

Information Item**Changes to Course Competencies and Learning Outcomes**

This form is used for changes to **Syllabus Section IV. Course Competencies, Learning Outcomes and Objectives.**

Changes to the course Syllabus must be submitted to the Curriculum Committee as **Information Items** to enter the college's workflow process. Information Items are checked by the Committee for accuracy and relevancy and forwarded to the Provost for approval. Once approved, updated syllabi are made available to all instructors, the State, and SACSCOC.

SECTION I: KEY INFORMATION

Submission Date	10/5/2020
Proposed by (faculty only)	Dr. Michael Sauer
Presenter (faculty only)	Dr. Michael Sauer
NOTE: Faculty presenter must be present at the Curriculum Committee meeting or the proposal will be returned to the School to be resubmitted for a later date.	
School	Pure & Applied Sciences
Course prefix, number, and title	EVR1001C Introduction to Environmental Science

SECTION II: TERM IN WHICH ACTION WILL BECOME EFFECTIVE

NOTE: Proposals must be submitted by the dates listed on the published Curriculum Committee Calendar. Actions approved in the Fall semester take effect in the following academic year. Actions approved in the Spring semester take effect after one additional year. Syllabus changes may take effect sooner. Exceptions to published deadlines or effective dates must receive approval from the Academic Dean and Provost.	
Academic term in which approved action will take effect	Fall 2021
If requesting an exception to the effective date, provide an explanation below.	

SECTION III: PROPOSED CHANGES

Syllabus Section IV: Course Competencies, Learning Outcomes and Objectives

- IV. ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

Communicate clearly in a variety of modes and media.
 Research and examine academic and non-academic information, resources, and evidence.
 Evaluate and utilize mathematical principles, technology, scientific and quantitative data.
 Analyze and create individual and collaborative works of art, literature, and performance.
 Think critically about questions to yield meaning and value.
 Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.
 Visualize and engage the world from different historical, social, religious, and cultural approaches.
 Engage meanings of active citizenship in one's community, nation, and the world.

Changes to Course Competencies, Learning Outcomes and Objectives:

Changes to IV – A. General Education Competencies – 1. Integral and/or 2. Supplemental

NOTE: All FSW courses must include *one or more* “Integral” and *zero or more* “Supplemental” General Education competencies. *Course objectives/outcomes* that support the selected General Education Competency should be listed directly under the competency.

From: N/A

To:

From:

- Describe the basic tenets of environmental science and identify key environmental systems
- 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
- 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
- Discuss sources of energy (renewable and nonrenewable), strategies for waste management, and effective methods of conservation and sustainability.

GE integral competency: Evaluate

To:

- Describe the basic tenets of environmental science and identify key environmental systems

- Outline and describe the nature and flow and matter and energy through ecosystems
- Describe the key components of natural selection and evolution and how these effect biodiversity and population ecology
- Identify and outline the types of species interaction and how biomes/communities change over time
- Outline the factors affecting demographic changes in human populations and the impact of population growth on the environment
- Appraise and assess the link between human population and environmental health
- 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
- Discuss sources of energy, strategies for waste management, and effective methods of conservation and sustainability

GE integral competency: Evaluate

List changes to 2. *Supplemental* General Education Competency or competencies:

From: N/A

To:

List changes to *Course Outcomes/Objectives* Supporting each *Supplemental* competency:

From: N/A

To:

Changes to IV – B. Florida Statute requirement

NOTE: Part B is ONLY included on syllabi for *General Education Core courses*. All other syllabi (including “*other General Education*” courses) OMIT this statement.

B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for:

Not Applicable

Changes to IV – C: Additional Course Learning Objectives or Outcomes

NOTE: This section is for additional course-specific learning objectives that do not contribute to assessment of the General Education Competencies listed above. For all courses *other than the General Education Core courses*, this section will be labeled **IV - B:** on the course syllabus.

List changes to Additional Course Learning Objectives or Outcomes:

From: N/A

To:

SECTION IV: FACULTY ENDORSEMENTS

Faculty Endorsements for Syllabus Section IV Changes

NOTE: Proposals will be returned if faculty endorsements are not provided.

Dr. Michael Sauer, Dr. Jon McKenzie, Dr. Angus Cameron, Ms. Emily Porter, Dr. Peggy Romeo

SECTION V: ATTACHMENTS

Please save all documents in Word format (.doc, .docx) rather than pdf when possible.

- **Course Syllabus [Master] - REQUIRED**

INSTRUCTION: You will need to obtain an “unlocked” version of the Master Syllabus from your School’s Administrative Assistant to make changes to Section IV. Use Word’s *Track Changes* function to show all proposed changes on the Syllabus Master.

UPLOAD THIS DOCUMENT AND ALL NECESSARY ATTACHMENTS TO CURRICULOG.