1. Course Information:

1.1 Course Prefix and Number: EST 770

Course Title: Regenerative Approaches to Sustainable Futures
(If a new or renumbered course, please check with the Registrar regarding the use or reuse of the course number)

1.2 □ This is a New Course.
OR
☒ This is a Major Course Revision
OR
☐ This is a Minor Course Revision

If this is a Course Revision, please see Course Proposal Form – Instructions and Guidance to determine if your revision is major or minor. Indicate below the reason(s) for the revision.

(Please check all that apply)

☐ Course Number/Division ☐ Learning Outcomes ☐ Institutional Resources
☒ Title ☐ Concepts, Content ☐ Semester Offered
☐ Credit hours ☒ Catalog Description ☐ Course Inactivation
☒ Pre- or Co-requisite(s) ☐ Instructional Methods ☐ Course Reactivation
☐ Format ☐ General Education

1.3 General Education knowledge and skills area (if applicable): If none, check here ☐

☐ American History ☐ Humanities ☐ Other World Civilizations
☐ The Arts ☐ Mathematics ☐ Social Sciences
☐ Basic Communication ☐ Natural Sciences ☐ Western Civilization

Date: 15 October 2021
2. Proposer Need Statement:

2.1 Describe why this course (or course revision) is needed to meet current or proposed goals and outcomes of the program or College, and, if a revision, provide an explanation of and justification for the revision. The new course name is a more current reflection of the focus of the course in current terms. I expect the course name change to increase enrollment by removing economics from the title. The economic concepts we use are macro in scale and most students assume a micro economic focus.

2.2 List the pre-requisite or co-requisite courses (taught within the home department or taught by another department) and explain their relationship to the proposed course. I propose to remove the pre-requisites (graduate course in ecology or economics or permission of instructor). I have found that the pre-requisites are not necessary for success in the course.

2.3 Explain the impact of this course in meeting the goals and outcomes of other Departments/programs (if any). This is a key course for PhD students pursuing interdisciplinary and transdisciplinary environmental and policy topics.

2.4 If the proposed course is designed to fulfill SUNY General Education Requirements, the Associate Provost for Instruction must review this proposal to ensure that General Education Requirements will be met for the specified knowledge area (See Instructions and Guidance). Please provide an explanation of how this course fulfills SUNY General Education Requirements. N/A

2.5 What are the staffing requirements (instructor, TA, Lab tech, etc.) for this course? If a new course, are there new staffing needs or are there adequate staff members already in place? If a revised course, are there additional staffing needs? Instructor only, no new needs

2.6 What Department (or extra-Department) resources are or will be made available to support the course or course revision? no new resources needed

2.7 Anticipated Enrollment (enter where applicable)

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<tr>
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<th>Fall Semester:</th>
<th>Spring Semester:</th>
<th>Summer Semester:</th>
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2.8 Anticipated frequency of class meetings. 2 times per week
3. DETAILED COURSE DESCRIPTION

3.1 COURSE IDENTIFICATION AND FORMAT:

3.1.1 Course Prefix and Number: EST 770
3.1.2 Course Name: Regenerative Approaches to Sustainable Futures
3.1.3 Credit Hours: 3
3.1.4 Semester (check all that apply): Fall ☐ Spring ☑ Summer ☐
3.1.5 Format (check as appropriate): Lecture ☑ Online ☐ Lab ☐ Field ☐
   Other ☐ (explain)
3.1.6 Contact hours per week: 3
3.1.7 Prerequisite(s) – if none, please enter “None” (Be specific, as Upper Division courses and Graduate courses will likely have some pre-requisite knowledge) graduate status

3.2 SCOPE:

3.2.1 Level of Instruction (check one, or two if a shared resource course):
   Lower Division ☐ Upper Division ☐
   Beginning Graduate ☐ Advanced Graduate ☑

3.2.2 Relation to curriculum or to other ESF or Syracuse University courses:
   a. Is this a required course? No ☐ Yes ☑.
      If Yes, please list the program(s) for which it is a requirement:
   b. Is this an elective course within your department? No ☐ Yes ☑.
   c. Is enrollment in this course restricted? No ☐ Yes ☑.
      If Yes, please explain:
   d. Are other ESF or SU courses similar or identical to this course? No ☐ Yes ☑.
      If Yes, please identify the courses:
   e. Is this course a shared resource offering (i.e. is there a graduate or undergraduate concurrent offering)? No ☐ Yes ☑.
      If Yes, what is the course number of the concurrent offering?

3.3 STUDENT LEARNING OUTCOMES:

Identify the student learning outcomes associated with this course. Upon completing this course, the student should be able to:

1. systematically analyze the historical, conceptual, and epistemological foundations of regenerative approaches ecological economics;

2. comprehend, apply, analyze, synthesize and evaluate ecological economic regeneration theories, concepts and principles;

3. apply, analyze, synthesize and evaluate theories to creatively address the complex problems of the human-ecosystem interface;
4. comprehend and evaluate moral and ethical issues associated with complex human-ecosystem problems.

3.4 MAJOR CONCEPTS, PROCESSES or TOOLS:

Identify the course content and themes (e.g. Table of Contents) consistent with the learning domains and outcomes. 1. The historical, epistemological, and conceptual foundations of ecological economics-regenerative approaches to sustainable futures.

2. The primary concepts and methods used by ecologists, economists, and social scientists in ecological economics-sustainable futures applications.

3. The role of uncertainty and ignorance in ecological economics-regenerative approaches and policy theory and applications.

4. Selected policies and institutional approaches used in ecological economics-regenerative approaches and policy

3.5 INSTRUCTIONAL METHODS:

Identify the methods used to meet the course outcomes, as well as the principal instructional methods. Primarily seminar style, in-class discussion of extensive readings; essay writing and take-home exam. Course materials are primarily peer-reviewed journal articles; and texts such as Sustainable Wellbeing Futures, 2020, Costanza et al, Eds. and The New Systems Reader, 2021, Speth and Courier, Eds.

3.6 CATALOG DESCRIPTION

Provide the course description using the precise format to be included in the ESF catalog (i.e. course number and title; format; brief description; semester(s) offered; and pre-/co-requisites). Please do not exceed 1000 characters. Three hours of seminar per week. A transdisciplinary approach to understand the interface of human and ecological systems, includes concepts and methods of ecologists, economists, and social scientists. Focus is on historical, conceptual and epistemological foundations. Draws on contemporary economic and policy thought, evolutionary biology, ecology, systems theory, social psychology, and environmental ethics. Spring

3.7 COURSE HISTORY:

Provide the dates of prior approval of this course, and its revision history. First approved as FOR 770 in 2007, relabeled as EST 770 in 2018.

3.7.1 Relationship to current ESF courses

This course is replacing a current ESF course ☐ YES ☒ NO

If NO, then proceed to section 4 below.

If YES, then provide below the number and name of the course to be deactivated and removed from the catalog once this course proposal has been approved:
Course Number (of the course to be replaced)
Course Name (of the course to be replaced)

If the course to be replaced is used by departments other than the department sponsoring this proposal, please indicate below which departments are affected and the date they were notified about the course replacement.

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<tr>
<th>Department</th>
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4. **Institutional Impacts:**

This section pertains to forecasting institutional resource needs to support the course or course revision. Provide clear statements regarding the needs and current availability (or absence) of resources. Note that, if this is a course revision, only the impacts of the revision should be included.

- **Staffing needs:**
  - no staffing or other institutional impacts for this revision

- **Classroom resources** (e.g. physical facilities in a laboratory, lecture hall, flexible space, academic computing):

- **Technology Resources:**

- **Computing Resources** (software licensing, hardware, access):

- **Library Resources** (subscriptions, services):

- **Transportation Requirements** (budget, fees, fleet vehicles):

- **Forest Properties or Field Practicum Facilities:**
5. Health and Safety Considerations:

Will any of the conditions or situations outlined below be present in association with the course? Yes / No

<table>
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<tr>
<th>Question</th>
<th>Yes / No</th>
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<tbody>
<tr>
<td>5.1. Will substances with any of the following properties be used during instruction: flammability, toxicity, corrosivity, reactivity, registered pesticide, legally controlled, or other characteristics with the potential to cause harm or injury?</td>
<td>☐ / ☒</td>
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<td>5.2. Will any physical hazards be present during instruction? (e.g., machines that need safety guards; razor blades or syringes; compressed gases, etc.)</td>
<td>☐ / ☒</td>
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<tr>
<td>5.3. Will any biological hazards be present during instruction? (e.g., handling animals (rabies or hantavirus); cultures or stocks of infectious agents (fungal spores, viruses, bacteria, etc.)</td>
<td>☐ / ☒</td>
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<tr>
<td>5.4. Will any radiation hazards be present during instruction? (e.g., radioisotopes, X-rays, ultraviolet rays, lasers, etc.)</td>
<td>☐ / ☒</td>
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<tr>
<td>5.5. Will any electrical equipment that, due to its design, location, or method of use, pose any threat to safety during instruction? (Give considerable thought to electrical use outdoors, or any potentially wet location.)</td>
<td>☐ / ☒</td>
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<tr>
<td>5.6. Will there be any personal safety issues related to the class? (e.g., due to time of day or location, at the end of any organized class exercise, will students be in danger of physical assault, etc.)</td>
<td>☐ / ☒</td>
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<tr>
<td>5.7. Will any students be driving official state or research sponsored land or water vehicles during any class or instructional exercise?</td>
<td>☐ / ☒</td>
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<tr>
<td>5.8. Will any type of personal protective equipment be necessary during class exercises? (e.g., hard-hats, eye/face protection, hearing protection, hand/foot protection, lab coat, visibility clothing, etc.)</td>
<td>☐ / ☒</td>
</tr>
</tbody>
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If the answer was “Yes” to any of the HEALTH AND SAFETY questions, please explain:

For lab and field courses to which all answers are “no”, you should explain that here, also. Normally, we would expect some safety precautions for such courses.
6. Coordination and Consultation

Emails/letters, as noted below and attached to this proposal, or signatures below, indicate that the affected departments, programs or units have been notified of this proposal and have had an opportunity to assess the impact of the proposal on their respective units.

Affected Academic Department(s) or Program(s) – other than the sponsoring department:

David Sonnenfeld

[Signature]

Department/Program 1

[Signature]

Name of Chair/Program Director

[Signature]

Date

[If more than three Departments/Programs, please continue on a separate page]

Other Units:

Associate Provost for Instruction & Dean of the Graduate School (for Gen Ed courses only)

[Signature]

Date

Or letter attached □

Registrar

[Signature]

Date

Or letter attached □

Library Director

[Signature]

Date

Or letter attached □

Computing and Network Services

[Signature]

Date

Or letter attached □

Physical Plant

[Signature]

Date

Or letter attached □

Forest Properties

[Signature]

Date

Or letter attached □

Environmental Health and Safety

[Signature]

Date

Or letter attached □
7. Proposer Information and Sponsoring Department Chair Affirmation:

Contact Person:
Name: Valerie Luzadis_______________________________ Department: Environmental Studies_______________________
Email: vluzadis@esf.edu_______________________________ Phone: 315-470-6980___________________________

This proposal has been reviewed and approved by the sponsoring Department. Affected departments have been notified and given the opportunity to provide feedback. Department resources are or will be made available to support the course, or a plan is in place to meet the resource needs as identified in the Institutional Impacts section of this proposal (see Section 4, above).

Name: Theresa Sefa_______________________________________________________
Date: 10/21/21

Department Chair (or designated curriculum representative)

Signature: ____________________________ Or letter attached □

Department Chair (or designated curriculum representative)

8. Approvals:

________________________________________  __________________________
Curriculum Committee Date

________________________________________  __________________________
Faculty Governance Date

________________________________________  __________________________
Provost Date