

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

Herberger Institute for Design and the Arts (CHI) The Design School (CARCH)

Submission Type

New Request

Requested Effective Date

Summer 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

Course Number

Units/Credit Hours

IND

243

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Design for Ecology and Social Equity

Course Catalog Description

Explores the role of design in the ecological crisis; materials, processes, strategies and methods to design more ecologically friendly and socially equitable products.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

None

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

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.

[IND 243 Rev 1.docx](#)

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.

Students will gain comprehensive understanding of ecosphere, global ecological crisis and contemporary issues in industrial design that are contributing to the global environmental crisis. They will learn to analyze the environmental impact of commonly used materials and processes in design. Students will participate in a reflective session building on this topic and will bring a physical or digital artifact that connects to that week's topics. Students will explain its connection to design ecology and social equity and discuss key learnings and sustainability applications followed by collective discussion and insight synthesis.

More details and examples of assessment prompts are included in this document: <https://docs.google.com/document/d/1wfOpnaeN7gQ8u9wPTIujsuG56PDfBiG9/edit?usp=sharing&ouid=113652611703469694619&rtpof=true&sd=true>.

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

Students will learn about socio-economic dimensions in design and through lecture and collective mind mapping find solutions to address complex socio-economic challenges through design. A critical part of this learning experience includes watching the impactful documentary "River Blue," after which students will reflect on its themes from a designer's perspective. Furthermore, an in-class discussion will illuminate inclusive design principles, fostering a deeper understanding of their importance in creating meaningful and accessible solutions for all.

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

A biodesign workshop will be conducted in order to understand the pathways to future of emerging sustainable materials best for human and environmental wellbeing. This will help foster an understanding of how emerging sustainable materials can shape a future that prioritizes both human and environmental well-being.

The workshop will explore the holistic relationship between humans and their environments. This includes recognizing how design choices impact ecosystems and communities. By understanding these interconnected systems, students can better conceptualize sustainable design solutions that enhance both ecological health and human quality of life.

Student will be engaged in discussions related to Future trends in sustainable design with a focus on how AI and how it can help designers. Students will examine how AI can analyze datasets to identify trends and patterns that inform material selection and lifecycle impacts that align with sustainability goals and predicting future trends

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

A field trip to Circular Living Lab as a part of course will help deepen students' understanding of pressing contemporary issues such as waste management and overconsumption. This experiential learning experience seeks to immerse students in an environment where they can explore innovative approaches to sustainability and the circular economy.

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.

İ **Critical understanding:** Analyze the global environmental crisis and design's impact on both worsening and alleviating it. [SUST LO1 & LO2]

İ **Material and process evaluation:** Assess the environmental consequences of various design materials and processes. [SUST LO1]

İ **Innovative design strategies:** Craft and implement groundbreaking design solutions with environmental considerations. [SUST LO3]

- **Social equity integration:** Seamlessly incorporate social justice principles to address complex socio-economic challenges. [SUST LO4]
- **Life cycle assessment proficiency:** Utilize life cycle assessment techniques to expertly model and compare the environmental impact of diverse product systems. [SUST LO1]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Keith Smith - February 11, 2025 at 3:59 PM (America/Phoenix)

Department Approval

Approved

- Paola Sanguinetti
- Amanda Osman
- Al Sanft
- John Takamura
- Keith Smith - February 11, 2025 at 4:00 PM (America/Phoenix)

I accidental withdrew my previous Kuali submission to make edits.

GSC Coordinator Review

Sent Back

- TJ Robedeau - February 12, 2025 at 8:43 AM (America/Phoenix)
- This course has already been submitted through Kuali Form 1433 and was moved on to be reviewed by the General Studies Council. Please email theressa.robedeau@asu.edu and inform us which Kuali Form you would like to have be reviewed - form 1433 or form 1723.
- April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Keith Smith - February 12, 2025 at 10:05 AM (America/Phoenix)

Department Approval

Approved

- Paola Sanguinetti
- Amanda Osman
- Al Sanft
- John Takamura

Keith Smith - February 12, 2025 at 10:06 AM (America/Phoenix)

Resubmitting per email with TJ Robedeau

GSC Coordinator Review

Approved

TJ Robedeau - February 12, 2025 at 10:08 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - February 12, 2025 at 11:59 AM (America/Phoenix)

For all learning outcomes, please provide more details on the assessments (e.g., assignments, projects, exams) that will be used to measure the learning outcomes. Examples of prompts or instructions would also be helpful. Assessments should include grading on content (i.e., discussions that are only graded for participation are not appropriate assessments for the learning outcomes). This information is needed for the General Studies Council to confirm that the learning outcomes will be assessed in an appropriate manner. If you have any questions, please email me (Tamiko Azuma) at azuma@asu.edu.

Form Submission - Proposer

Submitted for Approval | Proposer

Keith Smith - February 13, 2025 at 8:46 AM (America/Phoenix)

Department Approval

Approved

Paola Sanguinetti

Amanda Osman

Al Sanft

John Takamura

Keith Smith - February 13, 2025 at 8:49 AM (America/Phoenix)

Please review the updated syllabi concerning learning outcomes involving assignments and grading.

GSC Coordinator Review

Approved

TJ Robedeau - February 13, 2025 at 9:03 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 13, 2025 at 9:09 AM (America/Phoenix)

All required components confirmed. Supplemental document will be added to form.

Pre-GSC Meeting

Approved

TJ Robedeau - February 13, 2025 at 9:14 AM (America/Phoenix)

April Randall

Sustainability (SUST) Committee

Acknowledgement Requested

Kevin Dooley

Jose Lobo - February 25, 2025 at 8:28 PM (America/Phoenix)

The assessments need to be significantly revised to provide more details and match the SUST LOs. The subcommittee recommends: revise and 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

Keith Smith

College Notification

Notification

Stephani Etheridge Woodson

ATCS Notification - ASU Course

Notification

Bryan Tinlin
Jessica Burns
Michele Devine

DARS Notification

Notification

Leticia Mayer
Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp
Bronson Cudgel