

ACADEMIC SENATE PROPOSAL TRACKING SHEET
(Document To Be Originated by the Academic Senate Secretary On Canary Color Paper)

Proposal # 23-14	Title: New Course Proposal - BIOE 440 Conservation Ecology
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(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)

All proposals MUST have their originating college faculty body (Arts, Sciences & Education; Health Sciences; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms or General Education Inclusion form) to the Academic Senate Secretary. **NOTE: Level 1 or Level 2 forms must be submitted concurrent with this proposal where applicable. For Education proposals, PEU approval must be received prior to forwarding the proposal to the Senate.**
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum. A digital copy of the proposal will be linked on the Academic Senate Proposal page by the Academic Senate Secretary.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is returned to the Academic Senate Secretary for forwarding to the next committee. If a committee disapproves the proposal, the committee will provide written rationale to the originator, via the Academic Senate.* The originator may request that the item be forwarded to the next body for consideration. Upon completion of subcommittee action, the proposal will be returned to the Academic Senate Secretary for consideration at the next Academic Senate meeting.
4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration within 10 working days. If the Academic Senate disapproves the proposal, the Academic Senate will provide written rationale to the originator. * The originator may request that the item be forwarded to the Full Faculty for consideration, utilizing procedures set forth in the Senate Bylaws.
5. Approved proposals will be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor. From this point forward, the Provost's Administrative Assistant will update the Proposal page on the website by contacting the webmaster.
7. The Chancellor approves or disapproves the proposal.
8. If approved, the proposal will then either be implemented or referred to MSU for further action. The tracking page on the Provost site will be updated as required.

Subcommittee and Academic Senate college representatives will notify their respective colleges of the progress of submitted proposals or the proposal may be tracked via the web page -- <http://www.msun.edu/admin/provost/senate/proposals.htm>

Documentation and forms for the curriculum process are also available on the web page: <http://www.msun.edu/admin/provost/forms.htm>

*** If a proposal is disapproved, it is returned to the Dean of the submitting college who then notifies the originator.**

See back for tracking form

	Date	Action Taken	Signature	Date	Comments/Reason for Disapproval	Sent to	Date	Transmittal E-mail sent
Received by Senate Secretary	12/1/2023	Tracking form initiated	<small>DocuSigned by:</small> <i>Brittany Garden</i> <small>7131CC8454D9458</small>	12/1/2023		Sent to Curriculum Committee	12/1/2023	DocuSign
General Education Committee (if applicable)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Curriculum Committee (if applicable)	1/4/2024	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<small>DocuSigned by:</small> <i>Casey Donovan</i> <small>2C923279237A7B03</small>	1/4/2024	Passed - Forward to Academic Senate			
Academic Senate	1/12/2024	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<small>DocuSigned by:</small> <i>Valerie Guyant</i> <small>187523210721A1478</small>	1/12/2024				
Provost	01/22/24	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>[Signature]</i>	1/22/24				
Chancellor	1-26-2024	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>[Signature]</i> <i>[Signature]</i>	1-26-2024		Provost	1-29-24	
MSU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
BOR		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
NWCCU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Provost		Advise originating college and Academic Senate of status. Update Web page.						
Registrar		Catalog/Policy Manual Update						

NOTE: The secretary of the Academic Senate will update the Academic Senate Proposal web page from initial receipt until the proposal reaches the Provost. The Provost's Administrative Assistant will ensure that the current status of each proposal is maintained on the Academic Senate Proposal web page from that point forward.

COURSE REVISION FORM

NEW DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

- For purposes of this form, "For Information Only" should be used for catalog description or objective changes ONLY

College Arts, Sciences & Education Program Area Biology (B65)

Submitter Kim Waldman Ph.D. Dean _____ Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is a new required course for students that select the proposed Ecology and Conservation Biology Track.

Course Prefix & No.: BIOE 440

Current Course Title:

Proposed Course Title (when applicable): Conservation Ecology

Current # of Credits:

Proposed # of Credits (when applicable): 3

Required by: Biology – Ecology and Conservation Biology Track

Selective in:

Elective in:

General Education Category:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Lecture contact hours per week: 3

Lab contact hours per week:

Current Catalog Description (include all prerequisites): None

Proposed or New Catalog Description (include all prerequisites):

A course for biology majors and students who plan to take additional courses in biology. The objective of this course is to introduce students to the principles and concepts of conservation biology with emphases on biodiversity management (including genetic diversity), ecosystems, and populations. Socio-economic and political factors related to conservation are discussed as well.

Prerequisites: BIOE 370/371 General Ecology Lecture and Lab

Course Outcomes/Objectives: Students will

1. Identify major principles or concepts of ecological, evolutionary and genetic science critical to biota conservation and restoration.
2. Differentiate among the conservation practices of protection, restoration, and remediation.
3. Identify how natural and human-related factors alter population dynamics, extinction probability, community dynamics, ecosystem function and evolutionary processes.
4. Apply quantitative reasoning and mathematics to describe or explain natural phenomena, including the use of verbal, graphic, and algebraic methods of description.
5. Interpret field observations and scientific literature, and recognize its application to field studies or conservation programs.
6. Discuss how the precautionary principle can inform conservation policy.
7. Explain the interdisciplinary approach vital to conservation decision-making processes.
8. Understand the nature and evidence of climate change, including how and why diverse models vary in their predictive capabilities.
9. Illustrate with examples how scientific information and analysis can be used to formulate and inform practices and policies to achieve conservation goals in the face of critical uncertainties, and in a way that openly responds to social considerations.

Please note additional instructional resources needed, if any (including library materials, special equipment, and facilities). Approval does not indicate support for new faculty or additional resources.

A need for additional instructional resources is not anticipated.

I will act as if what I do makes a difference. ~William James

CONSERVATION BIOLOGY SYLLABUS
BIOE 440 Lecture: MWF 3:00 – 3:50 PM
Hager Science Center 215

INSTRUCTOR INFORMATION

Terri Hildebrand, Ph.D.	Office: HSC 205
Office hours: MWF -- 11:00 AM – 12:00 PM	Phone: (406) 265-3700 ext 3329 (office)
T -- 1:00 – 3:00 PM	(435) 868-8800 (mobile)
terri.hildebrand@msun.edu	

COURSE INFORMATION

Prerequisites: BIOE 370/371 General Ecology Lecture & Laboratory

Textbook: Bradley, C., Primack, R., and Murdoch, J. 2019. Conservation Biology, 4th edition. Oxford University Press. ISBN: 9781605357140

Description: A course for biology majors and students who plan to take additional courses in biology. The objective of this course is to introduce students to the principles and concepts of conservation biology with emphases on biodiversity management (including genetic diversity), ecosystems, and populations. Socio-economic and political factors related to conservation are discussed as well.

Learning

Outcomes: Students will

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Teaching

Philosophy:

The study of conservation biology encompasses expectations that draw upon all courses in biology, but also other courses included in a liberal arts education. Each student has an opportunity to demonstrate that they have achieved the learning outcomes. As such, learning is assessed in a student-centered manner that requires the command, analysis and synthesis of understanding and skills. Assessing learning outcomes requires each student problem solves by drawing on their knowledge, unique experiences as well as the current scientific research to suggest workable and intellectually defensible solutions. Individual approaches and decisions reflect student attitudes, values, and knowledge characteristic of the biological discipline and individual academic training. Successful completion reflects competency as an oral and verbal communicator.

EVALUATION

I will not act as if what I do makes a difference. www.msn.com

Students are assessed using exams, discussions, a conservation plan, various assignments, and their participation. These contribute to each grade as follows:

Exams (2 @ 200 pts/each)	400 pts
Discussion	100 pts
Conservation Plan	100 pts
Participation	100 pts
Assignments	to be determined

Grading Scale

A+	100%	A	95-99%	A-	90-94%
B+	87-89%	B	84-86%	B-	80-83%
C+	77-79%	C	74-76%	C-	70-73%
D+	67-69%	D	64-66%	D-	60-63%
F	< 60%				

Exams: My exams are designed to ensure students understand the material presented and can synthesize conservation and diversity information when answering questions. Each exam consists of both in-class and take-home portions. Short answer, fill-in-the-blank, and matching questions will be completed during the class period whereas long essay questions comprise the take-home portion of each exam. Questions are derived from material presented in lecture as well as that included in discussions and assignments. Makeup exams will be given ONLY in extreme circumstances and when arrangements have been made well in advance.

Discussions: Each student will lead a 50-minute class discussion on a publication from the primary literature. Students select papers that focus on current conservation biology topics. In general, discussion leaders will be assessed on their knowledge of the paper and related publications as well as participation in the discussion process (both listening and talking!).

Participation: Only a portion of your participation grade will be determined in the classroom. As a group, the class will participate in a hands-on conservation project in the local region. One Saturday will be devoted to working with agencies on the project.

Conservation Plan: In conjunction with this project, students will devise a general conservation plan coordinated with the project. Each student will select an area of specific interest (e.g., diversity, restoration, invasive species, human use, etc.), and develop a plan (e.g., monitoring) coordinated with the project.

Assignments: Several smaller assignments will be given throughout the course. These examine such topics as population viability and genetic diversity, as well as population growth and sustainability.

BRIGHTSPACE

This course uses the Brightspace learning system for course management. It is your responsibility to log onto Brightspace at www.msunonline.org and become familiar with the program during the first week of class. The most recent browser version of Google Chrome or Microsoft Edge is recommended for Brightspace use. Internet Explorer is NOT supported and will lead to issues. Brightspace is useable over a 56K modem; however, the faster & more reliable your Internet connection speed, the better the experience. The Brightspace login page has a link for you to run a system check.

ATTENDANCE POLICY

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STUDENT RESPONSIBILITIES

- Behave in a courteous and respectful manner toward the professor and fellow students. Inappropriate comments (e.g., racial or gender slurs) **WILL NOT BE TOLERATED**.
- Show up to class on time.
- Turn off cell phones during class. A cell phone present during an exam immediately results in a zero. I will confiscate phones if they are used (including texting) during class.

ACADEMIC INTEGRITY

Academic integrity is a central value in higher education. It rests on two principles: first, that academic work is represented truthfully as to its source and its accuracy, and second, that academic results are obtained by fair and authorized means. "Academic misconduct" occurs when either of these principles is knowingly violated.

The responsibility of academic integrity does not rest solely in the hands of the faculty and administration. It depends also on the attitude and spirit of the student body to create an atmosphere that promotes strong integrity. In other words, the students determine a school's level of character. The job of educators is to foster and encourage a feeling of honesty and quality. In this class, the concept of individual honor is designed to promote mutual trust and respect between students and faculty.

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RESOURCES FOR STUDENTS

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Cowan Hall 213C, (406) 265-3533
johnna.antonich@msun.edu

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Katelyn Springer, Veterans Services Coordinator
Cowan Hall 220, 406.265.4190
katelyn.springer@msun.edu

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Jason.geer@msun.edu

Brittany Garden
Cowan Hall 104, 265-3701
Brittany.garden@msun.edu

TOPICS

This class consists of five (5) focus areas:

	Chapters
I. Conservation Biology Concepts Definitions, history, biodiversity, ethics, economics	1 - 6
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