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
Mary Lou Fulton Teachers College (CTE)	Division of Educational Leadership and Innovation (CEDGRAD)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
SCN	208	4

Course Information

Enter the course catalog information, found in the web course catalog or Kuali CM.

Course Title

Nature and Society: An Introduction to Environmental Studies

Course Catalog Description

This course introduces environmental studies with a focus on scientific thinking. Students will explore global environmental issues, learn about the earth's systems, and examine the impacts of human actions. The course emphasizes using evidence to collect and interpret data, test ideas, and evaluate environmental claims. Students will also create models to explain natural processes and develop science-based solutions to environmental challenges, improving their ability to communicate evidence-based arguments on key issues.

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

Prerequisite(s): ENG 101, 105, or 107 with C or better; minimum 15 hours OR Visiting University Student

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.

By checking this box, I confirm I understand that each course or topic can only carry one General Studies Gold designation. If this request is approved, it will replace the existing GS Gold designation on the course or topic.

Provide a brief justification for this request to change the General Studies Gold designation on this course or topic.

Moving SCN 208: Nature and Society: An Introduction to Environmental Studies from the Sustainability (SUST) designation to the Scientific Thinking in Natural Sciences (SCIT) designation is justified based on the course's alignment with SCIT learning outcomes. The course content emphasizes interpreting data, constructing and testing scientific hypotheses, and evaluating the validity of scientific claims through evidence-based approaches. It fosters students' ability to create models to explain observable phenomena and natural processes, which directly addresses SCIT LO1, LO2, LO3 and LO4. While sustainability concepts are still relevant, the focus on scientific methodology, critical thinking, and analysis of biological and physical systems aligns more closely with SCIT learning outcomes. Shifting to SCIT will also allow students to develop a deeper understanding of environmental systems through scientific inquiry, fulfilling the Scientific Thinking in Natural Sciences requirement more comprehensively.

General Studies Gold Designation Request

Requested Designation

Scientific Thinking in Natural Sciences (SCIT)

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

Syllabus SCN 208 GOLD SCIT F24 15W.docx.pdf

Scientific Thinking in Natural Sciences (SCIT)
Courses in scientific thinking in natural sciences will promote public scientific literacy, which is critical for sound decisions about scientifically infused issues such as climate change. Scientific thinking in natural sciences includes understanding basic science concepts, such as the fundamental behavior of matter and energy, as well as understanding that science is not an encyclopedic collection of facts. Science is a process of exploration that embraces curiosity, inquiry, testing, and communication, to

reduce uncertainty about nature. In Scientific Thinking in the Natural Sciences courses, students will engage in the scientific process through lab experiences.

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.

SCIT Learning Outcome 1: Obtain and interpret qualitative or quantitative data and communicate the findings.

VISA: Very Important Student Activities - VISA's will be used to reinforce your learning, understanding, and application for each session based on the learning outcomes. These activity experiences will cover a range of topics that correspond to the week's theme and will be completed individually or in groups. Ecological Footprint Rubric
Environmental Studies Lab Activities - Students will complete hands-on module lab activities to reinforce the content being learned throughout the course. Lab assignments will be completed over the semester. Tale of Two Cities Rubric
Circle of Service - This Community Engagement Project is an integral part of our course designed to foster hands-on learning and community involvement. This project empowers students to apply service principles learned in class to real-world scenarios, promoting personal growth and social impact through collaborative and reflective community service. The project aims to address key environmental issues in your community while promoting sustainable practices and raising awareness. Circle of Service with rubric

SCIT Learning Outcome 2: Employ evidence to construct and test scientific hypotheses.

Weekly Learning Quiz: Online quizzes will monitor learning, progress, and performance for each of the content modules. You must complete the online assessment within the timeframe set to earn credit. These assessments will cover learning outcomes, assigned readings, hands-on activities, research, and field experiences.
Environmental Studies Lab Activities - Students will complete hands-on module lab activities to reinforce the content being learned throughout the course. Lab assignments will be completed over the semester. Water Usage Rubric

SCIT Learning Outcome 3: Assess the validity of scientific claims using evidence from biological or physical science.

VISA: Very Important Student Activities - VISA's will be used to reinforce your learning, understanding, and application for each session based on the learning outcomes. These

activity experiences will cover a range of topics that correspond to the week's theme and will be completed individually or in groups.
The Lorax and Sustainable Practices
Discussion: Key Understandings - Students will complete a weekly synthesis of their learning based on module content learning and topics. Based on the topic, students will present their perspectives and views with supporting facts and perspectives. Students will respond to another classmate's post.
Discussion: Key Understandings with Rubric

SCIT Learning Outcome 4: Create models to explain observable phenomena and understand biological or physical processes in the natural world.

Environmental Studies Lab Activities - Students will complete hands-on module lab activities to reinforce the content being learned throughout the course. Lab assignments will be completed over the semester. Lab: Understanding Earth Cycles
Circle of Service - This Community Engagement Project is an integral part of our course designed to foster hands-on learning and community involvement. This project empowers students to apply service principles learned in class to real-world scenarios, promoting personal growth and social impact through collaborative and reflective community service. The project aims to address key environmental issues in your community while promoting sustainable practices and raising awareness. Circle of Service

SCIT Learning Outcome 5: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

VISA: Very Important Student Activities - VISA's will be used to reinforce your learning, understanding, and application for each session based on the learning outcomes. These activity experiences will cover a range of topics that correspond to the week's theme and will be completed individually or in groups.
Social Justice Simulation
Discussion: Key Understandings -Students will complete a weekly synthesis of their learning based on module content learning and topics. Based on the topic, students will present their perspectives and views with supporting facts and perspectives. Students will respond to another classmate's post.
Discussion: Key Understandings with Rubric

List all course-specific learning outcomes. Where appropriate, identify the associated SCIT 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 SCIT learning outcome.

Student Learning Outcomes
Upon completion of this course, the student should be able to:
Student Learning Outcomes
1. Identify and explain the scientific, economic, social, and cultural dimensions of current environmental issues at local, regional, national, and global levels and propose sustainable solutions that address these aspects. SCIT LO5
2. Examine how social injustice contributes to global environmental challenges and impedes solutions, evaluating its impact on potential sustainable solutions. SCIT LO3

3. Trace historical perspectives on environmental issues and contrast these with elements of the Green Revolution to understand their impact on integrated human-environmental wellbeing. SCIT LO1
4. Assess the current state of global biodiversity loss and analyze how policies and scientific endeavors aim to mitigate species extinction, improve ecosystem health, and maintain ecosystem services in the context of sustainability. SCIT LO2
5. Analyze the relationship between human population dynamics and environmental impacts and explore and explain their implications for sustainability. SCIT LO4
6. Investigate and analyze global trends in natural resource availability and consumption rates and reflect on how these trends inform sustainability practices and concepts. SCIT LO2
7. Articulate the role of ethics and values in environmental issues and examine their influence within historical, political, and economic contexts. SCIT LO5
8. Develop and apply critical analytical skills to complex environmental and social problems, constructing solutions that integrate sustainability concepts and promote civic and social responsibility. SCIT LO3

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Angelia Linder - September 25, 2024 at 8:30 AM (America/Phoenix)

Department Approval

Approved

Jill Koyama - September 25, 2024 at 9:46 AM (America/Phoenix)

Alana Lackore

GSC Coordinator Review

Approved

Alicia Alfonso - September 26, 2024 at 3:20 PM (America/Phoenix)

Proposal to add syllabus data to CM currently at Provost office review level.

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - September 26, 2024 at 5:31 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - October 8, 2024 at 12:44 PM (America/Phoenix)

April Randall

Scientific Thinking in Natural Sciences (SCIT) Subcommittee

Acknowledgement Requested

Ralph Chamberlin

Megha Pillai

Michele Devine

Chao Wang

Ashli Morgan - October 30, 2024 at 8:32 AM (America/Phoenix)

The SCIT subcommittee recommends to revise and resubmit the form for SCN 208. The details provided in the Kuali form for the assessments with each learning objective were not comprehensive enough for the subcommittee to determine if they fulfilled each objective. Please provide more information to show how the course assessments meet the SCIT learning objectives. Review the course description and learning objectives in the syllabus to ensure they align with the SCIT requirements.

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

Angelia Linder

College Notification

Notification

Angelia Linder

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
