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| **School or Division** | School of Pure and Applied Sciences |
| **Program or Certificate or** | Associate in Arts |
| **New degree or certificate program** | N/A |
| **Proposed by (faculty only)** | Dr. Jonathan McKenzie |
| **Presenter (faculty only)** | Dr. Jonathan McKenzie |
| Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date. | |
| **Submission date** | 1/8/2015 |
| **Course prefix, number, and title** | EVR 1001C: Introduction to Environmental Science |

**Section I, New Course Information (must complete all items)**

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| **List School or Division** | School of Pure and Applied Sciences |
| **List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | SB1720 Testing Exemption or successful completion of all Developmental courses |
| **Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)** | No |
| **List course corequisites** | None |
| **Is any corequisite for this course listed as a corequisite on its paired course?**  (Ex. CHM 2032 is a corequisite for CHM 2032L, and CHM 2032L is a corequisite for CHM 2032) | N/A |
| **Course credits or clock hours** | 3.00 |
| **Contact hours (faculty load)** | 3 |
| **Select grade mode** | Standard Grading (A, B, C, D, F) |
| **Credit type** | College Credit |
| **Course description** (provide below) | |
| Environmental science is an interdisciplinary study of interactions between the environment – physical, chemical and geological systems – and living organisms. Special emphasis is given to understanding the basic requirements of life and how human activities can degrade ecosystem services. Students learn about the rapidly changing earth by examining local and global case studies, and develop ideas for conserving biodiversity and living sustainably. Assignments may incorporate data analyses, satellite mapping, field trips, habitat monitoring, and laboratory activities. | |

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| **General topic outline** (type in outline below) |
| * Planetary Environmental Systems & Ecosystems * Evolution, Biodiversity, and Ecology * Human Population Trends and Projections * Soil, Agriculture and Food Systems * Environmental Health, Pollution and Toxicology * Geology and Mining * Forests and Forestry * Fresh Water / Marine Science and Resource Management * Atmospheric Science and Climate Change * Economics and Environmental Policy * Restoration, Conservation, Renewable Energy and Sustainability Strategies |

**Learning Outcomes:** For information purposes only. Type in all learning outcomes, assessments, and general education competencies as they should be displayed in the syllabus. More rows can be added if necessary.

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| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| Describe the basic tenets of environmental science and identify key environmental systems | Students will demonstrate competency by successfully completing one or more of the following:  Exams; quizzes; writing assignments; discussion forums; oral, written, or electronic presentations; data interpretation and analysis exercises; or collaborative problem solving exercises. | COM |
| Describe the key components of natural selection and evolution and how these effect biodiversity and population ecology |  |
| Appraise and assess the link between human population and environmental health | GSR |
| Describe the importance of soil and agriculture and their roles in the future of food availability |  |
| Summarize the importance of forest ecosystems and current management strategies including protected areas |  |
| Examine the basics of geology and the impact of mining |  |
| Explain the processes, properties, and importance of aquatic ecosystems |  |
| Describe the basic tenets of atmospheric science and assess the link between humans and air pollution |  |
| Define global climate change and appraise the role of humans on this occurrence | QR |
| Discuss sources of energy (renewable and nonrenewable), strategies for waste management, and effective methods of conservation and sustainability. | CT |

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| **ICS code for this course** | ADVANCED AND PROFESSIONAL - 1.18.49 - INTERDISCIPLINARY |
| **Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".** | No |
| **Is the course an “International or Diversity Focus” course?** | No, not International or Diversity Focus |
| **Is the course a General Education course?** | Yes |
| **Is the course a Writing Intensive course?** | No |
| **Is the course repeatable\*?** | No |
| **Do you expect to offer this course three times or less (experimental)?** | No |

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| **Impact of Course Proposal** | |
| **Will this new course proposal impact other courses, programs, departments, or budgets?** | No |
| **If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?** | N/A |
| **Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.** | |
| N/A | |

**Section II, Justification for proposal**

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| **Provide justification (below) for this proposed curriculum action** |
| This is one of the state designated general education core courses in the natural sciences; adding this course to our curriculum increases the options our students have in covering their general education requirements by taking a course in the physical sciences. The course also represents a valuable contribution to our community, as it provides an opportunity for our students to better understand their role in creating a sustainable future. |

**Section III, Important Dates and Endorsements Required**

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| **List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).** |
| Jonathan McKenzie, Micah Russell, Cheryl Black, Rozalind Jester |

**nOTE:** Changes for the Fall 2015 term must be submitted by the January 3, 2015 deadline and approved no later than the February 28, 2015 Curriculum Committee meeting. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate Dean or Assistant Vice President as well as the Provost and Vice President of Academic Affairs to begin in either the Spring 2015 or Summer 2015 term.

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| **Term in which approved action will take place** | Fall 2015 |

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| **Required Endorsements** | **Type in Name** | **Select Date** |
| **Department Chair or Program Coordinator** | George Manacheril | 1/7/2015 |
| **Academic Dean or Assistant Vice President** | Theo Koupelis | 1/8/2015 |
| **Dean’s Council Representative** | Dr. Mary Myers | 2/3/2015 |

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| **Select Curriculum Committee Meeting Date** | February 28, 2015 |

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission of Proposals* document available in the document manager in the FSW Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents

**Important Note to Faculty, Department Chairs or Program Coordinators, and Deans or an Assistant Vice President:**

Incomplete proposals or proposals requiring corrections will be returned to the School or Division. If a proposal is incomplete or requires multiple corrections, the proposal will need to be completed or corrected and **resubmitted to the Dropbox for the next Curriculum Committee meeting** (no later than January 3, 2015 to be effective for the Fall 2015 term). All Curriculum proposals require approval of the Provost and Vice President of Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed Summary Report.