

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of _____ Date: _____

Department/Division offering course: _____

2. What type of change is being proposed? Major Minor*

*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6.)

3. Current prefix & number: _____ Proposed prefix & number: _____

4. Current Title _____

Proposed Title[†] _____

[†]If title is longer than 24 characters (including spaces), write a sensible title (24 characters or less) for use on transcripts:

5. Current number of credit hours: _____ Proposed number of credit hours: _____

6. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____

Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

7. Current grading system: Letter (A, B, C, etc.) Pass/Fail

Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

8. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

Current:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY () LECTURE

() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY

() SEMINAR () STUDIO () OTHER – Please explain: _____

Proposed:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY () LECTURE

() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY

() SEMINAR () STUDIO () OTHER – Please explain: _____

9. Requested effective date (term/year): _____ / _____

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10. Current teaching method: N/A Community-Based Experience Service Learning Component Both

Proposed teaching method (if applicable): Community-Based Experience Service Learning Component Both

11. Current cross-listing: N/A _____
Prefix and Number NAME of current cross-listing DEPARTMENT

a. Proposed – REMOVE the current cross-listing:

b. Proposed – ADD a cross-listing: _____
Prefix and Number Signature of chair of proposed cross-listing department

12. Current prerequisites:

Proposed prerequisites:

13. Current Bulletin description:

Proposed Bulletin description:

14. What has prompted this change?

15. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

16. Please list any other department that could be affected by the proposed change:

17. Will changing this course change the degree requirements for ANY program on campus? YES NO
If YES[‡], list below the programs that require this course:

[‡]In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

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18. Is this course currently included in the University Studies Program? Yes No

19. Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*)

20. Within the department, who should be contacted for further information on the proposed course change?

Name: _____ Phone: _____ Email: _____

21. Signatures to report approvals:

DATE of Approval by Department Faculty	/	<div style="display: flex; justify-content: space-between;"> printed name Reported by Department Chair signature </div> <div style="text-align: right; margin-top: 10px;"> </div>
DATE of Approval by College Faculty	/	<div style="display: flex; justify-content: space-between;"> printed name Reported by College Dean signature </div>
*DATE of Approval by Undergraduate Council	/	<div style="display: flex; justify-content: space-between;"> printed name Reported by Undergraduate Council Chair signature </div>
*DATE of Approval by Graduate Council	/	<div style="display: flex; justify-content: space-between;"> printed name Reported by Graduate Council Chair signature </div>
*DATE of Approval by Health Care Colleges Council (HCCC)	/	<div style="display: flex; justify-content: space-between;"> printed name Reported by Health Care Colleges Council Chair signature </div>
*DATE of Approval by Senate Council		Reported by Office of the Senate Council
*DATE of Approval by the University Senate		Reported by the Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*.

Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: Definition. A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
- e. correction of typographical errors.

Course Syllabus
FOR 230
Conservation Biology

Class Period

Lecture: 3 hours per week

Instructor

Dr. John Cox
Room 208 T.P. Cooper Building
859-257-9507
jjcox@uky.edu

COURSE OVERVIEW

Course Description

The basic history and principles of conservation biology (both plant and animal), including diversity, extinction, evolution, and fragmentation. Students will learn the applications of conservation biology (both plant and animal) to such topics as forest management and wetland management and study the ethical perspectives related to conservation biology, including environmental ethics, deep ecology, and the land ethic.

Student Learning Outcomes

At the end of this course, the student will be able to demonstrate the following skills.

1. Explain diversity, in terms of both plants and animals, and how diversity is measured, maintained, and eliminated.
2. Describe the history of conservation biology.
3. Describe conservation values and ethical perspectives such as environmental ethics, deep ecology, and land ethic and apply these values and perspectives to conservation biology issues.
4. Analyze extinction and evolution in both plants and animals and the impact on humans and vice versa. Be able to explain extinction and evolution in terms of its impact on genetics and speciation and names. Be able to describe extinction case studies.
5. Describe fragmentation and explain the causes and biological consequences (both plant and animal) of fragmentation.
6. Explain the role forest management, wetland management, and land use decisions have in addressing conservation (both plant and animal) issues.
7. Analyze conservation policy, such as the Endangered Species Act, and its impact on conservation biology (both plant and animal).

8. When given a case study, you will be able to explain conservation biology issues at the local, regional, national, and global level.

Grading Procedures – Assignments, Grading Criteria, Letter Grades

Course Evaluation/Grading: Evaluation (your grade) in this course is based on the total number of cumulative points (600 total possible) you receive for the listed assignments below:

A = 540-600 pts. B = 480-539 pts. C = 420-479 pts. D = 360-419 pts. E = < 360 pts.

Evaluation Criteria	Points Each	Total Points
15 Reading Quizzes – Short Assignments	10	150
Weekly News Reviews	5	50
Midterm Exam	100	100
Sustainable Living Plan	100	100
Species/Site/System Recovery and Management Plan	100	100
Final Exam	100	100
Total Possible Points		600

Quizzes and Assignments: During the course there will be a total of 15 short-assignments and reading quizzes. These represent 25% of the total points in the course. The nature of short assignments will vary but may consist of brief essays, quantitative activities, group discussions, class participation, or other forms of evaluative exercises designed to stimulate learning and understanding of course material. These may be conducted in or out of class depending on the assignment. Quizzes will be unannounced and may be given at the beginning or end of class. Some of these will be open notes, while others may not. It therefore pays to read the material and pay attention and participate in class.

Weekly News Reviews: Newspapers are a rich source of biodiversity and conservation biology news. Over the course of the semester you will submit **5** weekly news reviews. News reviews allow you to *briefly* (no more than 2 pages double-spaced) relate how the article relates to some aspect of biodiversity conservation. *This is not a summary* - I can read the article myself to see what it is about (you will attach it to your evaluation). Don't ignore the business section or even the comics for some of the best material. You will not be graded on the quality of the article you select, but how well you relate it to this class. **Grammar, sentence structure, and clarity count on these assignments, as in all writing assignments.** These summaries will be turned in on the Thursdays indicated on the syllabus. We will discuss a few of the issues you uncover on these days. Keep in mind that not all articles will be equally rich with relevant information, but it is up to you to draw the link between the article and the subject matter of this course. You will have opportunity to edit your work for the possibility of a higher grade. Each revised news review must be accompanied by the previous week's original review (with my comments) and its revision (this is how writing skills are improved).

Exams: Exams will consist of questions of various formats. Multiple choice, short answer, and essay are typical. The final exam will include questions that incorporate basic concepts and ideas from the first portion of the course. Missed exams cannot be made up without a valid excuse (see attendance).

Sustainable Living Plan: This assignment is designed to make you think, consider, and plan major life choices and events within a resource consumption framework. It will hopefully be enlightening, perhaps sobering, and certainly challenging. More details will be provided in a future handout. This could be a group assignment if there is interest.

Species Recovery Plan: This group assignment will challenge your team to lead and coordinate the recovery of an endangered or threatened species. More details will be provided in a future handout.

Course Outline

Week 1 – Course Overview; Human-Nature Relations: A Historical Tour

Week 2 – Conservation Biology. Biodiversity

Week 3 – Threats to Biodiversity: Extinction End Game. Why care? Conservation Values and Ethics

Week 4 – Habitat Loss and Degradation. Habitat Fragmentation

Week 5 – Overexploitation. Species Invasions

Week 6 – Species Invasions. Climate Change

Week 7 – Conservation Genetics

Week 8 – Ecological Economics

Week 9 – Species Approaches to Conservation. Landscape Approaches to Conservation

Week 10 – Ecosystem Approaches to Conservation

Week 11 – Protected Areas Management

Week 12 – Species Restoration. Ecosystem Restoration

Week 13 – Sustainable Development. Sustainable Living

Week 14 – Conservation Science and Policy. Environmental Activism

COURSE POLICIES

Attendance and Excused Absences

Students will be expected to attend all sessions and attendance will be taken at the beginning of every class. Excused absences include sickness, death of family member, and others officially listed in UK regulations. Please provide me with advanced notice if you are going to miss class. If you miss class there is a high probability that you'll miss an assignment or quiz. Assignments and quizzes cannot be made up, but won't count against you if you have *an excused absence*.

For every 3 unexcused absences you will drop 1 letter grade since technically you'll have missed about 10% of the course sessions at that point.

Academic Integrity, Cheating and Plagiarism

Cheating of any form, including plagiarism, will not be tolerated. Cheating will be dealt with in accordance with University regulations. (See <http://www.uky.edu/StudentAffairs/Code/>)

Professional Preparation

This course helps prepare you for your professional career. You are expected to attend class, be on time, participate in class discussions, and be respectful of your instructor and fellow classmates.

Disability Statement

Students with a disability that need classroom or exam accommodations should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu .