REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: Institute of the Environment and Sustainability
PROPOSED EFFECTIVE SEMESTER: Fall 2019 COLLEGE: Arts and Sciences

PROPOSED IMPROVEMENTS

Academic Program
☐ New degree*
☐ New major*
☐ New curriculum*
☐ New concentration*
☐ New certificate
☐ New minor
☐ Revised major
☐ Revised minor
☐ Admission requirements
☐ Graduation requirements
☐ Deletion ☐ Transfer
☐ Other (explain**)

Substantive Course Changes
☐ New course
☐ Pre or Co-requisites
☐ Deletion (required by others)
☐ X Course #, different level
☐ Credit hours
☐ Enrollment restriction
☐ Course-level restriction
☐ Prefix ☐ Title and description
☐ General education (select one)
☐ Other (explain**)

Misc. Course Changes
☐ X Title
☐ X Description (attach current & proposed)
☐ Deletion (not required by others)
☐ Course #, same level
☐ Variable credit
☐ Credit/no credit
☐ Cross-listing
☐ COGE reapproval
☐ Other (explain**)

Title of degree, curriculum, major, minor, concentration, or certificate: Environmental and Sustainability Studies

Existing course prefix and #: ENVS 1100 Proposed course prefix and #: ENVS 2050 Credit hours: 4 (same as current/no change)

Existing course title: Nature and Society

Proposed course title: Nature, Society, and Sustainability

Existing course prerequisite & co-requisite(s): None
Proposed course prerequisite(s) None
If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."
Proposed course co-requisite(s) None
If there are multiple corequisites, they are always joined by "and."
Proposed course prerequisite(s) that can also be taken concurrently: N/A
Is there a minimum grade for the prerequisites or corequisites?
This course serves as a pre-requisite for advanced ENVS courses for majors. A "C" or better is required for all courses counted toward the Environmental and Sustainability Studies major, including this course.

Major/minor or classification restrictions: N/A
List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: N/A
Specifications for University Schedule of Classes:

b. Multi-topic course: X No
c. Repeatable for credit: X No
d. Mandatory credit/no credit: X No
e. Type of class and contact hours per week (check type and indicate hours as appropriate)
   1. Lecture
   2. Lab or discussion
   3. X Lecture/lab/discussion
   4. Seminar or ☐ studio
   5. ☐ Independent study
   6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director: [Signature]
Date: 4/26/18

Chair, College Curriculum Committee
Date

Dean
Date: Graduate Dean:
Date

Curriculum Manager: Return to dean ☐ Date Forward to:
Date

Chair, COGE/ PEB / FS President
Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

☐ Approve ☐ Disapprove Chair, GSC/USC Date

☐ Approve ☐ Disapprove Provost Date

Revised May 2007. All previous forms are obsolete and should not be used.
1. Explain briefly and clearly the proposed improvement.

   The proposed improvements are to revise the course title from Nature and Society to "Nature, Society, and Sustainability," and to renumber the course from ENVS 1100 to "ENVS 2050."

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

   (A) With respect to the name change: The Institute wishes to align the name of this course with the name of the Institute of the Environment and Sustainability, and with students' majors/minors in Environmental and Sustainability Studies. The revised name exemplifies the content of the course as currently taught by ENVS faculty. In addition, the revised name meets student expectations for the content of an introductory course in their majors/minors.

   (B) With respect to the number change: Context: The Institute's expectations for this course in terms of workload and preparation are often greater than what many incoming ENVS students expect from a 1000-level course. Adjustment: Because the 2000 level is a common introductory course level within the College of Arts and Sciences, we wish to use this new number to bring student expectations into closer alignment with the content and workload of the course (e.g., 4 credits, substantial reading and writing, and with a required weekend field experience). We believe that the new number will send a positive signal to students, and lead to a greater sense of satisfaction and accomplishment on the part of students.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

   This will have no effect on other colleges, departments, or programs.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

   This will not affect the substance of the department's current programs. It will enhance advising by clarifying program structure for students. For instance, the changes will allow students to identify the tier of 2000-level courses before advanced coursework in our program (the proposed renumbering to ENVS 2050 here, along with the current ENVS 2150 [Systems and Cycles], and the current ENVS 2250 [Environmental Ecology]).

   The course title revision will also meet student expectations for this course within their chosen sustainability major/minor (again, enhancing advising as students move through their major).

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

   This course change will not affect graduation requirements or course scheduling.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

   Our anticipated student audience encompasses current or prospective students interested in Environmental and Sustainability Studies. Our current students are explicitly interested in sustainability coursework, a sustainability curriculum, and environmental- and sustainability-related professions. Hence the course title revision aligns with students' academic and professional interests and expectations. Enrollment should remain stable or increase. Currently this course for majors and minors fills 3 sections a year at a 30-student cap. In addition, the Institute has faculty staffing and relevant teaching expertise to accommodate a fourth section should student demand increase.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university library affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)
We do not anticipate that these changes will affect department or university resources. However, should student demand increase, the Institute has faculty with relevant teaching expertise to accommodate an additional section of the course (see also 6 above).

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

N/A

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Below are learning outcomes as currently adapted for all sections of the course. We will retain these with the course renumbering and the adjustment to the course title.

- Literacy in: interdisciplinary and disciplinary vocabularies for environmental and sustainability questions and ideas; and science, policy, and humanities writing on environmental and sustainability problems.
- Basic analytical ability to identify, and to see relationships among, the ecosystems, political-economic systems, and cultures that shape environmental and sustainability problems.
- Early applications of different research and communication skills for addressing complex environmental and sustainability case studies.
- Beginning experience collaborating on shared understandings of “sustainability” as both idea(s) and practice.
- Approaching the study of the environment as a gateway to something larger: celebration of the natural world through more intimate knowledge of its workings and our place within it.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This course change is not a direct response to assessment outcomes, however, the Institute already uses the current ENVS 1100 (proposed here to change to ENVS 2050) as a baseline for establishing entry-level student communication skills and entry-level student proficiency/competency to analyze different dimensions of complex interdisciplinary problems. We will retain this role with the course renumbering and the adjustment to the course title.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

N/A

12. Please offer both “Current Catalog Language” and “Proposed Catalog Language” if there is to be a change in the catalog description for a given course and/or program. For the “current” language, please copy and paste relevant language from the most current catalog and for the “proposed” language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

Current Catalog Language

ENVS 1100 – Nature and Society

This course is an interdisciplinary introduction to the study of environmental studies designed for majors and minors in the program. Through a survey of environmental topics, students will examine changing human relationships to the nonhuman world, diverse approaches to environmental problems, and environmental literature from the humanities to the sciences. The course is reading and writing intensive, and also includes a required weekend camping trip.

Credits: 4 hours
Proposed Catalog Language

ENVS 2050 – Nature, Society, and Sustainability

Designed for majors and minors in the program, this course is an interdisciplinary survey of environmental and sustainability topics that introduces students to key problems, ideas, and people. Students will examine our changing relationships to the nonhuman world, our evolving knowledge of those changes, and diverse approaches to environmental and sustainability challenges. The course is reading and writing intensive, and also includes a required weekend field experience.

Credits: 4 hours