

Below, please find the information to complete the evaluation of these courses.

**NRS 401/501 - Foundations of Restoration Ecology**

I previously taught this course once as an X course. In that course I had 19 students. The grade distribution was 15- A's, 1- A-, 1- B+, and 1 B. The course will be taught in the same format as it was taught as an X course and will include lectures, readings, exams, and projects.

This course was successfully taught as an X course and there is demand from the students, therefore I am requesting that this class be accepted as a permanent course. The pre-requisites for this course are Bio 262 or permission of the instructor.

I am happy to review the course description. I am sure that you made it better!

Please let me know if you need any further information to complete your evaluation of this course.

**NRS 445/545 - Invasive Species Research, Management and Policy**

I have previously taught this course as an X course once, and am currently teaching it for a second time. The first semester, I had 18 students and the course was enthusiastically received by students resulting in an average SET score of 4.96. I currently have 10 students in my course and it is going very well. The students are excited and engaged and working hard.

Changes: The first time that I taught this course, it was only as a seminar that focused on current literature in peer-reviewed journals. However, I have changed that format to a lecture course in which we use a textbook and supplement our readings with peer-reviewed literature. Students are required to do one-page summaries of all of the papers that we read for class and to give oral presentations on the papers for which they have the lead (once per semester). It seems that I generated some confusion by the use of the term "seminar" in my description. The course will be a lecture-based format in which presentations are given and student participate through discussion and writing. The "seminar" was meant to convey that we discuss papers associated with the text topic and one student is asked to lead a short discussion on that paper as part of the class that day.

I am also requesting that this course be changed to include undergraduates (400-level). This topic is of critical importance and highly relevant to the studies and careers of many of the students in CELS. Whether students work for the state or federal government, NGOs or private consulting firms, they will need a firm grounding in the theory and applications of invasive species research, as well as a strong foundation in policy and management.

In order to distinguish between the workloads of the undergraduates and graduate students, I am proposing the following distinction. Graduate students in my course will be required to undertake a semester project that culminates in a 15-20-page paper at the end of the semester. Undergraduates will be required to develop a 5-page paper over the semester on a topic of their choice. I feel that it is critically important for undergraduates to write a short paper in order to foster their critical thinking and writing skills.

I hope that the above answers any questions or concerns that you might have. Please let me know if you need further clarification.

Best,  
Laura Meyerson