



Template B

Category C <i>(if not changed leave blank)</i>																		
<p>Current Course (Student Learning) Outcomes</p>	<p>Objectives</p> <ol style="list-style-type: none"> <li>1. To provide the students with an appreciation of the biotic diversity found on the North American continent and the rich heritage that it represents. In so doing, it is hope that each student will gain a greater appreciation for the extent of global diversity and a desire to preserve it.</li> <li>2. To provide the student with an understanding of the environmental factors that shape ecosystems and communities, and thus to instill in the student an awareness and concern for technological practices that might act to the detriment of natural areas.</li> <li>3. To familiarize the student with the factors that most threaten biotic diversity.</li> <li>4. To demonstrate the variety of adaptations that allows organisms to inhabit specific environmental regimes.</li> <li>5. To instill in the student the ethical concept that the earth's biotic diversity is a rich legacy that should be preserved for future generations and that short-term gains made at long-term expense to the environment should be avoided.</li> </ol>	<p>Proposed Course (Student Learning) Outcomes</p>	<p>Objective 1 Use the scientific method to create and test hypotheses about biodiversity, ecological succession, and the impacts of environmental variables in different habitats.</p> <p>Objective 2 Evaluate the effects of natural and anthropogenic processes such as pollution, human populations, species interactions, and resource use on ecological systems.</p> <p>Objective 3 Identify the major North American ecosystems and the factors that determine their distribution, and recognize key plant and animal species, resources, and human impacts found in each.</p> <p>Objective 4 Recognize the effects of climate variation on diversity, classification, behavior, and survival.</p>															
<p>Brief Course Outline <i>(it is acceptable to copy this from the old syllabus)</i></p>	<table border="0"> <thead> <tr> <th>Date</th> <th>Day of Week</th> <th>Subject</th> </tr> </thead> <tbody> <tr> <td colspan="3">January: Neotropical migrant songbirds are carrying on life in tropical environs while we begin to endure another round of the Big Chill!</td> </tr> <tr> <td>19</td> <td>T</td> <td>Course introduction, explanation of syllabus, texts, etc. Who are Drs. Larkin and Yerger?</td> </tr> <tr> <td>21</td> <td>R</td> <td>Basic terms and concepts</td> </tr> <tr> <td>26</td> <td>T</td> <td>What is biodiversity?</td> </tr> </tbody> </table>	Date	Day of Week	Subject	January: Neotropical migrant songbirds are carrying on life in tropical environs while we begin to endure another round of the Big Chill!			19	T	Course introduction, explanation of syllabus, texts, etc. Who are Drs. Larkin and Yerger?	21	R	Basic terms and concepts	26	T	What is biodiversity?	<p>Brief Course Outline <i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.)</i></p>	<p>A. Course introduction</p> <ol style="list-style-type: none"> <li>1) Introduction to conservation and ecology</li> <li>2) Biodiversity</li> </ol> <p>B. Human Impacts</p> <ol style="list-style-type: none"> <li>1) Human impacts on ecosystems</li> </ol> <ul style="list-style-type: none"> <li>-habitat destruction</li> <li>-fragmentation</li> <li>-overharvesting,</li> </ul>
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	<p>28 R Where is biodiversity? February: Black bear cubs are born while mothers hibernate. Downy woodpeckers begin to establish and defend breeding territories.</p> <p>Feb 2 T Biodiversity (cont.)</p> <p>4 R Evolution</p> <p>9 T Extinction I</p> <p>11 R Extinction (cont.)</p> <p>16 T Exam I</p> <p>18 R Threats: habitat loss and fragmentation</p> <p>23 T Threats: habitat loss (cont.)</p> <p>25 R Threats: invasive species</p> <p>March: Spring rains bring the desert flora to life. Spring peepers begin their incessant evening calling after warm March rains. Skunks begin to emerge from winter dens in search of food and mates.</p> <p>March 2 T "Green invasion" DVD</p> <p>4 R Exam II</p> <p>9 T No class: Spring Break</p> <p>11 R No class: Spring Break</p> <p>16 T Biodiversity: Direct and Indirect Values</p> <p>18 R Climate Change</p> <p>23 T Climate Change</p> <p>25 R Tundra</p> <p>30 T Tundra (cont)</p> <p>April: Pennsylvania black bears emerge from their dens after 4+ months of hibernate. Neotropical migrant songbirds begin their journeys back to breeding grounds in the United States and Canada. Drumming of the ruffed grouse can be heard throughout eastern forests.</p> <p>April 1 R Intro to Forests and Coniferous Forest</p> <p>6 T Exam III</p> <p>8 R Deciduous Forests</p> <p>13 T Deciduous Forests (cont.)</p> <p>15 R Barrens and Grasslands</p> <p>20 T Desert</p> <p>22 (EARTH DAY) R Desert (cont.)</p> <p>27 T Wetlands</p>		<p>-climate change</p> <p>-invasive species</p> <p>-extinctions</p> <p>-fire</p> <p>C. Conservation and North American Biomes (Tundra &amp; Forests)</p> <p>-endangered species monitoring</p> <p>-agroforestry</p> <p>-land reclamation</p> <p>-agriculture</p> <p>-wildlife population management</p> <p>D. North American Biomes (Grasslands, Deserts and Wetlands)</p>
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	29 R Exam IV May: Songbird migration is peaking. Look for scarlet tanagers, orioles, wood thrushes, and waves of warblers. May 4 T FINAL EXAM 12:30pm - 2:30pm Rm. 6		
<b>Rationale for Proposed Changes (All Categories)</b>			
Why is the course being revised/deleted:	This revision is being done to meet Liberal Studies requirements for the new curriculum.		
Implication of the Change on: - Program - Other programs - Students	These changes will allow students to take this course as a Liberal Studies Natural Science (Non-lab Science)		
For Dual Listed Courses	<i>List additional learning objectives for the higher-level course</i> Click here to enter text.		
<b>For Dean's Review</b>			
<ul style="list-style-type: none"> <li>• Are resources available/sufficient for this course?    <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> NA</li> <li>• Is the proposal congruent with college mission?    <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> NA</li> <li>• Has the proposer attempted to resolve potential conflicts with other academic units?    <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input checked="" type="checkbox"/> NA</li> </ul>			
Comments: Click here to enter text.			