Course Change Request

Date Submitted: 10/10/17 3:41 pm

Viewing: **CONS 497 : Special Topics in Conservation**

Last edit: 10/10/17 3:41 pm

Changes proposed by: awingfie

Catalog Pages referencing this course

Conservation Studies (CONS)

Interdisciplinary Programs and Courses

Select modification type:

Approval Path

1. 10/10/17 3:00 pm Rebekah Zacharias (rzachari): Rollback to Initiator
2. 10/24/17 3:44 pm Cody Edwards (cedward7): Approved for CONS Director
3. 11/07/17 8:53 am Marcy Glover (mglover2): Approved for UN Academic Affairs Dean
4. 11/07/17 8:57 am Lisa Breglia (lbreglia): Approved for LA Impacted

Unit Approver

Substantial

Are you completing this form on someone else's behalf?

Yes

Requestor:

Name	Extension	Email
Cody Edwards	4564	cedward7@gmu.edu

Effective Term: Spring 2018

Subject Code: CONS - Conservation Studies   **Course Number:** 497

Bundled Courses:

Equivalent Courses:

Catalog Title: Special Topics in Conservation

Banner Title: Special Topics in Conservation

Will section titles vary by semester?   Yes

Credits: **1-4** ~~1-3~~

Schedule Type: Lecture

Hours of Lecture or Seminar per week: **1-4** ~~1-3~~

Repeatable: May be repeated within degree (RD)   **Max Allowable Credits:**

9

Default Grade Mode: Undergraduate Regular

Recommended Prerequisite(s):

Recommended Corequisite(s):

Required Prerequisite(s) /

Corequisite(s)
(Updates only):

Registrar's Office Use Only - Required Prerequisite(s)/Corequisite(s):

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?	

Registration
Restrictions
(Updates only):

Registrar's Office Use Only - Registration Restrictions:

      Field(s) of Study:

      Class(es):

      Level(s):

      Degree(s):

      School(s):

Catalog
Description:
  Topics of current relevance to the field of conservation.

Justification:
  This is a request to change CONS 497 from 1-3 credits to 1-4 credits in order to provide more flexibility in length and format for special topics courses offered at SMSC.

Does this course cover material which crosses into another department?   **Yes** ~~No~~

Impacted
Departments:

Department
LA - College of Humanities & Social Sciences
SC - College of Science

Learning Outcomes:

  These will depend on the specific topic of the course.

Attach Syllabus
  CONS 497 syllabus.docx

Additional
Attachments

Specialized Course Categories:

Additional Comments:

This is a request to change CONS 497 from 1-3 credits to 1-4 credits in order to provide more flexibility in length and format for 400-level special topics courses offered at SMSC.

Note that syllabus attached is a template to guide syllabus development for instructors creating new special topics courses using the CONS 497 course number.

Reviewer Comments

Rebekah Zacharias (rzachari) (10/10/17 3:00 pm): Changing the credits is a substantial change. Please change the request to substantial and make the change to credits in the "Credits" field on the form.

Rebekah Zacharias (rzachari) (10/10/17 3:00 pm): Rollback: Changing the credits is a substantial change. Please change the request to substantial and make the change to credits in the "Credits" field on the form.

Key: 2927

Special Topics in Conservation
CONS 497
Variable dates
1-4 credits

Course Format:

This Smithsonian-Mason School of Conservation course is taught as an intensive fulltime residential session, or hybrid residential/distance session, incorporating lab, field work, lectures and discussions. Participants are also asked to complete pre-course reading assignments and participate in a final project. The course is held at the Smithsonian Conservation Biology Institute's 3,200 acre facility in Front Royal, VA, USA.

Instructor of Record:

Instructor: *Type complete name*, title (e.g. PhD), and work position

Office Location: Type building and room number

Telephone: (Type area code)-Type telephone number

E-mail: Type e-mail address
Type secondary e-mail address (if none delete this row)

Website: Type website address (if none delete this row)

Additional Instructors: (if none delete this row)
Type complete name, type title (e.g. PhD), and type affiliation
(Repeat in this row the same structure if you have more than one instructor)

Guest Lecturers: (if none delete this row)
Type complete name, type title (e.g. PhD), and type affiliation
(Repeat in this row the same structure if you have more than one guest)

Brief Course Description:

Type the name of the course then a brief description (in paragraph) of the course (e.g. What will the course cover? What will they get out of it? What is the nature of the teaching/learning situation (primarily lecture, discussion, a mixture) and why you teach this way?)[2]
For an MCCS syllabus this could also include: Who should take this course? Why should they take this course?

Course Goals:

Type the goals statements in a paragraph.
Note: Remember that goals are broad statements that answer the question: What does your course hope to accomplish? Also, goals are general, conceptual and abstract.[3] (e.g. This course

is designed to provide a conceptual and practical framework to those involved in the study of mammalian populations).

Learning Outcomes:
At the end of this course, participants will:
- Type outcome #1 here
- Type outcome #2 here
- Type outcome #3 here
- Repeat the same structure if you have more outcomes

Note: Remember that outcomes are the <u>achieved</u> results or consequences of what was learned. Outcomes should not be confused with instructional objectives or goals. Outcomes should be tangible, specific and concrete, and importantly, measurable by testing of some sort. Outcomes can be broken into three components: [5]
- An action word that identifies the performance to be demonstrated.
- A learning statement that specifies what learning will be demonstrated in the performance.
- A broad statement of the criterion or standard for acceptable performance.

(e.g. At the end of this course, participants will have the ability to identify appropriate study design, data collection, and data analysis methods for a wide range of mammal monitoring and conservation situations.)

Learning Outcomes (also sometimes referred to as learning objectives), can be divided into three categories:[5]
- Cognitive: What do you want your students to know?
- Affective: What do you want your students to think or care about?
- Behavior: What do you want your students be able to do?

Readings and Materials:
Assigned readings are integral to the course learning experience. A full pre-course reading list will be sent approximately 1 month prior to the course, and after registering for the course, you will have access to these readings through the e-reserve system at George Mason University. Additional readings may be required throughout the course.

Textbook
Write the complete textbook citation here. Is optional if you want to include ISBN and where participants can buy the text

Required Readings
Write the list of any additional readings here. Instructors may list readings here, indicating which readings are for which course day or topic. They may also decide instead to list the readings in the daily schedule table below.

Other Equipment / Material Requirements
List as necessary all the equipment or material the participants will need

Course Structure:

Type a brief description (in paragraph) about course activities (e.g. Lectures, class discussions, extensive field work and computer work are all significant components of this course).

Assignments and Grading Policies: *Modify the next information based on your course. Note that the MCCS syllabus for a course will look exactly, the same, except this section will be removed.*
Policy on late or incomplete assignments: Unless prior permission is received from the course instructor, late or incomplete assignments cannot be accepted, nor credit awarded.

Grading: Grades are based on the following components:

Participation in field, lab, and computer exercises	X%
Study Design Proposal	X%
Final Exam	X%

Grading standards follow this system: A+ = 97%-100%; A = 93%-96.9%, A- = 90%-92.9%; B+ = 87%-89.9%; B = 83%-86.9%; B- = 80%-82.9%. For Mason students, you must receive a passing grade to obtain credit for the course; refer to "Graduate Policies" within the Mason University Catalog (http://catalog.gmu.edu/) for further details.

For Example:
(1) *Participation in field, lab, and computer exercises (X%) (daily)*
Students will be graded on their prompt attendance and *active* participation in all field, lab, and computer exercises.
(2) *Study Design Proposal (X%)*
Students will be required to hand in a X-page (excluding references) proposal for a field study involving X. The project must have a conservation focus and should ideally be related to the ongoing or future work of the student. In addition to a brief introduction/background section, the proposal should focus on a detailed description of project study design and anticipated analyses, using X. The proposal will be due one week after the end of the course.
(3) *Final Exam (X%)*
A written exam will be administered on the final day of the course. The exam will include a combination of multiple choice, short answer and short essay questions that test knowledge of the skills and principles taught throughout the course. There will be a focus on X.

General Course Policies
Instructors should include their own policies here that relate to their course in particular, including use of electronic devices, attendance and so on.

Email Accounts and Student Privacy
Student privacy is governed by the Family Education Rights and Privacy Act (FERPA). Students must use their MasonLive email account to receive important university information, including messages related to this class. See http://masonlive.gmu.edu for more information.

University Policies
The University Catalog, http://catalog.gmu.edu, is the central resource for policies concerning academic programs and student academic standing. Key policies concerning student, faculty

and staff conduct may also be found on the University Policies website, http://universitypolicy.gmu.edu/index.html.

Academic Integrity

George Mason University is an Honor Code institution; please see the *Office for Academic Integrity* for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Accommodations for People with Disabilities

If you are a student with a disability and you need accommodations, please notify Ruth Townsend, Associate Director and ADA Coordinator, George Mason University Equity and Diversity Services, at rtownse@gmu.edu or 703-993-8730 no later than the first day of class.

Daily Schedule *Modify the next paragraph based on your daily activities.*

Eg. "Due to the heavy emphasis on field activities, many of which necessitate early morning or late evening activities, the daily schedule has considerable flexibility from day to day. In general, breakfast will be served at Xam with lectures starting at Xam. Classes or activities will continue until Xpm, with 1 hour for lunch. However, note that many days will include activities before breakfast and after dinner, which is usually served at Xpm. During the evenings participants complete readings or other independent work, or participate in additional evening seminars."

Day	Topic	This column is optional for readings, assignments, etc. (if none, delete this column)
Pre-course	Course Preparation and Reading assignments	
Type Day of the week Month X, 20XX	Afternoon Arrival Transport from Dulles International Airport (IAD)	
Type Day of the week Month X, 20XX Day 1 Type Hour start	Type any pre-activities introduction **Type title of discussion** ▪ Type in details what are you going to discuss or do this day	
Type Day of the week Month X, 20XX Day 2	**Type title of discussion** ▪ Type in details what are you going to discuss or do this day Type the field trip place/name (if none, delete this row)	
Type Day of the week	**Type title of discussion**	

Month X, 20XX Day 3	▪ Type in details what are you going to discuss or do this day Type the field trip place/name (if none, delete this row)	
Type Day of the week Month X, 20XX Day X (final day) Type Hour end of instruction	**Type title of discussion** ▪ Type in details what are you going to discuss or do this day Type the field trip place/name (if none, delete this row)	

Instructors Professional Background (list for all instructors that have significant contributions to the course, i.e. more than a single guest lecture. Photos of instructors are optional, but the general format below should be followed)

Primary Instructors

Type complete name, type title (e.g PhD), type work position, type affiliation. Email: type e-mail address

Type a brief biography (paragraph center justify)

Link to X's website: type website

Type complete name, type title (e.g PhD), type work position, type affiliation. Email: type e-mail address

Type a brief biography (paragraph center justify)

Link to X's website: type website

Type complete name, type title (e.g PhD), type work position, type affiliation. Email: type e-mail address

Type a brief biography (paragraph center justify)

Link to X's website: type website

Note: For more information about how to write a syllabus and more examples of goals, objectives and outcomes use the following references. Also, when finished using the syllabus template be sure that you delete all the notes in red. Finally, when preparing this syllabus for *non-credit participants*, simply remove the section relating to grading and assignments and be sure to list the MCCS # instead of the CONS # at the top.

References:

[1]Altman, H.B. (1992). *Writing a syllabus*. Retrieved from http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/writesyl.htm

[2]Millis, B.J. (2009). The syllabus toolbox: A handbook for constructing a learning-center syllabus. Retrieved from http://www.utsa.edu/tlc/Resources/Docs/Syllabus_Toolbox_UTSA_%20BJM.pdf

[3]Non Profit Capital Management [NPCM]. (2011). *Goals, Objectives & Outcomes*. Retrieved from http://npcm.com/Resources/GoalsObjectivesOutcomes/tabid/60/Default.aspx

[4]San Jose State University. (Unknown). *How to Use This Template to Update Your Previous Syllabus*. Retrieved from *www.sjsu.edu/cfd/docs/accessible_syllabustemplate.doc*

[5]University of Connecticut. (2011). *Assessment Primer: Goals, Objectives and Outcomes*. Retrieved from http://www.assessment.uconn.edu/primer/goals1.html

George Mason University [GMU]. (2011). *Center for teaching excellence*. Retrieved from http://ctfe.gmu.edu/teaching/designing-your-syllabus/