

Cover Sheet: Request 15853

WIS 4554 – Conservation Biology

Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Vanessa Hull vhull@ufl.edu
Created	2/15/2021 9:16:32 PM
Updated	3/29/2021 11:34:55 AM
Description of request	prerequisites need to be updated for this course due to changes in the available prerequisite course offerings

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren		2/16/2021
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Approved by CALS CC on 3/26/21.	3/29/2021
CALS CC Checklist_CHAWS.pdf					3/15/2021
Conbio_Syllabus_Hull.docx					3/17/2021
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/29/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 15853

Info

Request: WIS 4554 – Conservation Biology

Description of request: prerequisites need to be updated for this course due to changes in the available prerequisite course offerings

Submitter: Vanessa Hull vhull@ufl.edu

Created: 2/14/2021 5:25:42 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

WIS

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

4

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

554

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Conservation Biology

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual

effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Change Rotating Topic Designation?

Response:

No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:

No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:

No

Change Prerequisites?

Response:

Yes

Current Prerequisites

Response:

(PCB 3063 or WIS 3553C) & (FOR 3153C or PCB 3034C or PCB 3601C or PCB 4044C) & WIS 3401

Proposed Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

(There is a limit of 246 characters)

* *

Response:

(PCB 3063 or WIS 3553C) & (FOR 3153C or PCB 3601C or PCB 4043C or WIS 3404) & WIS 3401

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.

- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:
No

Rationale

Please explain the rationale for the requested change.

Response:
PCB 3034C or PCB 4044C are no longer offered at UF, they have been combined into one new course called PCB 4043C

WIS 3404 (Natural Resource Ecology) is now a recommended course that can also fulfill the same ecology requirement as the other ecology courses listed (FOR 3153C or PCB 3601C or PCB 4043C)

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

VH It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

VH You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

VH Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

VH The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

VH The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

VH The course schedule should be concise and include the appropriate number of weeks in the semester.

VH All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

VH Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

VH Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

VH Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

VH The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

VH The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

Conservation Biology

WIS 4554

Fall semesters

Tues/Thurs 8:55-10:25 am

NZ 112

3 credits

Instructor:

Vanessa Hull

Email: vhull@ufl.edu

Phone: 352-846-0638

Office: 310 Newins-Ziegler

Office Hours: Tues/Thurs 10:30 am-11:30 pm (or by appointment)

She/her/hers

Course Prerequisites: FOR 3153C, PCB 3601C, PCB 4043C, or WIS 3404; and WIS 3401

Course Description:

Welcome to Conservation biology! Conservation biology is an interdisciplinary science designed to address the causes and consequences of the global biodiversity crisis. This mission-driven field also seeks to provide effective tools to protect biodiversity against mounting threats in the current human-dominated era. Conservation biology is an exciting field because it is constantly evolving and is relevant to current events happening all around us. This course should be enjoyable and it should enrich your passion for contributing to a conservation-related field.

Course Learning Objectives

By the end of this course, students should be able to:

1. Articulate sources of variation in biodiversity at species, community, and ecosystem levels
2. Explain intrinsic and extrinsic factors contributing to extinction risk
3. Construct and interpret concept maps of key biodiversity concepts
4. Understand and communicate how biodiversity values vary across different cultures and places
5. Articulate and provide examples of the variety of human threats to biodiversity at local and global scales
6. Evaluate the efficacy of real-world conservation strategies in different socio-ecological contexts
7. Use multimedia tools to effectively explain conservation issues to others

*****International Scholars Program:** This course fulfills one of the curriculum requirements of the International Scholars Program. Learn more about how you can obtain a graduation medallion and diploma [here \(Links to an external site.\)](#).

Student mental health and wellness are important to me. Please let me know how I can better meet your needs in this course. **Diversity and inclusion** are also important to me. I want to maintain a course environment where everyone feels safe to express their views and be themselves.

Course components:

This course relies heavily on active student participation. Class attendance is therefore an essential part of succeeding in this course. Attendance will be taken at the start of each class period via a sign-in sheet. Please email me regarding any absence. You will be allowed 4 absences with no explanation. Each absence beyond these 4 will result in a 5-point deduction each time unless there is an excusable reason for missing (i.e. illness, research trip, or family emergency).

Course Webpage

The course will be maintained on the Canvas E-learning website <https://elearning.ufl.edu/>. All course materials (including lectures, readings, and assignments) will be posted on this website. Lecture slides will be posted here prior to each class meeting. Grades will also be maintained on the website. Please turn in any assignments via the submission buttons on the website.

Readings

Readings will be assigned and should be completed prior to each class period. They will be made available on the course webpage. You do not need to purchase a textbook for this course.

Quizzes

There will be 5 quizzes throughout the semester which will each include short answer questions directly addressing content in the readings and in-class material. These questions will be straightforward to answer if you have done the readings and been in class. Quizzes will be administered on Canvas and are open book/notes and not timed.

Concept Map Assignment

Students will choose any key concept discussed in the first section of the course and create a concept map to illustrate how the concept can be applied in a specific example (e.g., species or ecosystem). The map can be either digital (e.g., powerpoint, bubble.us) or hand-drawn.

Wakelet Assignment

Students will create a Wakelet on a chosen “hot topic” in conservation biology. Wakelets are online information portals that summarize content on a given issue. They include embedded links to a wide variety of online content including articles, blogs, images, twitter, and youtube.

Virtual Tour Assignment

Students will create a Virtual Tour in Google Earth on a chosen conservation strategy. Students will complete this assignment in groups of 5 or 6 people. Students will take viewers on a tour of the world to learn about how this conservation strategy plays out differently in different places.

Take-home Exam

A take-home (open book/open notes/un-timed) exam will take place at the end of the course. The exam should be completed individually (not in groups). The exam consists of two open-ended essay questions. The exam is designed to synthesize information learned during the semester.

Extra credit Meme

There will be a competition for students to create the best original conservation biology-related meme in the last week of class. Students can get 10 extra credit points for submitting a meme. There will also be small prizes given out for the best ones in different categories (voted on by the students).

Grading:

Grades will be calculated as follows:

A (90% or greater), B+ (87%-89.99%), B (80%-86.99%), C+ (77%-79.99%), C (70%-76.99%), D+ (67%-69.99%), D (63%-66.99%), D- (60%-62.99%), E (<60%)

Item	Points
Attendance	100
Quizzes (5, 10 pts each)	50
Concept Map	50
Wakelet	100
Virtual tour	100
Take-home exam	100
Total	500

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Class Schedule

Date and Topic	Assignments
Week 1 What is Conservation Biology?	
Week 2 Extinctions	Quiz 1
Week 3 Sources/Sinks and Communities	Concept Map due
Week 4 Valuing Biodiversity	Quiz 2
Week 5 Habitat fragmentation/destruction	
Week 6 Climate change	Wakelet due
Week 7 Wildlife harvesting/trade	Quiz 3
Week 8 Chasing coral	
Week 9 Invasive species	
Week 10 Protected areas	Quiz 4
Week 11 Restoration/Reintroduction	Virtual Tour due
Week 12 Racism/Inclusion in Conservation	
Week 13 Science Communication	Quiz 5
Week 14 Virtual Tours	
Week 15 Agenda for the Future	Memes due
Finals	Take home exam due

Reading List

Week 1

- Ch 1 and Ch 2. Primack, Richard B. *Essentials of conservation biology*. Vol. 23. Sunderland: Sinauer Associates, 2006.

Week 2

- Ch 7 and Ch 8. Primack, Richard B. *Essentials of conservation biology*. Vol. 23. Sunderland: Sinauer Associates, 2006.

Week 3

- Pulliam, H. Ronald. "Sources, sinks, and population regulation." *The American Naturalist* 132.5 (1988): 652-661.
- Pace, Michael L., et al. "Trophic cascades revealed in diverse ecosystems." *Trends in ecology & evolution* 14.12 (1999): 483-488.

Week 4

- Cardinale et al. "The Many Values of Biodiversity". Ch 5 In: *Conservation Biology*. 1st edition (2020).

Week 5

- Laurance, William F. "Habitat destruction: death by a thousand cuts." *Conservation biology for all* 1.9 (2010): 73-88.

Week 6

- Scheffers, Brett R., et al. "The broad footprint of climate change from genes to biomes to people." *Science* 354.6313 (2016): aaf7671.

Week 7

- Blair, Mary E., et al. "The importance of an interdisciplinary research approach to inform wildlife trade management in Southeast Asia." *BioScience* 67.11 (2017): 995-1003.
- Carter, Neil H., et al. "A conceptual framework for understanding illegal killing of large carnivores." *Ambio* 46.3 (2017): 251-264.

Week 8

- Eakin, C.M., Sweatman, H.P.A. & Brainard, R.E. The 2014–2017 global-scale coral bleaching event: insights and impacts. *Coral Reefs* 38, 539–545 (2019).

Week 9

- Havel, John E., et al. "Aquatic invasive species: challenges for the future." *Hydrobiologia* 750.1 (2015): 147-170.
- Early, Regan, et al. "Global threats from invasive alien species in the twenty-first century and national response capacities." *Nature communications* 7.1 (2016): 1-9.

Week 10

- Kalamandeen, Michelle, and Lindsey Gillson. "Demything "wilderness": implications for protected area designation and management." *Biodiversity and Conservation* 16.1 (2007): 165-182.

Week 11

- Perino, Andrea, et al. "Rewilding complex ecosystems." *Science* 364.6438 (2019).

Week 12

- Murphy. 2020. "Conservation's Biggest Challenge? The Legacy of Colonialism".
<https://www.livescience.com/65507-conservation-colonialism-legacy.html>

Week 13

- Martinez-Conde, Susana, and Stephen L. Macknik. "Opinion: Finding the plot in science storytelling in hopes of enhancing science communication." *Proceedings of the National Academy of Sciences* 114.31 (2017): 8127-8129.

Week 14-15

- None, prepare for projects and exam

COVID Response Statements

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.](#)

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies.](#)

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom

accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu*
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- *Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.*
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

Student Complaints:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>