

Submitting Proposals for UVM's Sustainability requirement through the HCOL

This form is designed to assist faculty who are teaching HCOL seminars that may count towards completion of UVM's Sustainability Requirement. The Honors College is very eager to help faculty submit their courses to the Sustainability Curriculum Review Committee (SCRC), which has the authority to approve courses as meeting that requirement. After you complete the steps laid out on this form, we will submit a proposal to the SCRC on your behalf. (Please note that this form is not intended to replace any of the requirements or standards articulated in the General Education Sustainability requirements themselves).

All students at UVM must complete one sustainability course prior to graduation. Courses that are approved by the SCRC as meeting this requirement are designated in the schedule of courses with an "SU" before the course title.

To complete this form, please provide the following:

1. Background/explanation: a brief history of the course/curriculum, general reasons why the course satisfies the Sustainability Learning Outcomes (SLO), and any other contextual information that can assist the committee in its review process (one paragraph).
2. Completed SLO table (see below).
3. Most current version of your course syllabus.

The SLO table will allow you to describe how your course/curriculum meets each of these outcomes. For each SLO, please indicate the level of exposure that you plan to incorporate in your teaching. The level of exposure to the learning outcome can be variable. The Committee seeks some level of exposure to all four (4) sustainability learning outcomes (SLOs). It is also expected that for three (3) of the outcomes, the level of exposure will at least be to "reinforces." A brief description of these expectations follows:

- **Introduces** indicates that the course objective is to familiarize students with the learning outcome so they can define terms. For example, the student has been exposed to some applications of the topic/concept through a lecture and/or reading. Other educational frameworks used to organize learning levels may use language like "fundamental" and "factual," imparting the ability to remember and understand.
- **Reinforces** indicates that the course objective will follow up the introduction of topic(s) with student work to apply the topic/concept themselves, either in a personal domain or that of organizations, institutions, municipalities, etc. This might include critical reflections, case studies, or laboratory exercises. The readings and related assignments should be substantive. Other educational frameworks may use language like "intermediate" and "conceptual," imparting the ability to apply and analyze.
- **Mastery** level is NOT an expectation for sustainability learning outcomes associated with a single first course addressing sustainability. However, if you feel that the course work provided in your course attains this level, we would like to value that learning outcome. This level might entail educational concepts like "advanced" and "procedural." Students would be able to evaluate and create in the context of these learning outcomes.

Activity title/type, lecture or activity, content, topics taught, etc.

Here we would like to know what type of activity is relevant to achieving the sustainability learning outcome. Is it lecture, an assignment, a service-learning projects, journal assignment, class exercise like a debate, etc.? If you title this activity, please include that here as well (e.g. "sustainability blog"). If there are associated topics, please also include these (e.g. "renewable energy, environmental justice, homeostasis"). If multiple teaching approaches are employed, please them.

Description of the activity and how it addresses the UVM SLO

Please explain your approach to achieving the sustainability learning outcome. This might start with a more detailed description of the activity followed by a discussion of how the learning outcome results from this learning activity. In some cases, it will be self-evident, so the description of the activity will suffice. This section provides the most useful material for the committee to evaluate your sustainability learning outcome, so adequate detail will be helpful. The committee's goal is to encourage the development and expansion of sustainability-related curricula, but we need enough detail to carry out our responsibility. We encourage and invite faculty to communicate with the co-chairs of the committee if you need assistance with this process or have questions.

If any assessment methods will be used to demonstrate student learning, please include a brief description. We may request your specific assessment as it could help other faculty to develop similar methods for their course. The committee would also like to encourage faculty professional development around implementation of these sustainability outcomes, and sharing of faculty tools and approaches is an important part of the process.

Title of Course:

Submitted by:

Contact info:

Background/explanation (one paragraph):

SLO #1: Students can have an informed conversation about the multiple dimensions and complexity of sustainability. (knowledge category)

Level of exposure: _____

Activity title/type, lecture or activity content, topics taught, etc.	Description of the activity and how it addresses the UVM SLO and any assessment methods used to demonstrate learning (if applicable).

SLO #2: Students can evaluate sustainability using an evidence-based disciplinary approach and integrate economic, ecological, and social perspectives. (skills category)

Level of exposure: _____

Activity title/type, lecture or activity content topics taught, etc.	Description of the activity and how it addresses the UVM SLO and any assessment methods used to demonstrate learning (if applicable).

SLO #3: Students think critically about sustainability across a diversity of cultural values and across multiple scales of relevance from local to global. (values category)

Level of exposure: _____

Activity title/type, lecture or activity content topics taught, etc.	Description of the activity and how it addresses the UVM SLO and any assessment methods used to demonstrate learning (if applicable).

SLO #4: Students, as members of society, can recognize and assess how sustainability impacts their lives and how their actions impact sustainability. (personal domain)

Level of exposure: _____

Activity title/type, lecture or activity content topics taught, etc.	Description of the activity and how it addresses the UVM SLO and any assessment methods used to demonstrate learning (if applicable).