

ACADEMIC SENATE PROPOSAL TRACKING SHEET

(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)

All proposals **MUST** have their originating college faculty body (Ex. Nursing, Technical Sciences, Arts & Sciences, Education) approval and must be signed by the submitter and the college chair/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) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): Teacher Education (if applicable), General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers academic senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

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/asproposals.htm>

Documentation and forms for the curriculum process is also available on the web page:

<http://www.msun.edu/admin/provost/asforms.htm>

***** (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Chair/Dean of the submitting college who then notifies the originator.)

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|-------------------------|-----------------------------------|
| Proposal # <u>07-26</u> | Title: <u>ESCI 205 New Course</u> |
|-------------------------|-----------------------------------|

(proposal explanation, submitter and college chair/dean signatures on attached program/degree or course revision form)

| | | | |
|---|-------------------------------------|--|-----------------------|
| Received by ACAD Senate Forwarded to Teacher Ed Council | Date <u>4/29/08</u> <u>NA</u> | Approved _____ Disapproved _____ | |
| Forwarded to Gen Ed Committee | <u>4/30/08</u> | Signature _____ Approved <input checked="" type="checkbox"/> _____ Disapproved _____ Signature _____ Date _____ | Date <u>5/1/08</u> |
| Returned to ACAD Senate Forwarded to Curriculum Committee | <u>7/6/08</u> | Approved _____ Disapproved _____ | |
| Returned to ACAD Senate for Vote | <u>5/1/08</u> | Signature _____ Approved <input checked="" type="checkbox"/> _____ Disapproved _____ Signature <u>[Signature]</u> Date <u>5-8-08</u> | |
| Sent to Provost's office for Full Faculty vote Voted on at Full Faculty meeting | <u>NA</u> | Approved _____ Disapproved _____ | |
| Forwarded to Provost for Approval/Disapproval | <u>5/8/08</u> | Signature _____ Approved <input checked="" type="checkbox"/> _____ Disapproved _____ Signature <u>[Signature]</u> Date _____ | Date <u>6-8-08</u> |
| Forwarded to Chancellor for Approval/Disapproval | <u>6/6/08</u> | Signature _____ Approved <input checked="" type="checkbox"/> _____ Disapproved _____ Signature <u>[Signature]</u> Date _____ | Date <u>6/6/08</u> |
| Copies sent to originating college and registrar's office C:/data/proposaltracking sheet ACAD 10 10 01 | <u>6/6/08</u> | | |

COURSE REVISION FORM

NEW DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Educ., A. & S., Nursing Program Area Science Date 2/25/08

Submitter Vicki Clouse Signature _____ Dean Carol A. Rapp Signature (indicates "college" level approval) _____ Date 4/22/08

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

This course provides earth science options in both the general science secondary education program and the biology program. This course has been successfully offered as a special topics course during summer session, and has maintained high student enrollment numbers.

Please provide the following information:

College: Education, Arts & Sciences & Nursing

Program Area: Earth science

Date: February 25, 2008

Course Prefix & No.: ESCI 205

Course Title: Dinosaur paleobiology

Credits: 4

Required by: none

Selective in: none

Elective in: none

General Education: lab science course

Lecture:

Lecture/Lab: X

Gradable Lab: yes

Contact hours lecture: 3

Contact hours lab: 1

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites):

This course covers the history of dinosaur paleontology, and the evolution, classification, and life history strategies of the major groups of dinosaurs. Basic concepts of geology, plate tectonics and identifying characteristics of ancient Mesozoic environments will also be covered. Lab exercises include local field trips and lab identification of Montana dinosaur fossils. Application of the scientific method is emphasized throughout the course. Dinosaur discoveries from various parts of the world will be discussed, but this course will focus on the abundant and significant dinosaur finds from Montana and the surrounding region. Prerequisite: one college-level science course or consent of instructor.

Course Outcome Objectives:

The student will:

1. understand basic scientific concepts used in the study of dinosaurs and their paleoenvironments.
2. become familiar with the major dinosaur groups and their contemporaries

3. understand the dinosaur's place in the phylogeny of tetrapods and in continental and coastal paleoenvironments.
4. understand evolutionary innovations or novelties and their importance in each of the major dinosaurian groups to their lifestyle and success.
5. become familiar with the evidence for dinosaurs' paleobiology, paleoecology and behavior.
6. become familiar with the approaches and evidence used to interpret the evolution of birds and the extinction of dinosaurs.
7. demonstrate communication skills and critical thinking.

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

NONE

Updated 09/29/05

| Add to Category | Gen Ed Category | Area Description | Credits Required |
|-----------------|-----------------|---------------------------|------------------|
| | Category I | Communication | 6 |
| | Category II | Mathematics | 3 |
| X | Category III | Natural Sciences with lab | 6 |
| | Category IV | Social Sciences | 3 |
| | Category V | History | 3 |
| | Category VI | Cultural Diversity | 3 |
| | Category VII | Fine Arts | 3 |
| | Category VIII | Humanities | 3 |
| | Category IX | Technology | 3 |

Course submitted for consideration:

| College | Subject | Number | Title | Credits |
|------------|---------|--------|-----------------------|---------|
| Arts & sci | ESCI | 2XX | Dinosaur Paleobiology | 4 |

Catalog Description:

This course covers the history of dinosaur paleontology, and the evolution, classification, and life history strategies of the major groups of dinosaurs. Basic concepts of geology, plate tectonics and identifying characteristics of ancient Mesozoic environments will also be covered. Lab exercises include local field trips and lab identification of Montana dinosaur fossils. Application of the scientific method is emphasized throughout the course. Dinosaur discoveries from various parts of the world will be discussed, but this course will focus on the abundant and significant dinosaur finds from Montana and the surrounding region. Prerequisite: one college-level science course or consent of instructor.

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

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|--|---|
| <p>Category III - Natural Sciences Students are expected to demonstrate the following outcomes upon successfully completing this category: 1. Describe the processes of observation, problem identification, hypothesis formulation, experimentation and verification which underlie scientific advancement. 2. Systematically develop principles for comprehension of the natural world 3. Demonstrate an appreciation for Laboratory Practice: a. Demonstrate the ability to design an experiment. b. Identify a properly designed experiment. c. Study physical objects in a direct manner which yields verifiable knowledge. d. Utilize laboratory equipment in a way that helps one appreciate both the power of technology and the dependence of contemporary scientific insight on the technology.</p> | <p>See course outcome objectives from attached course syllabus</p> |
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|------------|---------------------------|--|-----------------|
| Print Name | Vickie Clouse | Print Name | |
| Submitter | <i>Carol A. Kestchard</i> | Chair/Dean: | <i>Jim Long</i> |
| Signature | <i>for Vickie Clouse</i> | Signature (indicates "college" level approval) | <i>Jim Long</i> |
| | | Date: | 4/22/08 |