

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Submission Information

College/School

College of Integrative Sciences and Arts (CLS)

Department/School

School of Applied Sciences and Arts (CASA)

Submission Type

New Request

Requested Effective Date

Spring 2025

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code

ABS

Course Number

494

Units/Credit Hours

3

Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) only carry designations for three consecutive semesters (excluding summer), whether or not they are scheduled. Once expired, a new request must be submitted.
2. Topics on permanent courses require mandatory review every five years.

Topic Title

Urban Wildlife Ecology

List all other courses where this topic exists and the sections will be combined in the schedule.

Topic Description

This course will cover issues related to human-wildlife interactions and understanding the connection between human and natural systems. We will cover both environmental and social factors important to animal biodiversity and human well-being. Using urban-suburban environments as a model system, we will re-conceive what conservation and sustainability mean in a human-dominated world. Topics covered include: survey methods used to quantify biodiversity in cities, summarize environmental data, how to use community-source data, and how to communicate project results to a wide audience from public to specific stakeholders.

If this course or topic already carries a General Studies Gold (not Maroon) designation, please check this box.

General Studies Gold Designation Request

Requested Designation

Sustainability (SUST)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[ABS 494 Annotated Syllabi-FINAL.docx](#)

Sustainability (SUST)

The Sustainability requirement will provide students with an interdisciplinary understanding of socio-ecological systems in relation to global challenges and opportunities. The learning objectives emphasize systems thinking, where human and non-human systems are understood as intimately connected, with human actions affecting all life on a planet with limits and boundaries. Students should also become familiar with how cultural, political, economic, social, and ethical beliefs, practices and systems are related to and impact planetary systems. Students will use course concepts and systems and futures thinking to address contemporary questions or challenges.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

SUST Learning Outcome 1: Demonstrate an understanding of the earth and its ecosphere, including the measures that indicate their capacities and limits.

Lectures and discussions cover issues related to ecosystem services and ecosystem disservices in cities. See uploaded materials on Leading Discussion.

Students lead discussions of papers that summarize the effect of environmental conditions found in urban areas on wildlife. The rubric outlines that students should explain to the class how the research papers defined and measured urbanization. Students synthesize the effects on biotic communities and how those communities are measured. See paper topics on: Bird communities and SES (social-ecological systems), and Colonization and extinction rates of prairie dogs across an urban

gradient. At the end of each discussion day, we move around the class and each student summarizes the key points of the paper and ideas of classmates.

Google Drive of Supporting Documentation - https://drive.google.com/drive/folders/1_ScrV9b3NhdTGDvkYeMbkHGMD8ISZxN?usp=drive_link

SUST Learning Outcome 2: Trace historical impacts of a range of socio-economic, political or cultural choices on integrated human-environmental wellbeing.

About a third of the course grade comes from an assignment on a complex issue - the Crosstown Assessment. See uploaded document: Cross-town Assessment.

Because it is important for students to integrate new information within existing knowledge to apply concepts to novel environments and situations, the Cross-town Assessment allows students to explore biodiversity patterns from 7 neighborhoods in the greater Phoenix metro area across a socio-economic gradient. Students gather data to share with the class by uploading data to a shared Google Drive. Depending on students' interests and career aspirations, data are gathered on economics, biodiversity, safety and wellbeing, and other urban metrics. Because biodiversity is inequitably disturbed in cities, students can test specific hypotheses and patterns related to income and bird diversity or impervious surface and tree canopy. Students synthesize data and present findings in one of several formats: short video or reels, podcast with interview and guest.

Google Drive of Supporting Documentation - https://drive.google.com/drive/folders/1_ScrV9b3NhdTGDvkYeMbkHGMD8ISZxN?usp=drive_link

SUST Learning Outcome 3: Envision pathways toward futures characterized by integrated human-environmental wellbeing.

Several guest speakers and discussion papers include how biodiversity in the built environment leads to greater human wellbeing. Quizzes and exam questions include students describing how urban biodiversity contributes to ecosystem services that benefit human urban residents. Students read a paper called the Pigeon Paradox and others that explore how interactions with nature provide wellbeing by reducing stress, anxiety, and depression in humans. See also the outcome related to #4 on integrating One Health topics in human-nature interactions. Guest speakers include researchers who study bird diversity and how feeding yard birds increases wellbeing in residents. Guest speakers address how particular traits of wildlife have more positive attitudes by people and this can influence the conservation outcomes for wildlife.

Google Drive of Supporting Documentation - https://drive.google.com/drive/folders/1_ScrV9b3NhdTGDvkYeMbkHGMD8ISZxN?usp=drive_link

SUST Learning Outcome 4: Articulate an approach to addressing contemporary questions or challenges that employs concepts or practices of sustainability.

Lectures, quiz, and examinations cover issues related to One Health. See uploaded materials.

Students will learn how ecosystems, environmental conditions, and human health are connected in cities in the One Health framework. Students are expected to summarize peer-reviewed articles as examples of these connections. Lectures include Concept Questions to help guide students' focus on content, quizzes, and exams. Students are expected to provide two examples of how human health, wildlife health, and environmental conditions are interrelated.

Google Drive of Supporting Documentation - https://drive.google.com/drive/folders/1-ScrV9b3NhdTGDvkYeMbkHGMd8ISZxN?usp=drive_link

List all course-specific learning outcomes. Where appropriate, identify the associated SUST learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SUST learning outcome.

Course-specific learning outcomes (After completion of this course you will be able to):

- Recognize, define, and articulate core ecological principles underlying wildlife ecology in urban-suburban environments as gathered from classic papers to emerging new approaches. - Students lead discussions of papers that summarize the effect of environmental conditions found in urban areas on wildlife. The rubric outlines that students should explain to the class how the research papers defined and measured urbanization. Students synthesize the effects on biotic communities and how those communities are measured. See paper topics on: Bird communities and SES (social-ecological systems), and Colonization and extinction rates of prairie dogs across an urban gradient. At the end of each discussion day, we move around the class and each student summarizes the key points of the paper and ideas of classmates. [SUST LO1]

Complex Issues: Cross-town Assessment - Urban systems are complex and class lectures, readings, and discussions cannot exhaustively cover the breadth information available on this topic. Additionally, it is important for students to be able to integrate new information within existing knowledge to apply concepts to novel environments and situations. To facilitate deeper learning and insights, students will be required to develop and present a project that explores an urban wildlife topic related to data gathered in the cross-town assessment. The presentation can take one of several formats: short video or reels, podcast with interview and guest. A poster will accompany the project. The products will be shared with classmates via presentations. [SUST LO2]

- Identify the historical role of humans in shaping urban wildlife communities. - Lecture Exam: One lecture exam will require comprehension and application of covered materials and focus on principles and theories covered in lecture, from readings, class discussion, and guest lectures. Exam will be a combination of short essays, multiple choice, true/false, and fill in the blank questions. Date of exam is listed in the schedule. [SUST LO4];

Students lead discussions of papers that summarize the effect of environmental conditions found in urban areas on wildlife. The rubric outlines that students should explain to the class how the research papers defined and measured urbanization. Students synthesize the effects on biotic communities and how those communities are measured. See paper topics on: Bird communities and SES (social-ecological systems), and Colonization and extinction rates of prairie dogs across an urban gradient. At the end of each discussion day, we move around the class and each student summarizes the key points of the paper and ideas of classmates. [SUST LO1]

- Use urban-suburban environments as a model system for re-conceiving what conservation means in a human-dominated world. - Semi-weekly Quizzes: Semi-weekly quizzes will be taken via Canvas to provide opportunities to recall lecture and discussion material from previous weeks. Quizzes may consist of a variety of question types, including short answer, fill in the blank, multiple choice, and true/false. Quiz material will generally be comprised of lecture and discussion topics from the weeks prior. [SUST LO3]; - Lecture Exam: One lecture exam will require comprehension and application of covered materials and focus on principles and theories covered in lecture, from

readings, class discussion, and guest lectures. Exam will be a combination of short essays, multiple choice, true/false, and fill in the blank questions. Date of exam is listed in the schedule. [SUST LO4];

- Envision pathways toward futures characterized by integrated human-environmental wellbeing. Complex Issues: Cross-town Assessment - Urban systems are complex and class lectures, readings, and discussions cannot exhaustively cover the breadth information available on this topic. Additionally, it is important for students to be able to integrate new information within existing knowledge to apply concepts to novel environments and situations. To facilitate deeper learning and insights, students will be required to develop and present a project that explores an urban wildlife topic related to data gathered in the cross-town assessment. The presentation can take one of several formats: short video or reels, podcast with interview and guest. A poster will accompany the project. The products will be shared with classmates via presentations. [SUST LO2]; - Semi-weekly Quizzes: Semi-weekly quizzes will be taken via Canvas to provide opportunities to recall lecture and discussion material from previous weeks. Quizzes may consist of a variety of question types, including short answer, fill in the blank, multiple choice, and true/false. Quiz material will generally be comprised of lecture and discussion topics from the weeks prior. [SUST LO3]

- Apply a variety of approaches to conduct research in urban environments and communicate science to a broad audience. - Students lead discussions of papers that summarize the effect of environmental conditions found in urban areas on wildlife. The rubric outlines that students should explain to the class how the research papers defined and measured urbanization. Students synthesize the effects on biotic communities and how those communities are measured. See paper topics on: Bird communities and SES (social-ecological systems), and Colonization and extinction rates of prairie dogs across an urban gradient. At the end of each discussion day, we move around the class and each student summarizes the key points of the paper and ideas of classmates. [SUST LO1]

Form Submission - Proposer

Submitted for Approval | Proposer

Cynthia Rose - April 26, 2024 at 2:34 PM (America/Phoenix)

Department Approval

Approved

Kielii Lilavois

Cynthia Rose

Manuel Aviles-Santiago

Trisha Eardley - April 29, 2024 at 9:07 AM (America/Phoenix)

GSC Coordinator Review

Approved

Kaitlyn Dorson

April Randall - April 29, 2024 at 5:38 PM (America/Phoenix)

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - April 30, 2024 at 2:22 PM (America/Phoenix)

In the course-specific learning outcomes, please include the corresponding category learning outcome where appropriate (e.g., Students will be able to describe how political decisions differentially impacted natural resource systems in rural vs. urban communities. [SUST LO2]).

Form Submission - Proposer

Submitted for Approval | Proposer

Cynthia Rose - September 17, 2024 at 4:05 PM (America/Phoenix)

Department Approval

Approved

Kielii Lilavois

Cynthia Rose - September 18, 2024 at 8:27 AM (America/Phoenix)

Manuel Aviles-Santiago

Trisha Eardley

GSC Coordinator Review

Approved

Alicia Alfonso - September 18, 2024 at 10:56 AM (America/Phoenix)

Note: in L02, the Crosstown assessment mentioned in not included in the Google drive.

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - September 18, 2024 at 12:30 PM (America/Phoenix)

For the course-specific learning outcomes (last section), please identify the associated SUST learning outcome in brackets after each course-specific learning outcome (e.g, [LO1]).

If you have any questions, please email me at: azuma@asu.edu.

Form Submission - Proposer

Submitted for Approval | Proposer

Cynthia Rose - September 18, 2024 at 3:28 PM (America/Phoenix)

Department Approval

Approved

Kielii Lilavois

Cynthia Rose

Manuel Aviles-Santiago - September 18, 2024 at 3:43 PM (America/Phoenix)

Trisha Eardley

GSC Coordinator Review

Approved

Alicia Alfonso - September 18, 2024 at 4:38 PM (America/Phoenix)

Unit has included corresponding SUST learning outcome to course-specific learning outcomes.

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - September 18, 2024 at 4:40 PM (America/Phoenix)

All required components confirmed

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - September 18, 2024 at 5:27 PM (America/Phoenix)

Sustainability (SUST) Committee

Acknowledgement Requested

Kevin Dooley

Jose Lobo - September 22, 2024 at 9:31 PM (America/Phoenix)

The SUST subcommittee recommends revising and resubmitting. The syllabus needs clearer and more concise description of the assessments and how the assessments support the LOs. There is concern that an analysis of a local climatic event is not well aligned with LO1. Another concern is the use of the same assessment for LO2 and LO3.

Evan Berry

Treavor Boyer

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Cynthia Rose

College Notification

Notification

Trisha Eardley

DARS Notification

Notification

Leticia Mayer

Peggy Boivin
