



EXECUTIVE VICE PRESIDENT AND PROVOST
THE UNIVERSITY OF TEXAS AT AUSTIN

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March 11, 2016

Dr. Steven Leslie
Executive Vice Chancellor for Academic Affairs
The University of Texas System
OHH 304 (P4300)

Dear Dr. Leslie:

Enclosed for your approval is the proposal to create a new Bachelor of Arts in Sustainability Studies degree program in the College of Liberal Arts chapter of the *Undergraduate Catalog 2016-2018* (D 14058-14062). The proposal was approved unanimously by the Faculty Council on February 15, 2016. The proposal has undergone a 30-day review period, by public institutions within 50 miles of The University of Texas at Austin, with no objections. The authority to grant final approval on this proposal resides with Texas Higher Education Coordinating Board.

Sincerely,

A handwritten signature in blue ink, appearing to read "Judith H. Langlois".

Judith H. Langlois
Executive Vice President and Provost, *ad interim*

JHL: lac

Enclosure

cc: Gregory L. Fenves, President of the University

ec: Hillary Hart, Secretary, Office of the General Faculty
Carol Longoria, Assistant Deputy to the President
Richard Flores, Associate Dean, College of Liberal Arts
John St. Lawrence, Senior Administrative Associate, College of Liberal Arts
Brenda Schumann, Associate Registrar
Linda Dickens, Sr. Director, Institutional Accreditation and Effectiveness
Cynthia Cruz, Administrative Manager, Provost's Office
IRRIS Team
Suzanne Revisore, Assistant to the EVCAA, UT System
Debbie Roberts, Executive Assistant, Office of the General Faculty
Victoria Cervantes, Sr. Administrative Associate, Office of the General Faculty

Certification Form for New Bachelor's and Master's Programs Texas Higher Education Coordinating Board

Directions: An institution shall use this form to request a new bachelor's or master's degree program that meets all criteria for approval in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44:

- (a) The program has institutional and governing board approval; (b) the program complies with the *Standards for Bachelor's and Master's Programs*; (c) adequate funds are available to cover the costs of the new program; (d) new costs during the first five years of the program will not exceed \$2 million; (e) the program is a non-engineering program (i.e., not classified under CIP code 14); and (f) the program will be offered by a university or health-related institution.

If a new bachelor's or master's program does not meet the criteria above, an institution must submit a request using the *Form for Requesting a New Bachelor's and Master's Degree Program*.

Information: Contact the Division of Academic Quality and Workforce at 512/427-6200 for more information.

Administrative Information

1. **Institution:** The University of Texas at Austin
2. **Program Name:** Bachelor of Arts degree in Sustainability Studies
3. **Proposed CIP Code:** 30.3301
4. **Number of Required Semester Credit Hours (SCHs)¹:** 120
5. **Administrative Unit:** The Department of Geography and the Environment within the College of Liberal Arts
6. **Delivery Mode:** Face to Face
7. **Implementation Date:** 08/24/16
8. **Contact Person:** Name: Dr. Gregory Knapp
Title: Associate Professor of Geography and the Environment, and Director, Bachelor of Arts Degree in Sustainability Studies
E-mail: gwk@utexas.edu
Phone: 512-232-1588


¹ Bachelor's degrees should not exceed 120 SCH per Board rule 5.44 (a) (3). Those that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-hour limit.

Signature Page

I hereby certify that all of the following criteria have been met in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44:

- (a) The program has institutional and governing board approval.
- (b) The program complies with the *Standard's for New Bachelor's and Master's Programs*.
- (c) Adequate funds are available to cover the costs of the new program.
- (d) New costs during the first five years of the program will not exceed \$2 million.
- (e) The program is a non-engineering program (i.e., not classified under CIP code 14).
- (f) The program will be offered by a university or health-related institution.

I hereby certify that my institution has notified all public institutions within 50 miles of the teaching site of our intention to offer the program at least 30 days prior to submitting this request. I also certify that if any objections were received, those objections were resolved prior to the submission of this request.



Chief Executive Officer

4/7/16

Date

I hereby certify that the Board of Regents has approved this program.

Date of Board of Regents approval: _____

Board of Regents (or Designee) Date

New Program Request Form for Bachelor's and Master's Degrees

Directions: An institution shall use this form to propose a new bachelor's or master's degree program that is in the field of engineering or has costs exceeding \$2 million for the first five years of operation. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer or Chief Academic Officer, certifying adequacy of funding for the new program and the notification of other institutions; (2) a member of the Board of Regents (or designee), certifying Board approval. NOTE: Preliminary notification is required for all engineering programs. Prior to submission of an engineering program proposal, the institution should notify the Division of Workforce, Academic Affairs and Research of its intent to request such a program.

For more information: Contact the Division of Workforce, Academic Affairs and Research at 512/427-6200.

Administrative Information

1. Institution:

The University of Texas at Austin

2. Program Name – Show how the program would appear on the Coordinating Board's program inventory (e.g., *Bachelor of Business Administration degree with a major in Accounting*):

Bachelor of Arts degree in Sustainability Studies

3. Proposed CIP Code:

30.3301

4. Number of Required Semester Credit Hours (SCHs) (If the number of SCHs exceeds 120 for a Bachelor's program, the institution must request a waiver documenting the compelling academic reason for requiring more SCHs):

120

5. Brief Program Description – Describe the program and the educational objectives:

Description.

The Sustainability Studies B.A. in Liberal Arts is designed to provide a rigorous and focused study of sustainability methods and content and simultaneously allow a student to complete all degree requirements within four years. While degrees will be granted by the College of Liberal Arts, it will be overseen by Geography Faculty, and an interdisciplinary and cross-college committee to maximize its use of campus resources. Student advising will be provided by the College of Liberal Arts. The Faculty Director (full-time Tenured Faculty), Program Coordinator and Capstone Coordinator (full time lecturer positions), supporting TA lines, and staff support will be located in the Department of Geography and the Environment and the College of Liberal Arts. The program is designed so that future B.A. degrees in Sustainability Studies in other Colleges on campus, such as Architecture, will be possible based on a similar curriculum but with different tracks.

The development of BASS has been based on a multi-College effort across UT led by faculty from Liberal Arts, Architecture, the LBJ School, and Natural Sciences, and leadership in the Provost's Office and the Dean for Undergraduate Studies' Office, among others.

The BA degree will require 120 total hours, including up to 57 hours of core curriculum and Liberal Arts requirements as a foundation (assuming that at least two of the courses in the major count

towards requirements). The Major portion requires 39 credit hours. To complete the degree, each student will normally have at least 24 hours of free electives outside of their Major.

Unlike many New Program Requests, this Bachelor of Arts degree proposal is preceded by a Bachelor of Arts degree in Geography, with a Sustainability Track; it differs from the proposed Sustainability Studies major in being 30 rather than 39 hours, requiring a minor, and in requiring all course work be completed with GRG credit or cross lists. The track requires two courses each in techniques, environment, and human geography, as well as four courses in the track. Unlike Sustainability Studies, there are no experiential or capstone requirements, no gateway course, and no requirements in communication, economics, or politics.

Another complementary opportunity for students is that the University of Texas has an Environment and Sustainability Bridging Disciplines Program (BDP). Students take 18 credit hours of strand courses and connecting (BDP 320) courses, plus a one hour forum seminar to earn the certificate. Only one of the courses may be in or cross listed with the student's main department. Students who take the E&S BDP will be able to offer their connecting courses towards the experiential learning requirement. Students taking the Sustainability Studies major will find it easier than most other students to complete the BDP, but it will require extra work.

The proposed BASS degree will be housed in the College of Liberal Arts' Department of Geography and the Environment offices, where the BA Geography and BA Urban Studies degrees are currently situated, as well as the MA and PhD in Geography. Graduate students in Geography will form the core of GTAs who will assist Faculty in the courses. BASS's current faculty director is Geography Associate Professor Gregory Knapp. In consultation with the Department Chair, Prof. Sheryl L. Beach, Dr. Knapp will oversee the BA degree, and a program coordinator and capstone coordinator (full-time lecturers) and an undergraduate advisor (staff) will assist in coordinating with faculty, departments, course schedulers, etc. The BASS undergraduate degree will be further shaped and overseen by an advisory committee that includes faculty in Geography, and other departments offering courses for the major.

Outcomes.

Upon completion of the Sustainability Studies degree a student will be able to engage in key problem-solving frameworks for addressing complex social, economic, technological and environmental challenges. These learning outcomes will serve as the benchmark for subsequent assessment. Specific learning outcomes for each course group and theme are itemized below:

- **Systems-thinking:** Students will be able to analyze complex systems across different domains and scales (local to global) by comprehending, empirically verifying, and articulating their structure, key components, and dynamics.
- **Anticipatory approaches:** Students will be able to think systematically about the future and future generations through methods such as visioning, design, multi-criteria assessment, and risk assessment.
- **Normative understandings:** Students will understand concepts of justice, equity, social and ecological integrity, and ethics and will recognize how these concepts vary across cultures as well as contribute the diverse knowledge(s) to solve sustainability problems.
- **Strategic actions:** Students will be able to collaboratively design and implement solutions and governance strategies that translate into action to create change. This aspect includes the importance of historical understanding, recognition of the indeterminacy of history, incorporation of various perspectives as it informs strategic thinking, and be able to communicate those strategies effectively.
- **Interpersonal skills:** Students will be able to motivate and facilitate sustainability problem solving through strong communication and negotiation skills, leadership, and collaboration with stakeholders outside the classroom.

<p>6. <u>Administrative Unit</u> – Identify where the program would fit within the organizational structure of the university (e.g., <i>The Department of Electrical Engineering within the College of Engineering</i>):</p> <p>The Department of Geography and the Environment within the College of Liberal Arts</p>
<p>7. <u>Proposed Implementation Date</u> – Report the date that students would enter the program (MM/DD/YY):</p> <p>08/24/16</p>
<p>8. <u>Contact Person</u> – Provide contact information for the person who can answer specific questions about the program:</p> <p>Name: Dr. Gregory Knapp</p> <p>Title: Associate Professor of Geography and the Environment, and Director, Bachelor of Arts Degree in Sustainability Studies</p> <p>E-mail: gwk@utexas.edu</p> <p>Phone: 512-232-1588</p>

Program Information

I. Need

- A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

Need for the Program in Texas

Texas is increasingly linked with the nation and the world and is affected by migration, global demands for resources, and global environmental change. A new report from the US Census Bureau shows that eight of the top fifteen fastest growing big cities in the country are in Texas. Of the cities with the largest listed percent increases, six of the top ten are in Texas, with Round Rock and Austin ranking two and three respectively.

With these new demands on resources, the state faces critical challenges related to clean energy, air quality, drought and climate change, water conservation, urban and regional planning, poverty alleviation, health care, and education. The interrelated and complex nature of these issues requires a strong understanding of not only the resource supply and environmental factors at play but also the social, economic, and political issues that affect the state, the country, and the world. Preparing Texas students to address these issues as our future workforce would contribute to the state's ability to position itself as an innovative leader in areas such as renewable energy, water resources, land, and natural resources management.

The University of Texas System has already taken a leadership role in preparing future generations of Texas citizens to address these challenges. Of the University of Texas System's nine schools, six offer Bachelor of Science degrees in Environmental Science, including UT Austin; three offer Undergraduate Minors in Environmental or Sustainability Studies, not including UT Austin; two offer majors in Geography, including UT Austin; and six offer Bachelor of Arts or Science degrees in Interdisciplinary or Multidisciplinary Studies. However, no UT System university has yet included a full interdisciplinary, Bachelor of Arts in Sustainability Studies degree with an emphasis on both the social

sciences and environmental sciences. Such a degree would help prepare political leaders, economists, social workers, professional writers and communicators, policy analysts, and other professionals who are not natural scientists or engineers to work together effectively for the future of Texas and the world. As the state's flagship institution, UT Austin is in a unique position to pioneer such a program. The environment for this Teaching and Curricular Program is right, with the nearing completion of UT Austin's Sustainability Master Plan in development since 2008. The Sustainability Master Plan embraces and engages all UT Austin stakeholder communities, and will seek final approval by President Fennes on Earth Day, 22 April 2016.
(www.utexas.edu/sustainability/masterplan/php).

In the course of creating the BASS Degree, the committee studied 42 other US institutions with similar degrees, and interviewed 9 program directors. Of the 42 programs, two Job Outlook Studies were posted or shared by Arizona State University and by the University of North Carolina.

Employment Data for Arizona State

Arizona State reported that 52 percent of their graduates were employed, 32 percent were unknown, 8 percent went to grad school, 6 percent were underemployed, and 2 percent were unemployed. Most of their employed graduates worked in private industry and it is clear that this is the most traveled path for students in both the ASU and UNC programs. From 8-18 percent pursued graduate school between the two programs.

Employment Data for the University of North Carolina

UNC recently completed a program review, which shows that:

- 17.2% are a Student in Graduate/Professional School;
- 15.2% Unspecified;
- 14.6% Administrative (Director, Coordinator, Manager, Consultant);
- 11.9% Environmental Scientist/ Researcher;
- 6% Research Tech/Lab Manager, 6% Environmental Assessment/ Analysis;
- 6% Intern/Volunteer;
- 5.3% Project Scientist/ Team Member;
- 4% Office Work (Human Resources, Accounting, Web Services);
- 4% Other (Counselor, Dentist, Vet Assistant, Food Service);
- 2.6% Environmental Education;
- 2% Urban Planning;
- 2% Field Assistant;
- 2% Unemployed;
- 1.3% Attorney.

8.3. Suggested employment and graduate programs from academic program descriptions

Most of the 42 programs in the survey provided a list of possible careers. Most listed graduate school as a prominent choice in a wide range of fields.

A focused effort will be made to ensure that our potential graduates have both a mixture of flexibility and certainty in what to expect after graduation.

Fields of employment and/or graduate school include: education, environmental management, forest ecology, geography, health sciences, law, medicine, public health, public policy, sustainable development, urban and regional planning, other biophysical and social sciences, and applied programs. Specific job titles include Agronomist, Animal Scientist, Aqua Culturist, Biologist, Bio-Engineer, Bio-Technologist, Biochemist, Biometrician, Botanist, Community organizer, Cooperative enterprise manager, Ecologist, Energy efficiency program manager, Energy economist, Environmental conservation economist, Environmental Planner, Environmental conservation economist, Environmental policy analyst, Ergonomist, Food and Drug Inspector, Food Scientist, Forester, International project manager, Lab Technician, Medical Librarian, Medical Technologist, Microbiologist, Nurse, Peace Corps volunteer, Purchasing and materials manager, Regional planner, Residential Conservation Program Manager, Science Writer, Supply chain analyst, Teacher / Professor, and Toxicologist.

B. Student Demand – Provide short- and long-term evidence of demand for the program.

The growing demand for sustainability education in Texas reflects broader trends outside the state. The Princeton Review's recent "College Hopes and Worries" survey reports that nearly two-thirds of students consider a college's environmental commitment (including academic offerings) in their decision to apply or attend. Further, in 2010, the Association for the Advancement of Sustainability in Higher Education (AASHE) reported that roughly 74% of sustainability-related positions at universities were created in just the last five years, demonstrating that universities are responding with action to the growing demand for sustainability-related education that address both academic opportunities as well as the physical and fiscal operations of those institutions.

Within UT Austin itself, the demand from students for sustainability-focused academic training is strong, as illustrated by the creation and success of academic student groups such as Net Impact Undergraduate (in the McCombs School of Business), Engineers for a Sustainable World, and the Public Health Student Group. Indeed, students interested in sustainability at UT Austin can access a searchable directory of more than 1,000 courses, degree programs, centers, research, and faculty and staff working on environmental and sustainability initiatives (<http://www.utexas.edu/sustainability/directory/>). Students at UT have led several campus initiatives such as the Food Studies Project (FSP). The FSP aims to establish cross-disciplinary studies that incorporate health, culture, politics, economics, environment, and technology to educate the next generation of leaders in nutrition-related fields and to improve the world's food systems. Other student-led projects include two community gardens and public dance performances followed by community feedback sessions on future planning related to transportation safety, parking and campus planning.

Today's students are eager to give back to their local communities and make a difference; approximately 75 percent of UT Austin students engage in volunteerism during the course of their education. The creation of an interdisciplinary degree in Sustainability Studies would integrate in-class and out-of-class experiences in a focused manner, thus offering students the opportunity to engage formally in service learning and connect academic work with skills and experiences that are practical for future employment.

- C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (Include majors only and consider attrition and graduation.)

YEAR	1	2	3	4	5
Headcount	50	150	200	300	400
FTSE	50	150	200	300	400

II. Quality

- A. Degree Requirements – Use this table to show the degree requirements of the program. (Modify the table as needed; if necessary, replicate the table for more than one option.)

Category	Semester Credit Hours	Clock Hours
General Education: Core Curriculum and Liberal Arts Requirements	57	855
Required Courses	39	585
Prescribed Electives	0	0
Free Electives	24	360
Other (internships, capstone courses)	(included above)	0
TOTAL	120	1800

Note: A Bachelor degree should not exceed 120 Semester Credit Hours (SCH) per Board rule 5.44 (a) (3). Those that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-hour limit.

BASS Major Requirements (Categories in Parentheses correspond to codes in table below, required courses are selected from these lists)

1.	Introduction	Gateway Course (IGC)	3 hours
2.	Foundations	Humanities and Social Sciences*(FHSS)	3 hours
		Environment and Earth Sciences*(FEES)	3 hours
		Economics and Development (FED)	3 hours
3.	Theory & Context	Research Design and Methods (TCRD)	3 hours
		Communication (TCC)	3 hours
		Politics and Policy (TPP)	3 hours
4.	Application****	Experiential Learning and (AEL)	
		Capstone Courses (ACC)	6 hours
5.	Theme	Sustainability Concentration (TSC)	12 hours

Major requirements	39 hours
Free Electives	24 hours
Gen Ed Core Curriculum and Liberal Arts Requirements	57 hours
TOTAL	120 hours

* GRG 305 may meet both the HSS Foundations requirement and the Core Social and Behavioral Sciences requirement. GRG 301C may meet both the EES Foundations requirement and part II of the Core Natural Science and Technology Requirement.

** Students will be asked to use Statistics, and either Biology or Chemistry, to meet the “additional natural science” requirements in Liberal Arts.

*** Four semesters or the equivalent in a single foreign language. The foreign language requirement is the attainment of a certain proficiency, as well as the completion of a specified number of courses; however, the courses taken to gain proficiency are not electives and may not be taken on the pass/fail basis. Any part of the requirement may be fulfilled by credit by examination.

**** Students are required to take 6 hours of application coursework, including at least 3 hours of Capstone Experience and an additional three hours of either Capstone Experience or Experiential Learning (subject to approval by the Program Director).

***** Not currently required for all COLA majors, unique to this major.

B. BASS Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. (Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)

Thus, included here is a large (though not exhaustive) selection of courses a student might take to fulfill the above requirements. They are not all required and will change with current offerings listed in the University Course Schedule.

Prefix and Number	Required Courses (categories met)*	SCH
	Introduction: Gateway Course (IGC)	
GRG 304E	Environmental Science: A Changing World (IGC)	CLA
	(FHSS) Choose one of the following:	
GRG 305	This Human World (FHSS)	CLA
GRG 319	Geography of Latin America (FHSS)	CLA
URB 301	Introduction to Urban Studies (FHSS)	CLA
SOC 302	Introduction to the Study of Society(FHSS)	CLA
ANTH 302	Cultural Anthropology (FHSS)	CLA
	(FEES) Choose one of the following:	
GRG 301C	The Natural Environment (FEES)	CLA
GRG 301K	Introduction to Weather and Climate (FEES)	CLA
GEO 302C	Climate: Past, Present and Future (FEES)	JSG
	(FED) Choose one of the following:	
ECO 301	Introduction to Economics (FED)	CLA
ECO 304K	Introduction to Macroeconomics (FED)	CLA
ECO 304L	Introduction to Microeconomics(FED)	CLA
ECO 327	Comparative Economic Systems (FED)	CLA
ECO 342C	Sustainable Development (FED)	CLA
GRG 350K	Geographies of Globalization (FED)	CLA

	(TCRD) Choose one of the following:	
GRG 310C	Spatial Data and Analysis (TCRD)	CLA
URB 315	Urban Studies Research Methods (TCRD)	CLA
GRG 460C	The Geographer's Craft (TCRD)	CLA
GRG 373F	Field Techniques (TCRD)	CLA
GRG 373K	Field Methods for Landscape Characterization (TCRD)	CLA
	(TCC) Choose one of the following:	CLA
RTF 312C	Global Media (TCC)	MCC
ANT 307	Culture and Communication (TCC)	CLA
CMS 306M	Professional Communication Skills (TCC)	MCC
CMS 310K	Team-Based Communication (TCC)	MCC
J 346F/GRG 356	Reporting on the Environment (Faculty Led Study Abroad) (TCC)	MCC/CLA
GRG 356T	Geography of Media (TCC)	CLA
	(TPP) Choose one of the following:	
GRG 306C	Conservation (TPP)	CLA
GRG 340D	Political Ecology of Globalization and Environmental Degradation (TPP)	CLA
CMS 322E	Leadership Stories (TPP)	MCC
CMS 332	Argumentation and Advocacy (TPP)	MCC
	Choose 1 AEL and 1 ACC; or 2 ACC:	
BDP 320	Connecting Internship Experience (open only to students admitted to Environment and Sustainability BDP) (AEL, ACC)	CLA
GRG 379L	Practicum: Internship in Applied Geography (AEL, ACC)	CLA
URB 360	Directed Internships in Urban Studies (AEL, ACC)	CLA
GRG 323K	South America Nature, Society & Sustainability (Summer Program Abroad) (ACC)	CLA
GRG 356T	Climate Change and Vegetation Response in the Kalahari (Summer Program Abroad) (ACC)	CLA
GRG 356T	Environmental and Cultural Dynamics in Botswana (Summer Program Abroad) (ACC)	CLA
GRG 374	Frontiers in Geography (has been integrated with Texas City Lab through the UT Center for Sustainable Development) (ACC)	CLA
J 346F/GRG 356F	Reporting on the Environment (ACC & TCC)	MCC/CLA
URB 370	Urban Studies Senior Project (ACC)	CLA
Notes	*This list is not exhaustive	

C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. (Add and delete rows as needed.)

Name of GRG Core Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
e.g.: Robertson, David Asst. Professor	PhD. in Molecular Genetics Univ. of Texas at Dallas	MG200, MG285 MG824 (Lab Only)	50%
*Dr. Gregory Knapp Assoc. Prof., BASS Director	PhD in Geography Univ. of Wisconsin Madison	GRG 323K, GRG 331K, GRG 319	25
*Dr. Sheryl Beach Prof. and GRG Dept. Chair, CB Smith Centennial Fellow	PhD in Geography Univ. of Minnesota Twin Cities	BDP 320, GRG 379L, GRG 460C, GRG 310C	10
Dr. Tim Beach Professor, C.B. Smith, Sr. Centennial Chair	PhD in Geography Univ. of Minnesota Twin Cities	GRG 306C, GRG 301C, GRG 304E	10
Dr. Paul Adams Assoc. Prof.	PhD in Geography Univ. of Wisconsin Madison	URB 370, URB 360, GRG 356T, URB 315, GRG 305	10
Dr. Eugenio Arima Asst. Prof.	PhD in Geography Michigan State Univ.	GRG 310C, GRG 305	10
Dr. Kelley Crews Assoc. Prof.	PhD in Geography Univ. N. Carolina Chapel Hill	GRG 356T, GRG 304E	10
Dr. William E. Doolittle Professor, Zimmerman Regents Professor	PhD in Geography Univ. of Oklahoma	GRG 373F, GRG 373K	10
Dr. Caroline Faria Asst. Prof.	PhD in Geography Univ. of Washington	GRG 350K, GRG 305	10
Dr. Edgardo Latrubesse Professor	PhD in Geography Nat'l. Univ. of San Luis, Argentina	GRG 301C	10
Dr. Jennifer Miller Assoc. Prof.	PhD in Geography San Diego State U./UC. Santa Barbara	GRG 460C, GRG 310C	10
Dr. Carlos Ramos Scharron Asst. Prof.	PhD in Geography Colorado State Univ.	GRG 301C	10
Dr. Rebecca Torres Assoc. Prof.	PhD in Geography Univ. of Cal. Davis	GRG 305, GRG 319	10
Dr. Kenneth R. Young Professor	PhD in Geography Univ. of Colorado Boulder	GRG 306C, GRG 301C	10
Dr. Leo Zonn Professor	PhD in Geography Univ. of Wisconsin, Milwaukee	GRG 374, GRG 356T, GRG 305	10
Dr. Francisco Perez Professor	PhD in Geography Univ. Of Cal. Berkeley	GRG 301C	10
Dr. Karl Butzer Professor and R.C. Dickson Centennial Professor	D.Sc., Rheinische Friedrich- Wilhelms-Universität Bonn	GRG 306C	10
Troy Kimmel Senior Lecturer	BSc Geography, Texas A & M Univ., AMS Certifications	GRG 301K, GRG 356F	10
Richard Heyman Lecturer	PhD in Geography Univ. of Washington	URB 370, URB 360, URB 315, GRG 305, URB 301	10
Thoralf Meyer Lecturer	PhD in Environmental Science Univ. of Virginia	GRG 356T, GRG 304E	10

New Faculty (NTT Lecturer) in Year 1	TBD	GRG 374, GRG 304E	100%
New Faculty (NTT Lecturer) in Year 1	TBD	URB 360, GRG 379L, GRG 306C	100%

Name of <u>Support</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Erick Akins Lecturer GRG	PhD in Human Services Capella Univ., New Orleans	URB 360, URB 370	100

- D. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.
- E. Library – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

Sustainability Studies Resources of the University of Texas Libraries
 Collections to support Sustainability Studies at the University of Texas at Austin include major collections of materials online, in print and in other formats. Strengths of the UT Library collections include geography, environmental science, public policy, architecture and planning, engineering, economics and other Social Sciences. There are strong collections related to energy and water and extensive Latin American collections.

Journals are the most important of the Library’s resources to support these areas. Multidisciplinary journal collections with a budget well over \$10 million are augmented by effective Interlibrary Loan services including subsidized purchase of articles we are unable to borrow. Major journal holdings include publisher packages from Springer, Wiley, Taylor and Francis and the nonprofit publisher BioOne.

Books and ebook collections are available in existing collections and are regularly purchased to support student and faculty research. The Library participates in the HathiTrust, Luminos monograph publishing program from the University of California Press and other open access ebook initiatives.

The library provides access to dozens of relevant databases in many subject areas with strong sustainability and environmental coverage of journals, books, conference proceedings and other sources. Some of the key databases are Web of Science, Environment and Planning, Compendex (Engineering Village), ASCE (American Society of Civil Engineers) Online Research, BuildingGreen, GreenFILE, AGRICOLA, NEPIS (National Service Center for Environmental Publications), PAIS and EconLit.

UT Libraries have extensive collections of U.S. Government and other technical reports in multiple formats, and the Library is a member of TRAIL which is digitizing technical reports for national access. The Library supports access to ICPSR, a major source for data sets. Other collections include a well known open access online map collection and subscriptions to data and mapping collections and related software. The Library run institutional repository, Texas ScholarWorks gives researchers a place to share and archive their research work.

The Libraries provide computer access in multiple libraries, including two new Media Labs, a new Data Lab and STEM Learning Space in the Perry-Castaneda Library.

- F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

The College of Liberal Arts recently moved into a new building. With this new facility, space needs in the college for this program will be easily accommodated. The Department of Geography and the Environment has 5 Environmental Science and 3 Geospatial Science research labs, a teaching lab in Physical Geography/Geoscience, and computer-equipped teaching labs in Geographic Information Systems.

- G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

Not Applicable

- H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

One responsibility of the BASS Program Director will be to collaborate with the UT Center for Teaching and Learning (CTL), and faculty, to design a course assessment process. There is a “learning outcome” for each course group relative to the outcomes listed above in Section 5, to be used as a benchmark for assessment, and subsequent curriculum revision. However, given the large number of courses to be offered, assessment will begin with the new core courses developed specifically for the BASS program: the three Gateway courses, Economics of Sustainability, Research Design, the Capstone courses, etc. and then progress through the curriculum. By constructing rubrics appropriate for each course, yet consistent in methodology, data will be collected for an annual review. These empirical data will be used to modify the curriculum annually. A major review will be conducted five-years after start-up, roughly 2021. Assessment activities will dovetail with SACS Accreditation assessment requirements, and will parallel current assessment conducted on the BA in Geography and Urban Studies in the department.

Responsibility and Implementation Process

The Department of Geography and the Environment and BASS Program offers an undergraduate major that relies on the faculty and course offerings of core and affiliate faculty from departments throughout the College who offer classes associated with BASS. The following will be responsible for assessing and implementing the assessment: the undergraduate coordinator, the faculty, and the BASS Director.

*The Undergraduate Advisor and BASS Director will design and implement the assessment process. This includes: selecting the courses to be assessed, identifying the assignments to be assessed, developing the criteria by which the assignments are assessed, collecting the data, assessing the data, making recommendations to the faculty changes indicated by the assessment process, and devising and implementing changes approved by the faculty.

*The Director will gather and compile for the faculty and chair all necessary information about courses and undergraduate majors.

*The faculty is responsible for providing data from their classes, and for considering and implementing any curricular changes that the assessment process indicates. A small committee of faculty will also convene to review data collected from classes and analyzed on the basis of measurement rubrics discussed below.

Process

Students will be given an assessment questionnaire upon entering GRG 304E, the general gateway course required of all majors. This questionnaire (to be developed) will form a baseline for measuring student understandings of organizations and growth related to this area over their time in the major. Majors will be given the same questionnaire during the Capstone or Internship Experience courses and then again as part of an exit interview upon completing the degree requirements.

In addition, because of strong critical thinking and writing skills are central to the aim of BASS, a writing assignment from the Capstone or Internship courses will be assessed for both writing quality and critical thinking, using criteria that will be developed over the next few months. The final capstone or internship project of students in the program will also be assessed using the same criteria.

III. Costs and Funding¹

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel ¹	\$1,250,000	Reallocated Funds	\$1,300,000
Facilities and Equipment	\$25,000	Anticipated New Formula Funding ³	\$0
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ² Course Development	\$25,000	Other ⁴	\$0
Total Costs	\$1,300,000	Total Funding	\$1,300,000

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.


¹ Please use the "Program Funding Estimation Tool" found on the CB website to correctly estimate state funding.

Signature Page


1. Adequacy of Funding and Notification of Other Institutions – The chief executive or chief academic officer shall sign the following statements:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

I certify that my institution has notified all public institutions within 50 miles of the teaching site of our intention to offer the program at least 30 days prior to submitting this request. I also certify that if any objections were received, those objections were resolved prior to the submission of this request.



Chief Executive Officer/Chief Academic Officer



Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I approve the program.

Board of Regents (Designee)

Date of Approval



OFFICE OF THE FACULTY COUNCIL
THE UNIVERSITY OF TEXAS AT AUSTIN

P. O. BOX 7816 • Austin, TX 78713-7816
(512) 471-5934 • Fax: (512) 471-5984 • <http://www.utexas.edu/faculty/council>

February 16, 2016

Judith H. Langlois
Interim Executive Vice President and Provost
The University of Texas at Austin
MAI 201
Campus Mail Code: G1000

Dear Dr. Langlois:

Enclosed for your consideration and action is proposed addition of the Bachelor of Arts in Sustainability Studies degree program in the College of Liberal Arts chapter in the *Undergraduate Catalog, 2016-2018* (D 14058-14062). Yesterday, the Faculty Council unanimously approved the legislation. The proposal was classified as being of *general* application and of primary interest more than one college or school. The authority to grant final approval resides with the Texas Higher Education Coordinating Board.

Please let me know if you have questions or if I can provide other information concerning these items of legislation.

Sincerely,

Hillary Hart, Secretary
General Faculty and Faculty Council

HH:dlr

Enclosure

- xc: Gregory L. Fenves, president
Janet Dukerich, senior vice provost for faculty affairs
- ec: Carol Longoria, deputy to the president
Richard Flores, associate dean for academic affairs, College of Liberal Arts
John St Lawrence, senior administrative associate, liberal arts
Allen Walser, manager of reporting and analysis, IRRIS
Brenda Schumann, associate registrar
Lydia Cornell, program coordinator, provost's office
Michelle George, administrative manager for faculty affairs, provost's office
Linda Dickens, senior director of institutional accreditation and effectiveness
Cindy Cruz, administrative manager, provost's office

EXECUTIVE VICE PRESIDENT AND PROVOST UT AUSTIN	
REC'D	FEB 24 2016 ✓
REFER TO _____	
HANDLE _____	
COMMENT & RETURN _____	
FILE OR DISCARD _____	

DOCUMENTS OF THE GENERAL FACULTY

**PROPOSED ADDITION OF A BACHELOR OF ARTS IN SUSTAINABILITY STUDIES DEGREE
PROGRAM IN THE COLLEGE OF LIBERAL ARTS CHAPTER IN THE *UNDERGRADUATE
CATALOG, 2016-2018***

Dean Randy L. Diehl, in the College of Liberal Arts has filed with the secretary of the Faculty Council the following addition to the *Undergraduate Catalog, 2016-2018*. The secretary has classified this proposal as legislation of *general* interest to more than one college or school.

The Committee on Undergraduate Degree Program Review recommended approval of the minor on January 21, 2016, and forwarded the proposal to the Office of the General Faculty. The Faculty Council has the authority to approve this legislation on behalf of the General Faculty. It will be considered by the Faculty Council at its meeting on February 15, 2016. The authority to grant final approval on this legislation resides with the Texas Higher Education Coordinating Board.



Hillary Hart, Secretary
General Faculty and Faculty Council

**PROPOSED ADDTION OF A BACHELOR OF ARTS IN SUSTAINABILITY STUDIES DEGREE
PROGRAM IN THE COLLEGE OF LIBERAL ARTS CHAPTER IN THE UNDERGRADUATE
CATALOG, 2016-2018**

Type of Change Academic Change
 Degree Program Change (THECB form required)

Proposed classification Exclusive General Major

1. IF THE ANSWER TO ANY OF THE FOLLOWING QUESTIONS IS YES, THE COLLEGE MUST CONSULT LINDA DICKENS, DIRECTOR OF ACCREDITATION AND ASSESSMENT, TO DETERMINE IF SACS-COC APPROVAL IS REQUIRED.

- | | |
|--|---|
| • Is this a new degree program? | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| • Does the program offer courses that will be taught off campus? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| • Will courses in this program be delivered electronically? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

2. EXPLAIN CHANGE TO DEGREE PROGRAM AND GIVE A DETAILED RATIONALE FOR EACH INDIVIDUAL CHANGE:

The Sustainability Studies B.A. in Liberal Arts is designed to provide a rigorous and focused study of sustainability methods and content and simultaneously allow a student to complete all degree requirements within four years. While degrees will be granted by the College of Liberal Arts, it will be overseen by an interdisciplinary and cross-college committee to maximize its use of campus resources. Student advising will be provided by the College of Liberal Arts. The Program Director and Capstone Director (full time lecturer positions), supporting TA lines, and staff support will be located in the Department of Geography and the Environment. The program is designed so that future B.A. degrees in Sustainability Studies in other Colleges on campus, such as Architecture, will be possible based on a similar curriculum but with different tracks.

A number of Signature Courses currently exist related to this major. Although valuable, and contributing to core and flag requirements, they may not be used towards major requirements. Especially relevant recent signature courses include, for example, Latin America: Environmental History and Sustainability, Skyscrapers and Polar Bears: Perspectives on Sustainable Design, Global Inequalities and Health, Sustaining a Planet, and Our Global Backyard.

Geography currently has a Sustainability Track; it differs from the proposed Sustainability Studies major in being 30 rather than 39 hours, requiring a minor, and in requiring all course work be completed with GRG credit or cross lists. The track requires two courses each in techniques, environment, and human geography, as well as four courses in the track. Unlike the proposed Sustainability Studies major, there are no experiential or capstone requirements, no gateway course, and no requirements in communication, economics, or politics.

In their first year in the program, all students will be required to enroll in a broad introduction to Sustainability Studies, the Gateway Experience. The Gateway Experience will serve as students' entrée into interdisciplinary learning with hands-on research, teamwork, and practical application. Gateway Experience courses will be designed to carry both the Writing Flag and the Ethics and Leadership Flag.

Each student is required to take three Sustainability Foundation courses, which are intended to be lower-division courses that introduce students to the key concepts, frameworks, and issues related to sustainability and prepare them for further coursework in the major. Students' Sustainability Foundations courses will consist of one Humanities and Social Sciences course, one Environment and Earth Sciences course, and one Economics course. Along with the Gateway Experience, Sustainability Foundation courses will begin developing students' understanding of social, economic, and environmental factors and issues related to sustainability.

Each student is required to take three Theory and Context courses, which are courses specifically tailored to the Sustainability Studies degree. Theory and Context courses will teach students to recognize competing

theoretical frameworks applicable to sustainability studies and actively develop students' ethical and critical thinking skills.

Each student in the program is required to select four courses that constitute a 'theme' or concentration within Sustainability Studies, from the following three thematic areas.

Courses in Trajectories to Sustainability engage in the study of the changing relationships of human societies and cultures with their environments over the broad expanse of human time. They address social, cultural, demographic, economic, and environmental challenges from historical and cultural perspectives, at local and international scales. These courses will also frame and address content in real-world terms by giving students the opportunity to apply content to questions or problems that are relevant to their personal and professional lives. Courses within this track will speak to the history, culture and philosophy of sustainability, in the context of economic development, social justice, food production, rural society, and urbanism, among other topics.

Courses in the Sustainable Choices in a Diverse World engage in the study of what is involved in addressing social, economic, and environmental challenges with equity and respect for diversity, including awareness of issues of class, gender and power. The study of leadership and policy making is informed by ideas from environmental philosophy and ethics. These courses will also frame and address content in real-world terms by giving students the opportunity to apply content to questions or problems that are relevant to their personal and professional lives. As such, courses within this track will speak to the nature of environmental ethics and leadership, in the context of sustainable economic development, social justice, rural society, and urbanism, among other topics.

The Natural Resource Management theme is appropriate for students interested in studying issues of sustainable management and use of natural resources such as water, air, plants, and animals and associated industries such as agriculture, energy, mining, fisheries, and forestry. Courses will focus on the human side of resource management and will prepare students for work or further study in policy, land management, and resource conservation.

Students will finish their course of study with two courses designed to help them bridge theory and application, relating concepts they learned earlier in the program to real-world sustainability problems. Students will be required to take six hours of application coursework, which will include at least three hours of Capstone Experience and an additional three hours of either Capstone Experience or Experiential Learning.

The Experiential Learning course will place students in field-based courses or internships within organizations working on sustainability issues, to give them a significant 'hands-on' element outside of the classroom where they can learn practical skills. The Experiential Learning course will focus on students' individual development and will provide opportunities for reflection. Experiential Learning courses will prepare students for their Capstone Experience, provide networking opportunities through organizational contacts, and familiarize them with "real-world" work. Existing classes with heavy experiential learning components that focus on sustainability concepts may be approved by the Program Director to fulfill the Experiential Learning course requirement.

The degree will culminate in a Capstone Experience taken in the final year of the program. The Capstone Experience may involve partners such as community organizations, governments, industry, and UT Austin Operations to offer students practical experience working cooperatively in groups of students, faculty, and clients on a real-world sustainability issue. It may also involve faculty-led study abroad experiences involving environmental sustainability issues. The Capstone Experience will be flagged for independent inquiry and writing when appropriate.

3. THIS PROPOSAL INVOLVES (Please check all that apply)

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Courses in other colleges | <input checked="" type="checkbox"/> Courses in proposer's college that are frequently taken by students in other colleges | <input checked="" type="checkbox"/> Flags |
| <input checked="" type="checkbox"/> Course in the core | <input type="checkbox"/> Change in course sequencing for | <input type="checkbox"/> Courses that have to be |

- | | | |
|--|--|------------------------|
| <input type="checkbox"/> curriculum | <input type="checkbox"/> an existing program | added to the inventory |
| <input type="checkbox"/> Change in admission requirements (external or internal) | <input type="checkbox"/> Requirements not explicit in the catalog language (e.g., lists of acceptable courses maintained by department office) | |

4. SCOPE OF PROPOSED CHANGE

- a. Does this proposal impact other colleges/schools? Yes No
If yes, then how?
- b. Do you anticipate a net change in the number of students in your college? Yes No
If yes, how many more (or fewer) students do you expect? Two hundred more
- c. Do you anticipate a net increase (or decrease) in the number of students from outside of your college taking classes in your college? Yes No
If yes, please indicate the number of students and/or class seats involved.
- d. Do you anticipate a net increase (or decrease) in the number of students from your college taking courses in other colleges? Yes No
If yes, please indicate the number of students and/or class seats involved.

If 4 a, b, c, or d was answered with yes, please answer the following questions. If the proposal has potential budgetary impacts for another college/school, such as requiring new sections or a non-negligible increase in the number of seats offered, at least one contact must be at the college-level.

How many students do you expect to be impacted?

Impacted schools must be contacted and their response(s) included:

Person communicated with:

Date of communication:

Response:

- e. Does this proposal involve changes to the core curriculum or other basic education requirements (42-hour core, signature courses, flags)? If yes, explain: No

If yes, undergraduate studies must be informed of the proposed changes and their response included:

Person communicated with:

Date of communication:

Response:

- f. Will this proposal change the number of hours required for degree completion? If yes, explain: No

5. COLLEGE/SCHOOL APPROVAL PROCESS

Department approval date: March 25, 2015 College of Liberal Arts Sustainability Studies Committee

College approval date: May 26, 2015 College of Liberal Arts Policy and Curriculum Committee

Dean approval date: September 21, 2015 College of Liberal Arts Faculty

PROPOSED NEW CATALOG TEXT:

SUSTAINABILITY STUDIES

Major

Thirty-nine semester credit hours, including eighteen upper division, consisting of the following:

- GRG 304E
- Nine hours of Sustainability Foundations, consisting of:
 - Three hours in Humanities & Social Science, chosen from GRG 305, GRG 319, URB 301, SOC 302, and ANT 302
 - Three hours in Environment & Earth Sciences, chosen from GRG 301C, GRG 301K, and GEO 302C
 - Three hours in Economics & Development, chosen from ECO 301, ECO 304K, and ECO 304L
- Nine hours of Sustainability Theories & Context, consisting of:
 - Three hours in Research Design & Methods, chosen from GRG 310C, URB 315, GRG 460C, GRG 373F, and GRG 373K
 - Three hours Communication, chosen from RTF 312C, ANT 307, CMS 306M, CMS 310K, GRG 356, *Reporting on the Environment*, and GRG 356T, *Geography of the Media*
 - Three hours in Politics and Policy, chosen from GRG 306C, GRG 340D, CMS 322E, and CMS 332
- Twelve hours in a Thematic Concentration, chosen from an approved list:
 - Trajectories to Sustainability
 - Sustainable Choices in a Diverse World
 - Natural Resources Management
- One course in Experiential Learning, chosen from BDP 320, GRG 379L, and URB 360
- At least one Capstone Experience course chosen from BDP 320, GRG 323K, GRG 356T, *Environmental and Cultural Dynamics in Botswana*, GRG 356T, *Climate Change and Vegetation Response in the Kalahari*, GRG 374, GRG 379L, J 346F, URB 360, and URB 370