Promote sustainable communities on and beyond the University’s campus.

___________________________________________________________________________________________

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 10 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Name of course: People of the Environment: Criminal Justice Perspective

Course Prefix and Number (e.g., ENGL 1151): CRJS 2925

Credits: 3

Description (from catalog or from curriculum proposal): Offers students various perspectives on “environment” in relation to crime, criminality, and criminal justice. Liberal Education Goal Area 10.

What is the official status of the course at the present time? Check one of the following.

_____ This course is already in the University catalog.

___X___ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.
II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

_____ Goal Area 1: Communication (2 courses, 6 credits)
_X__ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)
_____ Goal Area 3: Natural Science (2 courses, 7 or more credits)
_____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)
_____ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)
_____ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)
_____ Goal Area 7: Human Diversity (1 course, 2 or more credits)
_____ Goal Area 8: Global Perspective (1 course, 3 or more credits)
_____ Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)
_X__ Goal Area 10: People and the Environment (1 course, 3 credits)
_____ Goal Area 11: Performance and Participation (1 or more credits)

For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at [http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/](http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/). The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

III. Signatures and Contact Person

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<th>Originator:</th>
<th>Yongsok Kim</th>
<th>Yongsok Kim</th>
<th>11.30.2017</th>
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Person to be contacted for further information:

Name: Yongsok Kim Phone: X3767 E-mail: ykim@bemidjistate.edu
IV. Submission Process Information

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Tentative Syllabus for Proposed CRJS 2925, People of the Environment: Criminal Justice Perspective

Instructor: Dr. Yongsok Kim
Office: Bensen Hall, Room 308
Phone: 218-755-3767 / E-mail: ykim@bemidjistate.edu
Office Hours: TBA

Course Description:
Offers students various perspectives on “environment” in relation to crime, criminality, and criminal justice. Liberal Education Goal Area 10.

Required Course Text:
- Not any specific textbook
- Reading materials offered by instructor onto D2L (Materials-Content)

Learning Outcomes:
- Students will learn various concepts and meanings of “environment” from diverse academic disciplines.
- Students will understand the “environment” in terms of criminological theories and criminal justice practices.
- Students will develop critical thinking skills through discussions on the interactions between environment and social institutions.
- Students will understand ecological, social, legal and political meanings of interrelations and connectedness for building a healthy community.
- Students will be able to develop their ideas and practices for protecting natural environments and reducing crimes, both of which are highly valuable social agenda.
  ▶ Students’ achievement throughout this course will be evaluated by class discussions, weekly quizzes, exams and individual presentation.

Online Course Supplement:
I have created an online course supplement on Desire to Learn (D2L) which serves as a main site for having access to class PowerPoint (PPT) contents, taking online quizzes and exams, submitting written assignments, doing Online Discussion (if done), checking your grades, and chatting online with other members of the class. Announcements will be posted on this site as well, so make it a habit to check the site and your university e-mail often for updates and announcements. All the course proceedings will be via D2L and BSU e-mail (please do not use any other personal e-mail account (Yahoo, Hotmail, Gmail, etc.)
for clear and certain communications, and be sure to include the course name and number in the RE line

– Your professor teaches multiple courses with some high enrollment numbers, and students are often enrolled in more than one of the professor’s courses).

Course Requirements and Grading:

1. Weekly Quizzes/Assignments: In almost every week, each student will take a quiz over the assigned reading and covered class contents or will have an assignment to turn in. Quizzes/Assignments will make up 20% of the course grade.

   - The Weekly Quizzes/Assignments will include multiple choice, true/false, and short answer questions as well as short journal entry.

2. Two Exams (Midterm Exam and Final Exam): There will be two exams given over the course of the semester. Midterm Exam will make up 20% of the course grade, and Final Exam will make up 30% of the course grade.

   - Midterm Exam will come from the text, lectures, discussions, and other class materials covered up to that point.
   - Final Exam will be cumulative, covering all course contents and materials and including modified Class Quiz questions.
   - There will be No make-up exam!

3. Attendance/Participation: Each student should attend every class, and join class discussions. Attendance will be taken every class day. The attendance and class participation will comprise 20% of the final grade. Mere class attendance without active class participation will not allow you to get the whole 20% of the final grade.

4. Individual Presentation: Each student will choose one academic journal article with at least 10 pages length (not any internet news or magazine article!) containing the topic and contents, which you think at the time of your article selection show the closest and most familiar meaning of “environment” in relation to crime or deviant behaviors. You should be able to clearly present why you choose the article and what the core contents of the article are including major ideas and research findings (if applicable!) from the article. This Individual Presentation will make up 10% of the course grade.

Grade make-up and Breakdown:

Weekly Quizzes/Assignments (20% / 200 points), Midterm Exam (20% / 200 points), Final Exam (30% / 300 points), Attendance/Participation (20% / 200 points), and Individual Presentation (10% / 100 points)

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<td>D = 60 - 69%</td>
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</tr>
<tr>
<td>F = 59% and below</td>
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Disability Statement
Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu.

Academic Dishonesty:
Academic dishonesty will not be tolerated in this course. Academic dishonesty will result in both academic and disciplinary penalties as outlined in the Bemidji State University Student Code of Conduct. The instructor also reserves the right to have written assignments submitted through TurnItIn.com. The Bemidji State University Student Code of Conduct can be found here: http://www.bemidjistate.edu/offices/development-enrollment/handbook/conduct/

Class Schedule:

Week 1
● Course Introduction
● Discussion on the various concepts of “environment” and their relationships with crime and delinquency

Week 2
● Various views on the causes of crime and delinquency
● Discussion on class topics

Week 3
● Classical Theory / Rational Choice Theory / Crime Prevention Through Environmental Design (CPTED)

● Reading materials from Environmental Criminology and Crime Analysis (2017) by Wortley & Townsley and from selected journal articles
● Discussion on class topics

Week 4
● Social (neighborhood or community) environment and crime
● Reading materials from selected journal articles
● Discussion on class topics

Week 5
● Green (environmental) Criminology / Introduction to environmental laws and regulations
● Environment, and race, gender and social class
● Reading materials from selected journal articles
- *Lead and Violent Crime*
  http://www.sciencedaily.com/releases/2005/02/050223145108.htm
- *Lead Pollution and Homicide*

- Discussion on class topics

**Week 6**
- Review for Midterm Exam
- **Midterm Exam**

**Week 7**
- Studies on people’s exposure to nature (animal) and their health (physical/psychological) impacts
- Reading materials from selected journal articles
- Discussion on class topics

**Week 8**
- Studies on people’s environmental views and experiences and their behavioral changes
- Reading materials from selected journal articles
  - *Six U.S. Correctional Facilities With ‘Farm to Prison’ Local Food Sourcing Programs*
- Discussion on class topics

**Week 9**
- Traditional Criminal Justice Systems and Their Alternative Approaches
- Reading materials from selected journal articles
- Discussion on class topics

**Week 10**
- Summary of Prior Class Contents
- Ways of Building Community
- Discussion on class topics

**Week 11**
- **Individual Presentation on Selected Academic Journal Contents**

**Week 12**
- **Individual Presentation on Selected Academic Journal Contents**
Week 13
● Individual Presentation on Selected Academic Journal Contents

Week 14
● Review for Final Exam
● Final Exam

Important Notice:
The class schedule and grading procedures in this syllabus are subject to change in the event of extenuating circumstances. If changes are made, an announcement will be made. Announcements made via D2L and university e-mail communications are considered proper notice of change.

LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 10: PEOPLE AND THE ENVIRONMENT*

This form should be completed for the following circumstances:
● For a new course proposed for the Liberal Education Program
● 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: People of the Environment: Criminal Justice Perspective
Prefix and number: CRJS 2925
Credits: 3
Course description: Offers students various perspectives on “environment” in relation to crime, criminality, and criminal justice. Liberal Education Goal Area 10.
Are there any prerequisites? No. Typically, courses in the Liberal Education Program do not have prerequisites.
Reasons for creating this course: For providing ideas on both fortifying environmental stewardship and reducing crime
How often will this course be offered? Every two years
What is the projected maximum class size (cap)? 30

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

Contribution to developing thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE
Goal Area 10: People and the Environment

Part A: All students must complete this part.

Requirements: One course; 3-4 credits

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

Courses that satisfy Goal Area 10 Part A include:

- People and the Environment team taught courses taught either on campus or through hybrid delivery: These courses are numbered either 2925 or a 2926. Faculty developing a 2925/2926 course for delivery must meet Goal Area 10 competencies C, E, and F noted on page 2 of this document. The remaining competencies/student learning outcomes (A, B, and D) will be met in the large group meeting of the course or for those faculty teaching a hybrid course through recorded lectures developed specifically for faculty teaching a section of this course. Courses meeting Goal Area 10 Part A must also meet at least one of the competencies/student learning outcomes associated with Goal Area 2 Critical Thinking (see page 2).

AND

- Companion Courses: These courses proposed for inclusion in Goal Area 10A must provide for 51% (any four of the six) competencies/student learning outcome, A through F, listed on page two of this document. Courses meeting Goal Area 10 Part A must also meet at least one of the competencies/student learning outcomes associated with Goal Area 2 Critical Thinking (see page 2). NOTE: Students who take one of the companion courses and who plan to graduate from Bemidji State University will need to also take a one-credit course from the list of approved courses in Part B.

Please checkmark the Goal Area 10 competency categories/student learning outcomes met by the course under consideration.

- A. Students will be able to explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- V B. Students will be able to discern patterns and interrelationships of bio-physical and socio-cultural systems.
- V C. Students will be able to describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- V D. Students will be able to evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- V E. Students will be able to
  - Propose alternative solutions to environmental problems, and
  - Assess alternative solutions to environmental problems
- V F. Students will be able to
  - Articulate the actions they would take on various environmental issues, and
  - Defend the actions they would take on various environmental issues.
**Goal Area 2: Critical Thinking**

All courses in BSU’s Liberal Education Program 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 Liberal Education 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:

- V____ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- V____ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

**Part B. Sustainability**

Completion of goal area 10B is a liberal education requirement for Bemidji State University students who complete Part A with a course from the “Companion Courses” course list. Part 10B is not a goal area in the Minnesota Transfer Curriculum.

Because Goal Area 10 Part B is not a part of the Minnesota Transfer Curriculum, course proposals are open to any disciplinary prefix (which means the discipline’s prefix may be attached to the course).

**Requirements:** (One course, 1-credit)

**Goals:** To improve students' ability to understand sustainability’s essential elements, to communicate that knowledge, and to apply that knowledge.

**Student Learning Outcomes/Competencies:** All courses proposed to meet the requirements for this one course have to meet three student learning outcomes—student learning outcome A (see below) must be addressed and any two of the remaining four outcomes (B through E) must be addressed in any course proposal.

**Please checkmark the Goal Area 10 Part B competency categories/student learning outcomes met by the course under consideration.**

Students will be able to:

- V____ A. Communicate sustainability’s essential elements;
- V____ B. Use and integrate knowledge and skills drawn from several disciplines to analyze human-environment interactions
- V____ C. Understand how sustainability applies to their major, chosen career path, and everyday life;
- V____ D. Apply scientific expertise to create sustainable solutions, technology, and applications;
- V____ E. Promote sustainable communities on and beyond the University’s campus.
STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 10 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Name of course: People of the Environment: Indigenous Knowledge Perspective

Course Prefix and Number (e.g., ENGL 1151): INST 2925

Credits: 3

Description (from catalog or from curriculum proposal): This course is designed to provide students with the ability to integrate Indigenous Studies with Environmental Studies. An in-depth focus will cover how environmental practices affect Indigenous cultures. Students will have the opportunity to explore their own understanding of Indigenous and Environmental Studies and develop strategies that will enable them to view both disciplines interdependent of one another. Liberal Education Goal Area 10.

What is the official status of the course at the present time? Check one of the following.

- [ ] This course is already in the University catalog.
- [x] This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.
This course has been approved by the Curriculum Committee and is in Curriculum Report ___(#), ________ (academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

_____ Goal Area 1: Communication (2 courses, 6 credits)

_X__ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)

_____ Goal Area 3: Natural Science (2 courses, 7 or more credits)

_____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)

_____ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)

_____ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)

_____ Goal Area 7: Human Diversity (1 course, 2 or more credits)

_____ Goal Area 8: Global Perspective (1 course, 3 or more credits)

_____ Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)

_X__ Goal Area 10: People and the Environment (1 course, 3 credits)

_____ Goal Area 11: Performance and Participation (1 or more credits) Liberal Education Program

For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

III. Signatures and Contact Person

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Person to be contacted for further information:

Name: Vivian Delgado | Phone: X2528 | E-mail: vdelgado@bemidjistate.edu
IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

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SYLLABUS: SPRING 2018
INST 2925 People of the Environment: Indigenous Knowledge Perspective
3 (credits) Tues & Thurs 12:00-1:15 p.m. AIRC Rm 128 Office Hours: M-F 10:00-11:30
Intellectual Property of: Vivian Delgado, Ph.D.

Required Texts: Available at BSU Bookstore

E-reserves: (electronic handouts) or Suggested Readings: Professor selected readings and/or handouts.

Course Description:
This course is designed to provide students with the ability to integrate Indigenous Studies with Environmental Studies. An in-depth focus will cover how environmental practices affect Indigenous cultures. Students will have the opportunity to explore their own understanding of Indigenous and Environmental Studies and develop strategies that will enable them to view both disciplines interdependent of one another. Liberal Education Goal Area 10.

Course Objectives:
1) Students will identify unique circumstances that require an understanding of Indigenous and Environmental Studies.
2) Students will discuss environmental issues affecting the health, education, welfare and governance of Indigenous peoples.
3) Students will examine the intertribal similarities regarding the beliefs and values of land based cultures.
4) Students will compare how economic classes influence environmental justice and/or lack of.
5) Students will recognize how traditional healing methods, original teachings, sacred geographies, sacred ecologies, and Indigenous life ways are portrayed in environments of origin.
6) Students will examine why Indigenous Knowledge is necessary for the future; Indigenous prophecies paralleled to Environmental Studies predictions.

No cell phones or electronic devices are allowed. If you use a laptop you may be randomly called upon to turn your notes in at the end of the class.

Course Requirements and Method of Instruction:
It is expected that all students will complete all readings and assignments, attend and actively participate in class individually and in groups. This course will use lecture, reading responses, and interactive exercises, experimental learning and writing, which will challenge students to take charge of their own learning.
We will adhere to the syllabus as our human condition allows us to, there may be changes to the description of the assignments and dates as the energy and intent of our specific class takes on its own energy and as resources and materials become available. The dates and the assignments are the framework and will serve as our guide as we move through the text, be that as it may, films, guest speakers, and group work will be implemented periodically so the discussion for that day will not occur. However, the assigned reading and daily notes will still be required.

Class discussion/participation/attendance (You will keep daily notes in a notebook for daily lectures, films, presentations, etc. Your attendance will be supported by the dates on your notes). 25%

Reaction Papers

Lead Discussion (2 per student) (Each student will lead a discussion in class and present their analysis of the interdependence of Indigenous and Environmental Studies). 10%

Midterm: Current Event Project

Your Indigenous-Environmental Studies project should focus on a topic that can represent how ancient wisdom is infused with modern ways that allows you to show your strengths in your understanding of native and or indigenous peoples. Prior to developing your project, you will submit a proposal that states your topic, questions for your subject, identified research goals, and three references for articles that you have read outside of class about your topic. (References may include articles from three of the following sources local, regional, national or international media. Films may also be cited as a reference). (Your proposal must be clearly stated and include a list of your sources regardless if they are written material or film they are required to be properly cited. Your conclusion should state why your topic interests you. APA citation format is preferred). 25%
Study notes 10%
(Study notes will be turned in after the midterm paper at the end of the class period and again after the final paper at the end of the class period. Your study notes must include information that was gathered during daily lectures. You must date each page for each day you were in attendance and give it a topic name for each discussion).

Final: 20%
A final paper that is 3-5 pages in length will be due at the end of the semester. Using your class notes from our readings as well as other media sources; write your paper in a way that you show two or more connections among Indigenous and Environmental Studies that we have studied. Each student will present a lecture on their final paper. Question guides are required for directing your lecture and must be turned in at the end of your presentation. For example; you will state via questions, concepts that were not clear to you and how you developed a greater understanding by asking and answering your own questions using the class readings, discussions and films from our resources).

Attendance Policy: Students are expected to attend all classes. One excused absence is allowable. Two unexcused absences lower the grade one level. More than three absences must be discussed with the instructor. Students who have not been to class by Jan 20th and have not made specific arrangements for their nonparticipation will be administratively dropped from the course on that date. Coming late to class is not permitted, plan ahead to be on time, if you are consistently late your grade will be lowered.

Written Work (word processed) format: Please use standard margins A (one inch), double or 1 1/2 spacing, a basic font of your preference, font size 12. The first page of your paper must identify your name, date, course number, and title of assignment. Papers must demonstrate careful attention to proofreading and editing as well as the appropriate writing style for the assignment. A staple in the upper left hand corner is requested. MLA is preferred. Reaction papers are always one page long and reflect your feelings about the work. Critiques are always three pages in length and are usually analytical about the material and class discussions; a clarification between a reaction and critique can be addressed during my office hours or by appointment. Handwritten and Late Papers are not accepted.

Classroom Environment: Shared community members of learners are expected to respect each other by practicing self-reflection and listening skills. No visitors (including children and pets) are allowed in the classroom without prior approval of the instructor. Cell phones and related electronic devices should either be turned off or set to vibrate for receipt of emergency calls. Leaving the classroom to accept calls is not permitted.

Incomplete Grades: An incomplete grade may only be granted when a majority of course assignments and grading have been completed. In any case, incompletes are strongly discouraged and will only be granted in highly unusual situations. Students should monitor their progress in the course, be aware that the participant students sets the bar for excellence by following the rubric.

Late Papers and Assignments: Late papers and assignments are not acceptable. Please plan your work in advance. Issues with printers, libraries, family matters etc. will not generate an extended deadline. Plan to complete and print your assignments well in advance of the deadline (preferably as soon as you get them). Make sure you keep back-up copies of all of your work.

Plagiarism Policy: Plagiarism is a violation of BSU’s academic and ethics policy. Suspected instances of plagiarism are investigated by the faculty, and findings may be forwarded to the vice president of academic affairs for disciplinary action up to and including expulsion.

Student Rights
In college you (the student) are responsible for making sure that you are receiving the accommodations that you need. Two federal laws, section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA, are civil rights that can assist you in postsecondary education). These two laws guarantee the following student rights:

1. You have the right to equal access to postsecondary education, co-curricular programs, services, student employment opportunities, activities and facilities at Bemidji State University.

2. You have the right to appropriate, effective accommodations, academic adjustments or auxiliary aids based on documented need.

3. You have the right to confidentiality of any information regarding your disability except as required by law or signed consent release of information.
Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu

Description of Assignments and Dates
This is a sample class schedule, dates, and classroom assignments. The professor who is hired to teach Indigenous and Environmental Studies should develop it accordingly.

Jan 12: Orientation, Introductions, Ice Breaker, and discussion of syllabus, texts and class expectations. All assigned readings will be followed with a class discussion. You must be prepared for all class discussions. Each “Handout” or reading from Indigenous People and the Environment Issues or Indigenous Teachings for a Sustainable Future: Original Teachings will be led by a student on an Indigenous current event of their choice, prepare a handout for each student in class. We will do handouts as class exercises. Assigned reading: Original Instructions: Indigenous Teachings for a Sustainable Future, Ch 1.

Jan 14: Discussion: Ch 1 (Methodology and Terminology) Introduction. Handout: Ancient Snaketown (I will do the first “Handout” class exercise to model what is expected of the lead presenter.) Assigned reading: Original Instruction, Ch 2.

Jan 19: Film: “Reel Injun” Assignment: Write a one page reaction paper for the film. Assigned reading: Original Instruction, Ch 3.


Jan 26: Discussion: Ch 4. Handout: Assigned reading: Original Instruction, Ch 5.


Feb 09: Discussion: Frozen River and Ch 7 and 8. Assigned reading: Original Instruction, Ch 9.


Mar 01: Class Exercise and **Handout:** Professor’s choice. Assigned reading: Original Instruction Ch 15.

Mar 03: Film: TBA Assignment: Write a one page reaction paper for the film. Discussion: Ch 14-15. Reading Assignment: Original Instruction, Ch 16.

Mar 08: Midterm: Student Power-point Presentations on a Current Event topic

Mar 10: Midterm: Student Power-point Presentations on a Current Event topic

Mar 14-18: No Classes SPRING BREAK

Mar 22: Discussion: Ch 16 and 17. **Handout:**
Assigned reading: Original Instruction, Ch 18.

Mar 24: Discussion: Ch 18. **Handout:**
Assigned reading: Original Instruction, Ch 19.

Mar 29: Discussion: Ch 19. **Handout:** (Professor’s choice)
Assigned reading: Original Instruction, Ch 20.

Mar 31: Discussion: Ch 20. **Handout:**
Assigned reading: Original Instruction: Ch 21.

Apr 05: Film: Inconvenient Truth. Assigned reading: Original Instruction, Ch 22.


Apr 14: Guest Speaker: TBA. Assigned reading: Original Instructions: Ch 25.

Apr 19: Discussion: Review Instructions and Checklist for Final Project and/or paper. Ch 24 and 25. **Handout:**
Assigned reading: Original Instructions, Ch 26.


Apr 26: No Classes, Faculty on Duty, classes will be held starting at 4:00 pm or later.

Apr 28: No Classes, Faculty on Duty, Reading Day

May 02 and May 04: Final Presentations (project and/or paper).
Rubric for Class Participation

Excellent (A)
Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussion would be diminished markedly.

Very Good (A- to B+)
Contributions in the class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate (B to B-)
Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometime presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Inadequate (C+ or lower)
Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide a few if any insights and never offer a constructive direction for the class. Integrative comments and effective challenges are absent. Alternatively, this person says little to nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

1 Acknowledgement to Prof. Richard J. Murnane at the Harvard Graduate School of Education.
LIBERAL EDUCATION
PROGRAM COVER PAGE FOR NEW COURSE SUBMISSIONS

This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Name of course: People of the Environment: Technology, Art, and Design Perspective
Course Prefix and Number (e.g., ENGL 1151): TADD 2925
Credits: 3
Description (from catalog or from curriculum proposal): Discussion and evaluation of current environmental topics related to technology, art, and design. Liberal Education Goal Area 10.

What is the official status of the course at the present time? Check one of the following.

____ This course is already in the University catalog.
___X___ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.

_____ This course has been approved by the Curriculum Committee and is in Curriculum Report______(#),____(academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

_____ Goal Area 1: Communication (2 courses, 6 credits)
___X___ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)
Goal Area 3: Natural Science (2 courses, 7 or more credits)
Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)
Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)
Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)
Goal Area 7: Human Diversity (1 course, 2 or more credits)
Goal Area 8: Global Perspective (1 course, 3 or more credits)
Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)
Goal Area 10: People and the Environment (1 course, 3 credits)
Goal Area 11: Performance and Participation (1 or more credits)
For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at [http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/](http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/). The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

### III. Signatures and Contact Person

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Person to be contacted for further information:

Name: Sachel Josefson Phone: X2949 E-mail: sjosefson@bemidjistate.edu
IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

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Sample Syllabus TADD 2925
People of the Environment: Technology, Art, and Design Perspective (3 credits)

Dr. Sachel Josefson

Office: Bridgeman Hall 136
Phone: 755-2949
Messages: Voice Mail
Officer Hours: Monday – Friday (8AM-10AM)
Email: sjosefson@bemidjistate.edu

Required Text: Sustaining the Environment by Miller, 10th edition.

Course Description:
Discussion and evaluation of current environmental topics related to technology, art, and design. Liberal Education Goal Area 10.

Credits: 3

Course Objectives:
Students will:
- explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- discern patterns and interrelationships of bio-physical and socio-cultural systems.
- describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- propose and assess alternative solutions to environmental problems.
- articulate and defend the actions they would take on various environmental issues.

Major Content Areas:
This course will focus on:
- design-to-production cycle
- cradle-to-cradle
- ideas and inventions immerging today
- energy sources
- material choices
- minimization of resources
- limitations of technology
- consumer responsibility
- tiny homes
- preserving biodiversity
- green consumerism
- designing a sustainable world
Grading:

Students will be evaluated on the bases of three non-cumulative examinations, video case analysis, quizzes, and class participation. "NO LATE ASSIGNMENTS WILL BE ACCEPTED!"

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Exams (2 @ 100 pts/exam)</th>
<th>Case Presentation</th>
<th>Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>200 pts</td>
<td>50 pts</td>
<td>50 pts.</td>
</tr>
<tr>
<td>A=90-100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B=80-89%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C=70-79%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D=60-69%</td>
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</tbody>
</table>

TOTAL POINTS 300 PTS

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Disability Statement

Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu.
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 10: PEOPLE AND THE ENVIRONMENT*

This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- 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: People of the Environment: Technology, Art, and Design Perspective
Prefix and number: TADD 2925
Credits: 3

Course description: Discussion and evaluation of current environmental topics related to technology, art, and design. Liberal Education Goal Area 10.

Are there any prerequisites? No, typically courses in the Liberal Education Program do not have prerequisites.

Reasons for creating this course: This course provides an important perspective of environmental stewardship, which is not currently represented in the curriculum. It supports Bemidji State’s mission to support a sustainable future for our planet.

How often will this course be offered? 1-2 times per year

What is the projected maximum class size (cap)? 30 on-campus and 25 online

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

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

Goal Area 10: People and the Environment

Part A: All students must complete this part.

Requirements: One course; 3-4 credits

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

Courses that satisfy Goal Area 10 Part A include:
- People and the Environment team taught courses taught either on campus, through hybrid delivery, or online: These courses are numbered either 2925 or a 2926. Faculty developing a 2925/2926 course for delivery must meet Goal Area 10 competencies C, E, and F noted on page 2 of this document. The
remaining competencies/student learning outcomes (A, B, and D) will be met in the large group meeting of the course or for those faculty teaching a hybrid course through recorded lectures developed specifically for faculty teaching a section of this course. Courses meeting Goal Area 10 Part A must also meet at least one of the competencies/student learning outcomes associated with Goal Area 2 Critical Thinking (see page 2).

AND

- Companion Courses: These courses proposed for inclusion in Goal Area 10A must provide for 51% (any four of the six) competencies/student learning outcome, A through F, listed on page two of this document. Courses meeting Goal Area 10 Part A must also meet at least one of the competencies/student learning outcomes associated with Goal Area 2 Critical Thinking (see page 2). NOTE: Students who take one of the companion courses and who plan to graduate from Bemidji State University will need to also take a one-credit course from the list of approved courses in Part B.

Please checkmark the Goal Area 10 competency categories/student learning outcomes met by the course under consideration.

___X__A. Students will be able to explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
___X__B. Students will be able to discern patterns and interrelationships of bio-physical and socio-cultural systems.
___X__C. Students will be able to describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
___X__D. Students will be able to evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
___X__E. Students will be able to
- Propose alternative solutions to environmental problems, and
- Assess alternative solutions to environmental problems
___X__F. Students will be able to
- Articulate the actions they would take on various environmental issues, and
- Defend the actions they would take on various environmental issues.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program 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 Liberal Education 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:

___X__A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
___X__B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which
can give alternative meanings or solutions to given situations or problems.

__X___C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

__X___D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.
Part B. Sustainability

Completion of goal area 10B is a liberal education requirement for Bemidji State University students who complete Part A with a course from the “Companion Courses” course list. Part 10B is not a goal area in the Minnesota Transfer Curriculum.

Because Goal Area 10 Part B is not a part of the Minnesota Transfer Curriculum, course proposals are open to any disciplinary prefix (which means the discipline’s prefix may be attached to the course).

Requirements: (One course, 1-credit)

Goals: To improve students' ability to understand sustainability’s essential elements, to communicate that knowledge, and to apply that knowledge.

Student Learning Outcomes/Competencies: All courses proposed to meet the requirements for this one course have to meet three student learning outcomes—student learning outcome A (see below) must be addressed and any two of the remaining four outcomes (B through E) must be addressed in any course proposal.

Please checkmark the Goal Area 10 Part B competency categories/student learning outcomes met by the course under consideration.

Students will be able to:

___x__ A. Communicate sustainability’s essential elements;
___x__ B. Use and integrate knowledge and skills drawn from several disciplines to analyze human-environment interactions
___x__ C. Understand how sustainability applies to their major, chosen career path, and everyday life;
___x__ D. Apply scientific expertise to create sustainable solutions, technology, and applications;
___x__ E. Promote sustainable communities on and beyond the University’s campus.

___________________________________________________________________________________________

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/ COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 10 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

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