Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. This request is submitted by the Department of Ecosystem Science and Management.

2. Course prefix, number and complete title of course: RLEM 612, Restoration Ecology

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. Attach a course syllabus.

4. Complete current course title and current course description: Conceptual framework for restoration ecology and ecological restoration; background information, restoration strategies and critical thinking skills; examination of current literature and case studies involving numerous objectives, problems, limitations, socioeconomic considerations and ecological potentials.

5. Complete proposed course title and proposed course description (not to exceed 50 words): Review and discuss fundamental concepts, current literature, and contemporary topics relating to ecological restoration. This includes the theoretical development of restoration ecology and its application. The relationship with conservation biology will be explored. The goal is to inform, exchange views, and develop critical thinking skills through case studies.

6. a. As currently in course inventory:

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<thead>
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<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<th>Admin. Unit</th>
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b. Change to:

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Approval recommended by:

Head of Department: [Signature] 8-8-08

Head of Department (if cross-listed course): [Signature] 9-10-08

Submitted to Coordinating Board by:

Associate Director, Curricular Services: [Signature] 10-10-08

Questions regarding this form should be directed to Sandra Williams at 845.8201.
Curricular Services – 11/07

1 of 7 C31
The new course description is necessary to better reflect increased emphasis on conservation biology than was indicated in the previous course description.

Steve Whisenant
RESTORATION ECOLOGY

Course Description

Review and discuss fundamental concepts, current literature, and contemporary topics relating to ecological restoration in natural ecosystems. This includes the theoretical development of restoration ecology and its application—ecological restoration. The relationship with conservation biology will be explored. The goal is to inform, exchange views, and develop critical thinking skills. Case studies will be developed and examined as a means of exploring alternative objectives, problems, limitations, ecological potentials, and restoration strategies.

The course will be delivered using the Web, email, discussion boards, mail, and CDs (if necessary).

Instructor
Dr. Steve Whisenant
Professor and Head
Department of Ecosystem Science and Management
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979.845.5000 office
Email: s-whisenant@tamu.edu

Prerequisites
Graduate Classification

Learning Outcomes
Upon completion of the course you will be able to:
- Recognize causes and symptoms of ecosystem degradation
- Develop restoration strategies that address the causes of degradation
- Develop restoration strategies that repair natural recovery processes

Grade Distribution
(100-90 = A, 80-89 = B, 70-79 = C, 60-69 = D, below 60 = F)

Late Work Policy

Textbook

The textbook is available to students online at no cost. This may be of use to those of you who have not received your textbook. You will need your NET ID and Password to sign in to the net library. Please note that the net library will only allow you to view one page of the textbook at a time. However, you can search the textbook, and a table of contents is available so that you may visit any chapter you like.

The easiest way to get to the book is to follow the steps below:

1. Visit https://libcat.tamu.edu/
2. Search for the author – Whisenant, Steven
3. Click on the search result #2 – Whisenant, Steven G. (Steven Gerald), 1950 – “Repairing damaged wildlands: a process-oriented, landscape-scale approach”
5. Click on “View this eBook”

**Course Website and eLearning**

Materials for this course, including articles, can be accessed at [http://agonline.tamu.edu/RLEM612/default.html](http://agonline.tamu.edu/RLEM612/default.html). The eLearning portion of this course (refer to the Web site for details) will be used to conduct class discussions, submit assignments, and to check grades. The course schedule and the Topic at a Glance pages will guide you through the assignments for each week. To access the eLearning portion of ESSM 630:

1. Go to [http://elearning.tamu.edu](http://elearning.tamu.edu)
2. Click “TAMU Logon.” Use the User ID and Password that you created for your Neo e-mail account to access the class.
3. Once you are in eLearning, select RLEM 612. To enter the course. The first page you see will list the assignments for the current week.

For questions regarding course content, please contact Dr. Whisenant at s-whisenant@tamu.edu.

**Course Objectives**

Review and discuss fundamental concepts, current literature, and contemporary topics relating to ecological restoration in natural ecosystems. This includes the theoretical development of restoration ecology and its application – ecological restoration. The relationship with conservation biology will be explored. The goal is to inform, exchange views, and develop critical thinking skills. Case studies will be developed and examined as a means of exploring alternative objectives, problems, limitations, ecological potentials, and restoration strategies.

**Course Approach**

The textbook will provide the framework and structure to the study of restoration ecology and its application – ecological restoration. The additional readings, associated with each chapter, provide alternative approaches, updated information, and insights into other ecosystems. Access to some of the assigned reading is made possible by the Texas A&M University Libraries EZ Proxy feature. You will need to logon with your Neo Username and Password to view these articles. Interactive discussions about the readings are designed to provide a forum for interactions among students.

All assignments are due each Monday morning (10 am CDT)

1. Each week, you are expected to post a 1-page (approx. 500 word) analysis of the previous week’s reading assignments (one chapter, plus articles). Your synopsis will be posted within the eLearning “Topic Synopsis” discussion forum. This synopsis will discuss:
   a. The main points addressed in the chapter and readings;
   b. Your view of the most important ecological concepts presented; and
   c. The practical implications. Be concise and focus on major concepts and applications.
2. Each week, two or three individuals will be specifically assigned the task of providing a 500-word synopsis on a scholarly article that relates to the current topic. Procedures for this assignment are:
a. Review the articles listed below and select three for your scholarly article synopsis. The course moderator, Lindsay Weaver, will contact you via email prior to the beginning of the semester to request your list of topic choices. Send your choices, listed in order of preference to Lindsay at lindsayweaver@tamu.edu by 10:00 am (CDT), Wednesday, Topics will be assigned on a first-come, first-served basis. If one of your choices is already assigned to another classmate you will be assigned your second or third choice based on topic availability. Topic assignments and due dates will be posted on the course Web site and eLearning home page by Friday, 


RESTORATION ECOLOGY


Mexico’s Community-Managed Forests as a Global Model for Sustainable Landscapes. Conservation Biology 17:672-677.


b. Concisely describe the important ecological concepts and practical applications of the article. How does it relate to the current chapter and other readings? Your analysis will provide a brief synopsis, discussion of main points, comparison with book chapter and other articles, discussion of most important ecological finding and most important practical finding Not every article will address all of those topics.

c. Post your synopsis to the “Individual Synopsis Submission” discussion forum in eLearning.

3. Each week, you are expected to participate in the “Topic Discussion” in eLearning. See the Course Schedule for details. Since this class has students with many different backgrounds, I expect some comments will address relatively basic ideas while others may address specific items. Both are desirable and encouraged.

Grading
No tests! Your grades will be determined from weekly assignments (80%) and your participation in discussions of other articles (20%). Individuals that routinely fail to contribute to the group projects will receive an appropriate grade.

For any other questions or concerns, please refer to http://student-rules.tamu.edu
American Disability Act (ADA)
ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life/Services for Students with Disabilities, in Cain Hall. The phone number is 979.845.1637.

Academic Integrity Statement
“An Aggie does not lie, cheat, or steal, or tolerate those who do.” For more information, read the Honor Council Rules and Procedures at http://www.tamu.edu/aggiehonor.