

B - Course Revision Form V. 7.2022 : Entry # 3637**DEAN Decision**

Approved

Today's Date

02/11/2026

EPC Decision

Approved

Today's Date

03/06/2026

GEC Decision

Approved

Today's Date

04/10/2026

APIRC Decision

Approved

Today's Date

04/17/2026

Begin Form**Today's Date**

02/02/2026

Your Name

Nicole Hughes

Your Email:nhughes@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Matthew Talbert

Email address of your Department Chair

B - Course Revision Form V. 7.2022 : Entry # 3637mtalbert@highpoint.edu

By checking below, I certify that my department chair has seen and approved the course revisions that are in this proposal

Yes

Please select the appropriate school overseeing this proposal:

Natural Sciences

When should this proposal take effect?

Spring 2027

Are you submitting multiple courses for revision from the same department?

No, just one

Please list all of the courses that you are submitting revisions for:

Course Prefix	Course Number	Course Title
BIO	3300	Global Change Ecology

What would you like to revise?

- Learning Outcomes
- Prerequisites

Are you also revising any of the following for this course?

- Change course designator

Gen Ed & Academic Program Information

Is this a revision to meet new Gen Ed requirements?

Yes

Which area(s) of Gen Ed does your proposal seek for approval?

- Integrative Course [ITG]
- Diversity [DVSTY]

Please provide a rationale for how your course is integrative. Please explain how you weave in different disciplines or fields of study. If your course is housed within one discipline, please explain how the epistemologies you integrate within the course are different from one another.

B - Course Revision Form V. 7.2022 : Entry # 3637

The course is team taught by Nicole Hughes and A. Daniel Greene, both faculty in the Dept. of Biology. Dr. Hughes' field of expertise include botany, cloud-plant interactions, and climate change. Hughes has BS, MS, and PhD in Biology with focus on plant ecophysiology. Dr. Greene's expertise is environmental science and wildlife biology conservation. Greene has a bachelors degree in Wildlife management, and then graduate work in pollinator ecology and conservation (Biology).

Will this course be team-taught?

Yes

Who will team-teach with you and which department / school do they work in?

Daniel Greene, Dept of Biology (WSNS)

Is this course part of an academic program?

- Environmental Studies

Have you received approval from the appropriate academic program committee to move forward with this proposal?

Yes

Does this course, as revised, include any community engagement?

No

Is this course part of GoGlobal?

No

Does this course count towards a major or a minor?

Yes

Please list the course(s) and whether they are required or electives for the major/minor.

Course Prefix/Number	Name of Major and/or Minor?	Required or Elective?
ENV 3300	Environmental Studies	Elective
BIO 3300	Biology	Elective

Is this course cross listed?

Yes

Choose the department designator for your course from the list below.

BIO

Choose the second department designator for your course from the list below.

ENV

Current course number

B - Course Revision Form V. 7.2022 : Entry # 3637

BIO/ENV 3300

Current course title

Global Change Ecology

Revisions to course number, title, credits, prerequisites**What are the changes to the course designator?**

Adding INT and DIV

Please list the changes to the prerequisites and the rationale for the change

Prerequisites should be ENV 1110/1110L or BIO 2500/2501L with grade of C- or better. It is currently listed as having BIO 1500/1501 as the prerequisite for biology majors, but it builds off of the ecology taught in the third course in the biology core- BIO 2500/2501 - so students need to have taken that first.

Curriculum Review Information**Please list all revised student learning outcomes, including Gen Ed outcomes, for this course in the box below.**

Upon completion of the course learning outcomes, students will be able to:

(1) Analyze and discuss the mechanisms underlying major anthropogenic changes in the environment currently underway on our planet (e.g., climate change, species invasions, land use change) including the roles history, geography, and economics have played in these changes.

(2) Describe the impacts and responses of different cultural groups to environmental change, taking into account factors such as cultural identity, socioeconomic development, and reliance on ecosystem services. Students will further examine how their own cultural heritage shapes and limits their perspectives on the environment, and articulate the tensions that arise from differences in such perspectives globally.

(3) Formulate and articulate their own opinions on issues related to global change ecology, while reflecting on their own sense of personal and civic responsibility.

(4) Examine how anthropogenic changes in the environment are intensifying global interconnectedness between developed and developing countries.

Upon completion of the general education learning outcomes, students will be able to:

(1) Synthesize concepts, theories, or frameworks of fields of study and apply them to situations or problems. [Integrative Learning]

(2) Analyze a problem and develop innovative solutions to address it effectively. [Creative Problem Solving]

(3) Analyze diverse cultural elements and how power and privilege influence people's lives. [Appreciation of Difference]

(4) Correctly apply a theoretical framework or method in the analysis of an issue or problem. [Analytical Skills]

Please list any revisions to units or content areas that will be required for all sections of this course in the box below.

N/A

B - Course Revision Form V. 7.2022 : Entry # 3637

If you have Gen Ed learning outcomes, please address the kinds of assessments you may use for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity, etc.)

See the attached document for the table version of the outcomes (BIO.INT.DIV.3300 Learning Outcomes).

(1) Analyze and discuss the mechanisms underlying major anthropogenic changes in the environment currently underway on our planet (e.g., climate change, species invasions, land use change) including the roles history, geography, and economics have played in these changes.

- Exam 1, Exam 2, Exam 3, Exam 4
- Discussions 1, 2, 7, 8
- Research paper
- Homework 1, 2, 4, 6, 7, 9, 10
- Invasive species educational video
- Deep-dive and reflection video journal
- Full dome film: Dynamic Earth

(2) Describe the impacts and responses of different cultural groups to environmental change, taking into account factors such as cultural identity, socioeconomic development, and reliance on ecosystem services. Students will further examine how their own cultural heritage shapes and limits their perspectives on the environment, and articulate the tensions that arise from differences in such perspectives globally.

- Exam 1, Exam 3, Exam 4
- Discussions 1, 2, 3, 4, 5, 6, 7, 8
- Cultural identity pre- and post- course assessment
- Homework 1, 2, 4, 5, 6, 8, 10, 11
- Video and questions: Life and Times of El Niño
- Video and questions: Cane Toad Conquest
- Full dome film: The Longest Night

(3) Formulate and articulate their own opinions on issues related to global change ecology, while reflecting on their own sense of personal and civic responsibility.

- Homework 1, 4, 6, 9, 10
- Discussions 1, 2, 3, 4, 5, 6, 7, 8
- Research paper
- Deep-dive and reflection video journal

(4) Examine how anthropogenic changes in the environment are intensifying global interconnectedness between developed and developing countries.

- Exam 3, Exam 4
- Homework 1, 5, 8, 9, 10
- Discussions 1, 2, 5, 6, 7, 8
- Full dome film: Atlas of a Changing Planet

General Education Outcomes for the Integrative and Diversity courses:

(1) Synthesize concepts, theories, or frameworks of fields of study and apply them to situations or problems. [Integrative Learning]

- Exam 1, 2, 3, 4
- Homework 1, 2, 5, 6, 9, 10
- Discussion 1, 2, 3, 4, 5, 6, 7, 8

(2) Analyze a problem and develop innovative solutions to address it effectively. [Creative Problem Solving]

B - Course Revision Form V. 7.2022 : Entry # 3637

- Exam 1, 2, 3, 4
- Homework 4, 6, 9
- Discussion 2, 3, 4, 6, 7, 8
- Movie: Cane Toad Conquest
- Invasive species educational video

(3) Analyze diverse cultural elements and how power and privilege influence people's lives. [Appreciation of Difference]

- Exam 1, 2, 3, 4
- Homework 1, 2, 4, 5, 6, 8, 9, 10
- Discussion 1, 2, 3, 5, 6, 7, 8

(4) Correctly apply a theoretical framework or method in the analysis of an issue or problem. [Analytical Skills]

- Exam 1, 2, 3
- Homework 1, 2, 4, 6, 7,
- Discussion 1, 2

Please list any revisions to course policies that will be required for all sections of this course.

N/A

If you would like to specify any revisions to requirements for how contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

4 credit course, course will meet 1hour, 40 min twice per week.

If this course proposal affects any other departments, please describe the consultation and approval that you've received and from whom in the box below.

N/A

Is there any additional information that you would like to provide for this proposal?

See attached files for details regarding course content.

Sample Syllabus

- [BIO.INT_.DIV-3300-Syllabus_NH_ADG.docx](#)