Contact

Person:

Proposing

14-13/ LSC App 3/4/15 LWUCC: App 3/17/15 Senate App 3/31/15

Course Revision/Deletion Template

Steps to the approval process:

- 1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
- 2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
- 3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
- 4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.

Email

Phone:

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5. Questions? Email curriculum-approval@iup.edu.

Megan Knoch

Biology

Depart/Unit:						
	Check all that apply; fill out categories below as specified; i.e. if oth A and B; For Category C, complete entire form):	only changing a course title	only need to complete Category A information; if Category			
Category A: Cour	se Prefix/Number Change Course Title Change	☐ Course Deletion	MAR 1 0 2015			
Category B: Catal	log Description Change					
Category C: \square Add	Dual Level	Studies (Complete Template C)	☐ Change in Class/Lab Hours Liberal Studies			
□ Add	Distance Education (Complete Template E) Add/Revise T	□ Course Revision				
	r - Click here to enter text.					
	Current Course Information	Proposed Changes				
	Category A (if no	t changed leave blank)				
Current Prefix	BIOL	Proposed Prefix	Click here to enter text.			
Current Number	115	Proposed Number	Click here to enter text.			
Current Course Title	Biotic Diversity of North America	Proposed Course Title	Click here to enter text.			
Prerequisite(s)	Non-biology majors/minors only	Proposed Prerequisite(s)	Click here to enter text.			
	Category B (if no	t changed leave blank)				
Current Catalog Description	Click here to enter text.	Proposed Catalog Description	Click here to enter text.			

	Category C (if no	t changed leave blank)	A STATE OF THE PARTY OF THE PAR
Current Course (Student Learning) Outcomes	Objectives 1. To provide the students with an appreciation of the biotic diversity found on the North American continent and the rich heritage that it represents. In so doing, it is hope that each student will gain a greater appreciation for the extent of global diversity and a desire to preserve it. 2. To provide the student with an understanding of the environmental factors that shape ecosystems and communities, and thus to instill in the student an awareness and concern for technological practices that might act to the detriment of natural areas. 3. To familiarize the student with the factors that most threaten biotic diversity. 4. To demonstrate the variety of adaptations that allows organisms to inhabit specific environmental regimes. 5. To instill in the student the ethical concept that the earth's biotic diversity is a rich legacy that should be preserved for future generations and that short-term gains made at long-term expense to the environment should be avoided.	Proposed Course (Student Learning) Outcomes	Objective 1 Use the scientific method to create and test hypotheses about biodiversity, ecological succession and the impacts of environmental variables in different habitats. Objective 2 Evaluate the effects of natural and anthropogenic processes such as pollution, human populations, species interactions, and resource use on ecological systems. Objective 3 Identify the major North American ecosystems and the factors that determine their distribution, and recognize key plant and animal species, resources, and human impacts found in each. Objective 4 Recognize the effects of climate variation on diversity, classification, behavior, and survival.
Brief Course Outline (it is acceptable to copy this from the old syllabus)	Date Day of Week Subject January: Neotropical migrant songbirds are carrying on life in tropical environs while we begin to endure another round of the Big Chill! 19 T Course introduction, explanation of syllabus, texts, etc. Who are Drs. Larkin and Yerger? 21 R Basic terms and concepts 26 T What is biodiversity?	Brief Course Outline (Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.	A. Course introduction 1) Introduction to conservation and ecology 2) Biodiversity B. Human Impacts 1) Human impacts on ecosystems -habitat destruction -fragmentation -overharvesting,

28 R Where is biodiversity?	-climate change
February: Black bear cubs are born while mothers	-invasive species
hibernate. Downy woodpeckers begin to establish and	-extinctions
defend breeding territories.	-fire
Feb 2 T Biodiversity (cont.)	C. Conservation and North American Biomes
4 R Evolution	(Tundra & Forests)
9 T Extinction I	-endangered species monitoring
11 R Extinction (cont.)	-agroforestry
16 T Exam I	-land reclamation
18 R Threats: habitat loss and fragmentation	-agriculture
23 T Threats: habitat loss (cont.)	-wildlife population management
25 R Threats: invasive species	D. North American Biomes (Grasslands, Deserts and
March: Spring rains bring the desert flora to life.	Wetlands)
Spring peepers begin their incessant evening calling	Wedands)
after warm March rains. Skunks begin to emerge from	
winter dens in search of food and mates.	
March 2 T "Green invasion" DVD	
4 R Exam II	
9 T No class: Spring Break	
11 R No class: Spring Break	
16 T Biodiversity: Direct and Indirect	
Values	
18 R Climate Change	
23 T Climate Change	
25 R Tundra	
30 T Tundra (cont)	
April: Pennsylvania black bears emerge from their	
dens after 4+ months of hibernate. Neotropical migrant	
songbirds begin their journeys back to breeding	
grounds in the United States and Canada. Drumming	
of the ruffed grouse can be heard throughout eastern	
forests.	
April 1 R Intro to Forests and Coniferous Forest	
6 T Exam III	
8 R Deciduous Forests	
13 T Deciduous Forests (cont.)	
15 R Barrens and Grasslands	
20 T Desert	
22 (EARTH DAY) R Desert (cont.)	
27 T Wetlands	
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Template B

	20 B	F 77.1							
	29 R	Exam IV							
	May: Songb	ird migration is peakin	g Look for	scarlet					
		oles, wood thrushes, a							
		oles, wood thrushes, a	nd waves of						
	warblers.								
	May 4 T	FINAL EXAM 12	:30pm - 2:3	30pm					
	Rm. 6								
Rationale for Proposed Changes (All Categories)									
Why is the course being		This revision is being done to meet Liberal Studies requirements for the new curriculum.							
revised/deleted:		The revision is being	s done to m	cet Biociai	studies requ	incincints to	i the new co	arricurum.	
Implication of the Chang	e on:	These changes will allow students to take this course as a Liberal Studies Natural Science (Non-lab Science)							
 Program 		state of the state of the course as a Liberal Studies (Natural Science (Non-lab Science)							
 Other programs 									
- Students									
For Dual Listed Courses		List additional learning objectives for the higher-level course							
		Click here to enter text.							
For Dean's Revi	ew					THE PLANE			
 Are resources a 	 Are resources available/sufficient for this course? 		⊠ Yes	□ No	□NA				
 Is the proposal congruent with college mission? 		⊠ Yes	□ No	\square NA					
 Has the proposer attempted to resolve potential conflicts with other academic units? □ Yes □ No □ NA 									
Comments: Click here to enter text.									