



UNDERGRADUATE **COURSE PROPOSAL FORM**

WILL NOT PROCESS WITHOUT A DETAILED SYLLABUS

The detailed syllabus must include: Teaching format (lecture, lab, field etc.), bulletin description, any pre- or co-requisites, learning objectives, textbook(s) and reading list, detailed breakdown of content (lectures, etc.), grading scale and distribution, exams, and honor code.

FLOW CHART FOR COMPLETING THE FORM:

1. Instructor signs and provides completed course proposal form along with a detailed syllabus to their Undergraduate Program Director.
2. Undergraduate Program Director reviews course proposal form as well as the syllabus. Once approved, the Undergraduate Program Director signs form and forwards it and the syllabus to the Departmental Chair.
3. Chair reviews course proposal documents. After approval, the Chair will present proposed course for a faculty vote.
4. If approved, the Chair will sign the form and provide the information back to the Undergraduate Program Director for processing.
5. The Program Director will provide the new proposed course information to the Undergraduate Curriculum Committee for review.
6. The instructor will be notified by the Undergraduate Program Director if changes are needed. If approved, they will be provided a new course number.

ACTION (check as appropriate):

New Course Special Topics Conversion from Special Topics to Permanent Course

COURSE TITLE: _____

DEPARTMENT NAME: _____

LEVEL (100, 200, 300, or 400): _____

SUGGESTED COGNATE (S) (Mandatory for 100 level courses): _____

INSTRUCTOR NAME: _____

SEMESTER AND YEAR OFFERED: _____

EXPECTED FREQUENCY (e.g. every second fall semester): _____

EXPECTED ENROLLMENT (# of Students): _____ **NUMBER OF CREDITS:** _____

PREFERRED DAYS & TIMES (Tu/Th or MWF). Please see Class Scheduling Worksheet below. Course days and times must follow UM Gables Standard Meeting Times. We cannot guarantee any course taught on Tu/Th a room assignment. If a classroom assignment is not given by the Office of Classroom Management, the course may be subject to cancellation:

BRIEF DESCRIPTION OF PURPOSE OF COURSE: _____

OVERLAP WITH ANY PRE-EXISTING COURSES: _____

REQUIRED RESOURCES OR COURSE FEES: _____

COURSE PREREQUISITES AND/OR REQUIREMENTS OF STUDENTS: _____

INSTRUCTOR SIGNATURE: _____ **DATE:** _____

UNDERGRADUATE PROGRAM DIRECTOR SIGNATURE: _____ **DATE:** _____

DEPARTMENTAL SIGNATURE: _____ **DATE:** _____

CLASS SCHEDULING WORKSHEET

Semi Standard #	1, 2, 3	4, 5, 6	7, 8, 9		1, 2, 3, 4	5, 6, 7, 8
Section	Monday	Wednesday	Friday	Section	Tuesday	Thursday
A 8:00-8:50 AM				N 8:00-9:15 AM		
B 9:05-9:55 AM				O 9:30-10:45 AM		
C 10:10-11:00 AM				P 11:00-12:15 PM		
D 11:15-12:05 PM				Q 12:30-1:45 PM		
E 12:20-1:10 PM				R 2:00-3:15 PM		
F 1:25-2:15 PM				S 3:30-4:45 PM		
G 2:30-3:20 PM						
H 3:35-4:25/4:50PM						
J 5:05-6:20 PM				T 5:05-6:20 PM		
K 6:35-7:50 PM				U 6:35-7:50 PM		
L 8:05-9:20 PM				V 8:05-9:20 PM		
9 Saturday or Sunday				Y ONLINE		

SAMPLE SYLLABUS

MSC Level (1, 2, 3, or 400) Section Title	Semester Year
Instructor	Time and Location
Instructor Location information	Office # and Building
Email	Office Hours: MW 12:30pm to 2:00 pm
Phone # (Optional)	

Course Description for UM Bulletin: (One paragraph) The course is designed to provide an introduction to Comparative Ecology as a part of multi-disciplinary field and a special component of Ecosystem Ecology. As such the topics covered allows the student to form a better picture of the richness of modern ecology. The course will make use of data bases and literature studies to form a basis for analysis. Students will be encouraged to explore analysis methods and theory. Grades will be based on class projects that will conform to the interests of the class.

Objectives of Comparative Ecology:

- 1) Specific understanding of Ecosystem function across various biomes. This serves a basis for environmental classification for various practical purposes and a set of analysis and theoretical methods for understanding ecosystem processes.
- 2) Direct consideration of the underlying ecological processes behind the evolution of ecosystems both at the species and community level. Major goals are the development of quantitative methods for exploring the role of genetics, physiology, and behavior in ecosystem evolution. Current areas of interest include the ecosystem role and response to climate variations, biodiversity and the problem of extinction, analysis of harvesting based on ecosystem perspectives, and the reconstruction of past ecosystems.

Learning Objectives:

- 1) The students will learn the various applications of comparative descriptions of ecosystems including comparison and mapping of biomes, ecosystem energetics, and the role of comparative methods in understanding climate and nutrient cycles.
- 2) Hands on experience with analysis methods in large scale ecosystem dynamics will teach the students how to set up a spatial and species specific ecosystem study.
- 3) Students will be introduced to the preparation of written and oral reports aimed at different venues such as publications and presentations in academic settings, proposals to agencies and foundations, and participation on national and international committees.

Texts: Gotelli, N. J. 2008. A Primer of Ecology Sinauer, 290 pp.

Grading:

Tests and quizzes with their approximate timing
Homework formats and due dates
Class projects
Connections to field trips and labs

Lectures

17 January Biogeography

19 January Climate in Marine vs Terrestrial Systems

Or in upper level classes with extended discussion

Specific Topics Covered

- Biogeography and Climate in Marine vs Terrestrial Systems
- Landscape and Seascape Ecology
- Reproductive Strategies

Note: Academic dishonesty or plagiarism will result in consequences ranging from a failing assignment grade to course failure and appearance before the Honor Council. You are responsible for familiarity with the Undergraduate Honor Code statements on academic dishonesty.