UNIVERSITY CURRICULUM COMMITTEE
2014-15 Meeting #13, February 9, 2015

Present: Heather Chermak, Don Crowley, Janine Darragh, Dan Eveleth (Chair), Pat Hart, Tim Johnson, Joe Law, Tim Prather, Jeanne Stevenson, Rick Stodart, Todd Thorsteinson, Kerri Vierling.
Absent: Pilar Alfaro, Rodney Frey, Rachel Fujita, Isaiah Gyan, Sarah Vetsmany.

Call to order: A quorum being present, the chair called the meeting to order at 3:33 p.m. in the SUB Cataldo room. The minutes of the January 26, 2015 meeting were approved.

Other Business:

• Committee chair Eveleth reviewed a power point presentation he is preparing for Faculty Senate. Eveleth asked the committee to comment and critique the presentation.

Old Business:

New Business:

UCC-15-026 College of Education
Movement Sciences: It was motioned and seconded to approve the proposed changes to Movement Sciences. Hearing no questions the motion to approve the proposed changes passed unanimously.

1. Add the following course:

Rec 229 Swiftwater Rescue Training (2 cr)
This course utilizes the professional expertise and curriculum from the Swiftwater Safety Institute, a leader in swiftwater rescue training and promoter of industry safety standards. This course will teach: identifying river hazards, rescue philosophy / liability, self rescue, tethered swimmers / contact rescues, throwbag deployment, boat based / shore based rescues, strainer swimming, shallow water crossings, foot and body entrapment, knots, boat pins, mechanical advantage and technical rope systems, quick, smooth, effective rescue technique. Instruction requires three full days of practical field application for hands-on experience.
Prereq: Rec 107 and Rec 216; or equivalent experience with instructor permission

2. Change the curricular requirements of Outdoor Recreation Leadership (Minor):

Rec 107 Outdoor Recreation and Tourist Pursuits (3 cr)
Rec 108 Orienteering & Navigation (1 cr)
Rec 290 Wilderness First Responder (3 cr)
Rec 310 Outdoor and Adventure Leadership (3 cr)

Courses selected from the following (9 cr):
Rec 216 River Recreation and Water Craft Safety (3 cr)
Rec 218 Rock Climbing & Mountaineering (3 cr)
Rec 228 Avalanche Fundamentals (2 cr)
Rec 229 Swiftwater Rescue Training (2 cr)
Rec 240 Recreation Activities, Programming and Marketing (3 cr)
Rec 254 Camp Leadership in Recreation and Sport (3 cr)
Rec 280 Recreation Practicum in Recreation, Parks and Tourism (1 cr)
Rec 408 Experiential Education and Adventure Recreation (3 cr)

Courses selected from the following (4 cr):
Peb 106 Individual and Dual Sports (Wall Climbing, Advanced Wall Climbing, Fly Tying, Fly Fishing, Intro Archery/Hunting, Adventure Racing) (1 cr)
Peb 108 Water-Based Sports and Fitness Activities: Scuba (1 cr)
Rec 204 Special Topics (course approved by advisor)
Rec 222 Cross Country Skiing (1 cr)
Rec 223 Winter Skills (2 cr)
Rec 224 Whitewater Rafting (1 cr)
Rec 225 Kayaking (1 cr)
Rec 227 Mountain Biking (1 cr)

Approved technical competency (contact the CSS or Movement Sciences departments; practical exam administered by Rec and/or CSS faculty) (max 4 cr)

Courses to total 23 credits for this minor
It was motioned and seconded to approve the proposed changes to Curriculum and Instruction. Hearing no questions the motion to **approve** the proposed changes passed unanimously.

1. Change the following courses:

**CTE 310** Lab Safety, Management, and Liability *(4-3 cr)*
Overview of operations, use, and maintenance of laboratory tools and equipment, laboratory management and liability concerns.

**CTE 354** Construction Technology *(4-3 cr)*
Teaching techniques and methods of instruction for a systems approach to construction technology including residential, commercial, and civil. Recommended Preparation: CTE 310.

**CTE 370** Transportation & Engineering Technologies *(4-3 cr)*
Students will explore various forms of renewable energy and transportation systems. They will also work in teams to propose solutions to power, energy and transportation issues. Students will research, design, build and evaluate their potential solutions in a hands-on laboratory environment. Recommended Preparation: Math 143 and Phys 111.

**Education:** It was motioned and seconded to approve the proposed changes to Education. Dean Mantle-Bromley provided introductory information on the changes. Committee member Verling asked what the rationale is for including the “cr arr” statement. Hearing no further questions the motion to **approve** the proposed changes passed unanimously.

1. Change the following courses:

**ED 531/EDCI 535** NBPTS Certification I *(1-3 cr, max arr)*
An overview of the National Board for Professional Teaching Standards (NBPTS) certification process and a framework for completion of requirements for National Board certification; gaining an understanding of the purpose of NBPTS certification by reviewing the history of the NBPTS certification process; students examine NBPTS standards and portfolio guidelines for their area of certification and receive guidance and consultation in gathering, organizing, and writing documentation required for the NBPTS portfolio.

**ED 532/EDCI 536** NBPTS Certification II *(1-3 cr, max arr)*
Continuation of ED 531/EDCI 535. Students will complete the requirements for National Board certification, submit a complete portfolio, and prepare to take the assessment center exercises. 
Prereq: ED 531/EDCI 535

**ED 574** Introduction to Survey of Qualitative Research *(3 cr)*
This course reviews the foundations of qualitative design, investigating the history, philosophy, key concepts and terms, and nature of qualitative research. Examples of different types of qualitative research and assessment issues will be discussed, specifically focusing on the main qualitative traditions (case study, phenomenology, ethnography, narrative, historical, and action research). Topics will include: conceptualizing research questions; reviewing the literature; selection of appropriate design and methods of data collection; positionality; logic and coherency of research procedures/methods; interpretation of findings; establishing quality and rigor; research writing and reading. Institutional Review Board policies with respect to human subjects; and ethical issues. Students will read and evaluate qualitative research, conduct components of qualitative research, and identify methodological elements and issues. Introduction to historical background and theoretical foundations of qualitative research. Addresses issues of design, methods, analysis, political, and ethical issues as they relate to practice. Goals of course include: developing introductory understanding of designing a qualitative study; exploring framework and methods within qualitative research; appreciation of complexities within approach; and developing beginning skills through conducting a qualitative inquiry project.
Prereq: Permission

**ED 584** Intermediate Univariate Quantitative Research Analysis in Education *(3 cr)*
An in-depth analysis of quantitative research methods in social and behavioral sciences. The overall goal of the course is to prepare students to apply quantitative research methodology in education. Topics include understanding applied experimental, quasi-experimental and behavioral designs, survey design, measurement and instrumentation, sampling, item analysis, reliability analysis, and validity assessment.
Prereq: Introductory statistics coursework or Permission ED 571

Recommended Short Course Title: Univariate Quant Rsch in Educ
**ED 589  Designing and Conducting Qualitative Research**
Theoretical Applications and Design of Qualitative Research (3 cr)
This course builds and expands on ED 574 Survey of Qualitative Research and examines qualitative research designs and the use of theory in qualitative research. The course will introduce ethnography, phenomenology, case study, narrative, historical and action research designs. Each design will be explored through four overarching theoretical lenses (organizational, economic, critical, and learning), allowing students to understand the role of theory in guiding and informing research design and methods. The aim of the course is to give students the tools to conceptualize their thesis or dissertation work. Addresses philosophical foundations underlying qualitative research and extends understanding of design, methods of data generation, and analysis. Goals of course include understanding relationship of design to methodologies; contextual considerations; role of Critique of Literature in developing theoretical framework; approaches to analysis; issues of trustworthiness and credibility. Researcher as Instrument, and ethical issues. Forms of reporting/writing/representing data are introduced through reporting on newly collected or existing data.

**Prereq:** ED 574 or Permission

**Recommended Short Course Title:** Theo App & Design of Qual Rsch

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**ED 590  Qualitative Research: Writing, Critiquing, Practice, and Application**
Data Analysis and Interpretation of Qualitative Research (3 cr)
This course builds and expands on ED 589 Theoretical Applications and Design of Qualitative Research and is designed for graduate students who intend to conduct qualitative research. This course is an advanced seminar to assist in developing skills in data analysis and the presentation of qualitative research findings. It will focus on contemporary discourse among qualitative researchers concerning the analysis of qualitative data. Theoretical foundations learned in ED 574 and ED 589 will be revisited as participants examine the ways in which theory informs and guides analysis and interpretation. Assignments are designed to facilitate the interaction between data, analysis, writing, and the literature. Advanced course to develop in-depth understanding of qualitative methodologies and relationship to methods, analysis, reporting, and theoretical framework. Examines diverse perspectives, current issues in research, standards of quality, and ethical issues. Focuses on writing, interpreting qualitative data, and theory building.

**Prereq:** ED 574 and ED 589 or Permission

**Recommended Short Course Title:** Analysis & Interp of Qual Data

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**Movement Sciences:**
It was motioned and seconded to approve the proposed changes to Movement Sciences. Dean Mantle-Bromley provided the introduction to the proposed changes. Grace Goc Karp adding additional background information. Goc Karp noted that the changes are related to the planned change to drop the Physical Education (B.S.Ed.) program. Committee chair Eveleth asked about the PE activity/skill courses requirement. Goc Karp indicated that both PEB and PEP courses would satisfy that requirement. Hearing no further questions the motion to **approve** the proposed changes passed unanimously.

1. Add the following courses:

   **AT 607  Leadership & Mentoring in AT Clinical Practice (3 cr)**
   This course has been designed to initiate leadership and mentoring in AT clinical practice. Topics relating to leadership and mentoring will be discussed.

   **Recommended Short Course Title:** Lead & Mentor in AT Clin Pract

   **AT 612  Outreach and Engagement Immersion in the Movement Sciences (cr arr)**
   This immersion course is designed to guide the learner in participating in and/or developing outreach, engagement and/or service activities to clients, communities, and/or professional organizations.

   **Prereq:** Instructor Permission

   **Recommended Short Course Title:** Outreach Immersion MvSc

   **AT 613  Pedagogical Immersion in Movement Sciences (cr arr)**
   This immersion course is designed to guide the learner in developing and improving effective pedagogical skills while teaching coursework to adults in university and/or community settings.

   **Prereq:** Instructor Permission

   **Recommended Short Course Title:** Pedagogical Immersion MvSc

   **AT 614  Research Immersion in the Movement Sciences (cr arr)**
   The research Immersion course is designed as a first exposure to doctoral non-dissertation research and a precursor to non-dissertation research, where the student collaborates with the major professor on implementing research.

   **Prereq:** Instructor Permission

   **Recommended Short Course Title:** Research Immersion MvSc

   **PEP 413  Foundations and Assessment in Physical Activity Pedagogy (3 cr)**
This course will develop learner competencies in the foundations of physical education, i.e. profession, professional standards, philosophical, cultural, historical and social aspects of physical education and physical activity pedagogy; and assessment, research and technology in physical activity pedagogy.

**Prereq:** MvSc 201 and PEP 132 and PEP 133 and PEP 134

Recommended Short Course Title: Found & Assess in PA Pedagogy

2. Change the following courses:

- **PEP 132 Skill and Analysis of Tennis, Pickleball, and Badminton Striking and Net/Wall Activities (1 cr)**
  This course is designed to develop proficiency in basic skills, strategies, tactics, error detection and correction, rules, teaching skills and curricular models for striking and net/wall activities (e.g., tennis, badminton, pickleball, volleyball, softball, cricket, etc.). Lec-lab. Skill development and knowledge of teaching progressions, techniques, strategies, and analysis and correction of skills in tennis, pickleball, and badminton. Two lec-labs a wk.

  Recommended Short Course Title: S/A Strkg & Netwall Activities

- **PEP 133 Skill and Analysis of Golf, Archery, and Field Sports Target and Invasion Activities (1 cr)**
  This course is designed to develop proficiency in basic skills, strategies, tactics, error detection and correction, rules, teaching skills and curricular models for target and invasion activities (e.g., golf, bowling, basketball, soccer, team handball, hockey, football, ultimate Frisbee, etc.). Lec-lab. Skill development and knowledge of teaching progressions, techniques, strategies, and analysis and correction of skills in golf, softball, archery, and field sports. Two lec-labs a wk. (Fall only)

  Recommended Short Course Title: S/A Target & Invasn Activities

- **PEP 134 Skill and Analysis of Walking/Jogging/Track and Field Recreation and Outdoor Activities (1 cr)**
  This course is designed to develop proficiency in basic skills, strategies, rules, ethics, teaching skills and designing teaching progressions and curricular models for recreation and outdoor activities (e.g., snow shoeing, wall climbing, orienteering, geocaching, skating, bicycling, hiking/walking, jogging, camping, etc.) The focus of this course is on pre-service teachers developing track and field and related content area knowledge, performance, and teaching skill. Lec-lab course.

  Recommended Short Course Title: S/A Rec & Outdoor Activities

- **PEP 412 Elementary Methods in Physical Activity Pedagogy (3 cr)**
  This course focuses on the study and application of effective teaching behaviors, methods and curricular models, and the process of planning, implementing, and evaluating teaching and administering a program at the elementary level. A practicum with elementary students is required during this course. Lec-lab. Study and application of teaching methods and teaching behavior; structuring learning outcomes through performance objectives and lesson and unit planning. Includes a 16-hr required practicum at the elementary level. Lecture-lab.

  Prereq: Admission to teacher education program and MvSc 201, and PEP 132, and PEP 133, and PEP 134 and PEP 413

  Prereq or Coreq: PEP 360, PEP 380, and six professional activity courses

- **PEP 421 Secondary Methods in Physical Activity Pedagogy (3 cr)**
  This course focuses on the study and application of effective teaching behaviors, methods and curricular models, and the process of planning, implementing, and evaluating teaching and administering a program at the secondary level. A practicum with middle and high school students is required during this course. Lec-lab. This course focuses on the study and application of effective teaching behaviors and methods (i.e., styles and models), and the teaching process of planning, implementing, and evaluating. A teaching practicum with junior high and high school students will be completed during this course. Lec-lab.

  Prereq: Admission to teacher education program and MvSc 201, and PEP 132, and PEP 133, and PEP 134 and PEP 413

  Prereq or Coreq: PEP 360, PEP 380, and six professional activity courses

3. Change the curricular requirements of Exercise Science and Health (B.S.E.S.H.):

Exercise Science & Health majors must maintain a UI cumulative GPA of 2.30 or better in order to enroll in 300-level or higher Movement Science sequence coursework. In addition, Exercise Science & Health majors must have a UI cumulative GPA of 2.30 or greater to graduate. Acceptance into the Teacher Education program for the Physical Education Track requires a minimum GPA of 2.75.

Required course work includes the university requirements (see regulation J-3), the Department of Movement Sciences core, and the following.

- **Biol 120** Human Anatomy (4 cr)
- **Biol 121** Human Physiology (4 cr)
- **Comm 101** Fundamentals of Public Speaking (2 cr)
- **FCS 205** Concepts in Human Nutrition (3 cr)
- **H&S 245** Introduction to Athletic Injuries (3 cr)
- **H&S 451** Psychosocial Determinants of Health (3 cr)
- **PEP 100** Introduction to Exercise Science & Health (1 cr)
**PEP 300**  Applied Human Anatomy and Biomechanics (3 cr)
**PEP 360**  Motor Behavior (3 cr)
**PEP 418**  Physiology of Exercise (3 cr)
**PEP 455**  Design & Analysis of Research in Movement Sciences (3 cr)
**PEP 493**  Fitness Assessment and Prescription (3 cr)

One of the following tracks:

**Fitness, Health, and Human Performance Track**

- **H&S 288**  First Aid: Emergency Response (or current Emergency Response or First Aid/CPR certification) (2 cr)
- **H&S 450**  Critical Health Issues (3 cr)
- **MvSc 445**  Internship Preparation and Professional Development (1 cr)
- **PEP 495**  Practicum (2 cr)
- **PEP 498**  Internship in Exercise Science & Health (summer preferred) (9 cr)

- PE activity/skill classes (see advisor for selection) (5-4 cr)
  
  One of the following (3 cr):
  - Engl 207  Persuasive Writing (3 cr)
  - Engl 208  Personal and Exploratory Writing (3 cr)
  - Engl 313  Business Writing (3 cr)
  - Engl 317  Technical Writing (3 cr)

  One of the following (3 cr):
  - **H&S 490**  Health Promotion (3 cr)
  - **PEP 305**  Applied Sports Psychology (3 cr)

  One of the following (1 cr):
  - **PEP 132**  Skill and Analysis of Striking and Net/Wall Activities (1 cr)
  - **PEP 133**  Skill and Analysis of Target and Invasion Activities (1 cr)
  - **PEP 134**  Skill and Analysis of Recreation and Outdoor Activities (1 cr)

**Pre-Physical Therapy Track**

- **Chem 111**  Principles of Chemistry I and Lab (4 cr)
- **Chem 112**  Principles of Chemistry II and Lab (5 cr)
- **H&S 450**  Critical Health Issues (3 cr)
- **MvSc 445**  Internship Preparation and Professional Development (1 cr)
- **PEP 495**  Practicum (2 cr) *(Two at 1 credit each)*
- **PEP 498**  Internship in Exercise Science & Health (summer preferred) (9 cr)

- **Phys 111, Phys 111L**  General Physics I and Lab (4 cr)
- **Phys 112, Phys 112L**  General Physics II and Lab (4 cr)
- **Stat 251**  Statistical Methods (3 cr)

- PE activity/skill classes (see advisor for selection) (4-3 cr)

  One of the following (1 cr):
  - **PEP 132**  Skill and Analysis of Striking and Net/Wall Activities (1 cr)
  - **PEP 133**  Skill and Analysis of Target and Invasion Activities (1 cr)
  - **PEP 134**  Skill and Analysis of Recreation and Outdoor Activities (1 cr)

  One of the following (3 cr):
  - **Psyc 305**  Developmental Psychology (3 cr)
  - **Psyc 311**  Abnormal Psychology (3 cr)

**Pre-Athletic Training Track**

- **AT 506**  Clinical Anatomy I (3 cr)
- **AT 507**  Care and Prevention of Injuries and Illnesses (3 cr)
- **AT 508**  Evaluation and Diagnosis of Injuries and Illnesses I (4 cr)
- **AT 509**  Principles of Rehabilitation (3 cr)
- **AT 510**  Therapeutic Modalities (2 cr)
- **AT 511**  Ethics and Administration in Athletic Trainers (3 cr)
- **AT 512**  Research Methods & Statistics I (3 cr)
- **AT 520**  Clinical Education I (2 cr)
- **AT 521**  Clinical Experience I (4 cr)
- **AT 587**  Prevention and Health Promotion in Athletic Training (3 cr)
H&S 288  First Aid: Emergency Response (or current Emergency Response or First Aid/CPR certification) (2 cr)
PEP 171  Athletic Training Clinical Experience I - Observation (1 cr)
PEP 495  Practicum (1 cr)

Electives (14 cr):
Chem 111  Principles of Chemistry I and Lab (4 cr)
FCS 305  Nutrition Related to Fitness and Sport (2 cr)
FCS 462  Eating Disorders (2 cr)
H&S 450  Critical Health Issues (3 cr)
H&S 490  Health Promotion (3 cr)
PEP 360  Motor Behavior (3 cr)
Phys 111, Phys  General Physics I and Lab (4 cr)

Courses to total 120 credits for this degree

*Note: Students in the Pre-Athletic Training Track who are admitted into the MSAT program after their junior year may transfer up to 30 credits from their first two terms of graduate level course work in the Master of Science in Athletic Training towards their Bachelor of Science Degree in Exercise Science with an Athletic Training Track. For more information on the MSAT see the Graduate Degree Programs section for this department.

Physical Education Teacher Certification Track
EDCI 201  Contexts of Education (2 cr)
EDCI 301  Learning, Development, and Assessment (3 cr)
EDCI 401  Internship Seminar (1 cr)
EDCI 453  Phonics, Phonological Awareness, Fluency, and Assessment (1 cr)
EDCI 463  Literacy Methods for Content Learning (3 cr)
H&S 288  First Aid: Emergency Response (2 cr)
PEP 412  Elementary Methods in Physical Activity Pedagogy (3 cr)
PEP 413  Foundations and Assessment in Physical Activity Pedagogy (3 cr)
PEP 421  Secondary Methods in Physical Activity Pedagogy (3 cr)
PEP 424  Inclusive Physical Education and Recreation (3 cr)
PEP 484  Internship in Physical Education Teaching (15 cr)

One of the following (3 cr):
Engl 207  Persuasive Writing (3 cr)
Engl 208  Personal and Exploratory Writing (3 cr)
Engl 313  Business Writing (3 cr)
Engl 317  Technical Writing (3 cr)

Five credits of the following (5 cr):
PEB 108  Water-Based Sports and Fitness Activities (1 cr)
PEP 108  Movement Fundamentals (1 cr)
PEP 132  Skill and Analysis of Striking and Net/Wall Activities (1 cr)
PEP 133  Skill and Analysis of Target and Invasion Activities (1 cr)
PEP 134  Skill and Analysis of Recreation and Outdoor Activities (1 cr)

Courses to total 120 credits for this degree

Additional Requirements for Health Certification
H&S 423  School Health Education Methods and Administration (3 cr)
H&S 450  Critical Health Issues (3 cr)

One of the following (3 cr):
FCS 240  Intimate Relationships (3 cr)
Psyc 330  Human Sexuality (3 cr)

UCC-15-071 College of Graduate Studies
The committee members reviewed the proposed change to the graduation GPA requirement for graduate students. Associate Dean McMurtry explained the rationale for the change, citing the example of a recent student who had used courses off their study plan to inflate their institutional GPA to be above 3.0, but the GPA of the courses on their study plan was still below a 3.0. Committee member Crowley asked why it is important to concern ourselves with the GPA of courses not required on the student's study plan? Associate Dean Nielsen spoke in support of requiring both an institutional GPA of 3.0 and a minimum GPA of 3.0 of the courses on the study plan. Hearing no further questions the motion to approve the proposal passed unanimously and will be forwarded to Faculty Senate for review.
UCC-15-072  Associate Deans Group
The committee members reviewed the proposed change to regulation J-9. Associate Dean Nielsen explained the rationale for the change, citing the repeated petitions to the academic petitions committee as a reason to waive this requirement for the proposed change. Committee chair Eveleth asked if any petitions for this change had ever been denied at the academic petitions committee. Nielsen said none that he was aware of. Hearing no further questions the motion to approve the proposal passed unanimously and will be forwarded to Faculty Senate for review.

UCC-15-073  Office of the Registrar
The committee members reviewed the petition for credit from a non-regionally accredited institution. Committee member Stoddart asked about the supporting documents for the petition. Dwaine Hubbard had the syllabi on hand for any committee member to review. Hearing no further questions the motion to approve the proposal passed unanimously and will be forwarded to the Registrar’s Office.

UCC-15-074  College of Engineering
Civil Engineering: It was motioned and seconded to approve the proposed change to Civil Engineering. Hearing no questions the motion to approve the proposed change passed unanimously.

1. Change the following course:

   CE 550  Experimental Methods in Fluid Dynamics (3 cr)
   The objective of this course is to develop the knowledge and skills to be able to design and perform fluid dynamics experiments (and experiments in related areas) and to interpret and report the results. Learn the words, the concepts, and experimental skills in areas including dimensional analysis and scaling of experiments, flow visualization, velocity and flow rate measurements, turbulence measurements, and sediment sizing and transport measurements. Additional projects/assignments reqd for grad cr. One 1-1/2 hr lec and one 3-hr lab a wk. Recommended Preparation: Engl 317 and Engr 335. See ME J451/J551.

Mechanical Engineering: It was motioned and seconded to approve the proposed changes to Mechanical Engineering. Hearing no questions the motion to approve the proposed changes passed unanimously.

1. Change the following courses from Dormant to Active:

   ME J451/J551 Experimental Methods in Fluid Dynamics (3 cr)
   ME 551 same as CE 550. The objective of this course is to develop the knowledge and skills to be able to design and perform fluid dynamics experiments (and experiments in related areas) and to interpret and report the results. Learn the words, the concepts, and experimental skills in areas including dimensional analysis and scaling of experiments, flow visualization, velocity and flow rate measurements, turbulence measurements, and sediment sizing and transport measurements. Additional projects/assignments reqd for grad cr. One 1-1/2 hr lec and one 3-hr lab a wk. Recommended Preparation: Engl 317 and Engr 335.

   ME 551 Experimental Methods in Fluid Dynamics (3 cr)
   See ME J451/J551.

UCC-15-075  College of Natural Resources
Fish and Wildlife Sciences: It was motioned and seconded to approve the proposed change to Fish and Wildlife Sciences. Hearing no questions the motion to approve the proposed change passed unanimously.

1. Change the following course:

   WLF 540  Conservation Genetics (1-3 cr, max 3)
   Same as For 540. Basic principles of population genetics and phylogenetics and their applications to the field of conservation genetics and natural resource management. Taught in three 1-credit modules, and students can register for 1-3 credits. Module 1 includes introduction to conservation genetics and phylogenetics, module 2 includes population genetic theory and methods, and module 3 includes applications in conservation genetics and genomics. Case studies and examples from current literature; topics include genetic diversity, inbreeding, population structure, gene flow, genetic drift, molecular phylogenetics, and hybridization. (Fall, Spring, Alt/yr)

The next UCC meeting will be in the determined at a later time. This meeting was adjourned at 4:34pm.

Charles Tibbals, UCC Secretary