General Studies Gold Request Form

Consult the General Studies Request FAQ for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in Kuali CM before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
College of Integrative Sciences and Arts (CLS)	School of Applied Sciences and Arts (CASA)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code	Course Number	Units/Credit Hours
IDS	294	3

Topic Information

If your request is approved:

1. Topics on **omnibus courses** carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
2. Topics on **permanent courses** require mandatory review every five years.

Topic Title	List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.
The Chef's Garden	N/A

Topic Description

In this interdisciplinary course, students will take on the role of a chef who has purchased a restaurant that contains an area that could be used for a chef’s garden. Students will face a series of challenges that will require drawing upon horticulture and culinary arts knowledge, ultimately designing a sustainable garden to support their planned menu. Along the way, they will learn

about different cuisines, ingredients, techniques, and food preservation practices; gain experience with menu planning and cost analysis; consider some of the challenges and opportunities involved with growing food; and plan a sustainable chef's garden, keeping in mind the physical space, climate, and resources. Students will learn about growing fruit, vegetables, herbs, microgreens, and edible flowers; how to harvest items from the edible desert around us; and become familiar with composting, responsible water use, three sisters planting, integrated pest management, seed harvesting, and more. The class will include visits to several food growing sites on the Polytechnic campus.

Has this topic been scheduled with a GS Gold designation? If so, list which semester(s), including past, current, and future terms.	Omnibus topics cannot hold a GS Gold designation for more than three semesters total. If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files. If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.	Student Work Examples
N/a		No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Sustainability (SUST)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

IDS 294 The Chef's Garden Syllabus.pdf

Sustainability (SUST)

The Sustainability requirement will provide students with an interdisciplinary understanding of socio-ecological systems in relation to global challenges and opportunities. The learning objectives

emphasize systems thinking, where human and non-human systems are understood as intimately connected, with human actions affecting all life on a planet with limits and boundaries. Students should also become familiar with how cultural, political, economic, social, and ethical beliefs, practices and systems are related to and impact planetary systems. Students will use course concepts and systems and futures thinking to address contemporary questions or challenges.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

SUST Learning Outcome 1: Demonstrate an understanding of the earth and its ecosphere, including the measures that indicate their capacities and limits.

Class Activity: In Week 2, sudents will learn about microclimates (https://www.britannica.com/science/microclimate). They will then take cameras and thermometers and go around ASU's Polytechnic campus to capture photos and temperature readings in various locations, including in different spots around the Poly Garden Commons. We will come back together as a class and share our results, noticing temperature differences and considering the factors that are likely contributing to these different microclimates. We will consider the benefits and costs of these different configurations, as bringing the temperature down often involves interventions of various kinds (adding structures, irrigation, etc.), which will lead to larger questions about sustainable gardening in the southwest.

SUST Learning Outcome 2: Trace historical impacts of a range of socio-economic, political or cultural choices on integrated human-environmental wellbeing.

Class Activity: In Week 8, students will research Three Sisters Planting (see https://www.nal.usda.gov/collections/stories/three-sisters#:~:text=The%20Iroquois%20and%20the%20Cherokee,squash%20throughout%20of%20the%20field), a traditional indigenous approach to farming in which corn, beans, and squash are planted together, as these plants support the growth of each other. Students will then plan their own Three Sisters garden, determining which types of corn, beans, and squash they will plant, when they should start each type of seed, and how their garden should be laid out (including ways to direct rain water to these plants).

SUST Learning Outcome 3: Envision pathways toward futures characterized by integrated human-environmental wellbeing.

Class Activity: In Week 4, students will learn about the Maricopa Pollinator Pathway Program (https://libguides.maricopa.edu/seed/pathway), which addresses the importance of pollinators and the threats to them (pesticides, climate change, loss of habitat). Students will then design their own pollinator pathway, a garden that supports pollinators. Limited resources (water) must be used in responsible ways in this plan.

SUST Learning Outcome 4: Articulate an approach to addressing contemporary questions or challenges that employs concepts or practices of sustainability.

Final Project (Week 15):

1. Create a menu for your restaurant. Your menu must contain at least 12 dishes, and these need to fit with your restaurant's theme. Describe each dish in an enticing way and set prices using what you have learned about food cost calculations. Organize the dishes into categories (e.g., starters, main dishes, desserts).

2. Plan a garden that contains items from 10 or more dishes on your menu. You do not need to grow all of the foods for your menu yourself. Be strategic in your choices, considering what you can grow in sustainable ways. Consider factors like cost, pollution, waste, and time involved with shipping versus growing it yourself; likelihood of pests/diseases; water/sunlight/space requirements and other plant needs; seed collection; pollinators needed; etc. Include a diagram showing the layout of your garden, including structures needed (containers, raised beds, in-ground areas, shade structures, etc.), irrigation/water plans, and crop rotation planned for cool weather vs. warm weather planting. Label those plants and trees that are producing items for your menu and highlight them so they stand out. If you would prefer, you can make a cool weather planting version of the diagram and a warm weather planting version. Otherwise, it is fine to label a spot in the garden with both a C: and W: and the plants to denote what would go there at a particular time of year.

3. Refection: In what ways are these plans sustainable and respectful of the natural world? Identify at least 5 sustainability concepts at work in these plans. Consider water collection, irrigation choices, adaptations necessary for the climate, the garden's relationship with pollinators, the use of chemicals in this system, pollution produced, waste created, impact on climate change, lessons learned from indigenous farming practices, selection of plants, etc.

List all course-specific learning outcomes. Where appropriate, identify the associated SUST learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SUST learning outcome.

Expected Learning Outcomes

Students will be able to do the following:

1. When learning about gardening principles, students will identify the sustainability issues involved and the associated measures (USDA zones, climate change, water usage, waste reduction, shipping/pollution, compliance with chemical safety, etc.). [SUST LO1]

2. When exploring historical approaches to gardening in the Southwest, students will be able to identify ways that cultural choices have impacted human-environmental well-being (three sisters planting, use of ollas, planting with the monsoon rains, crop rotation, etc.). [SUST LO2]

3. When planning a chef's garden, students will be able to apply integrated pest management principles to support human-environmental well-being (knowing the dangers of herbicides and insecticides, encouraging beneficial predators, knowing when not to intervene, etc.). [SUST LO3]

4. When planning a chef’s garden, students will be able to employ concepts and practices of sustainability (e.g., planting the right plant in the right place at the right time, drip irrigation, rainwater collection, compost, mulch, pollinators in the garden, seed harvesting). [SUST LO4]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Rachel Diepenbrock - January 30, 2025 at 2:09 PM (America/Phoenix)

Department Approval

Approved

Kielii Lilavois - January 30, 2025 at 3:07 PM (America/Phoenix)

Cynthia Rose

Manuel Aviles-Santiago

Trisha Eardley

GSC Coordinator Review

Approved

TJ Robedeau - February 3, 2025 at 9:55 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 3, 2025 at 1:24 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 3, 2025 at 1:59 PM (America/Phoenix)

April Randall

Sustainability (SUST) Committee

Acknowledgement Requested

Kevin Dooley

Jose Lobo - February 25, 2025 at 8:20 PM (America/Phoenix)

The course description is not well aligned with SUST. The description of the LOs and assessments are not adequate. The subcommittee recommends: major revision then resubmit.

Evan Berry

Treavor Boyer

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Rachel Diepenbrock

College Notification

Notification

Trisha Eardley

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel
