

CONSERVATION BIOLOGY

CRN#: 80595, BIOL 3550, FALL 2019, 3 CREDIT HOURS, AUG 12 – DEC 3

Hyperlinks for accessibility are provided throughout this document with full URLs noted in the footnote.

INSTRUCTOR INFORMATION

Dr. David DesRochers, Peeples Hall/Office 224, Phone 706 272-2165 or email
ddesrochers@daltonstate.edu

My student-hours are on Monday and Wednesday: 2:30–4 and Tuesday and Thursday: 10–11 and by appointment. These are hours for you to hang out, ask questions, and talk about cool biology stuff.

REQUIRED TEXT AND MATERIALS

Textbook: Essentials of Conservation Biology, Richard B. Primack, Sinauer, 2014, ISBN-13: 978-1605352893, may be purchased from Amazon.

If these books are available in an audiobook format for accessibility make note to the student to contact you (the professor) for screen reader capabilities/options.

CATALOG INFORMATION (INCLUDING PRE- AND CO-REQUISITES)

BIOL 3550. Conservation Biology. 3-0-3 Units. (F,S) Prerequisites: BIOL 1108K

COURSE INFORMATION/DESCRIPTION/OVERVIEW

An in depth study of the biological aspects of environmental crises and how principles from major areas in biology can provide solutions to the conservation of species and ecosystems. Major topics will include population ecology, population genetics, and community ecology. Because of the interdisciplinary nature of conservation we will discuss the social and political aspects of the field. Supplemental readings will come from primary literature. A semester long project which requires developing a management plan for a novel environmental problem is required.

EVALUATION

Professional Conduct & Participation: 3 points per day

Preliminary Reference Assignment: 20 points

Syllabus, BIOL 3550, DesRochers, Fall 2019

Two reading assignments/class discussions: 50 points each – 100 points

Three Essay Exams: 100 points each

Two Management Plan Components Drafts: 20 points each – 40 points

Management Plan: 135 points

Peer Evaluation: 20 points

LEARNING GOALS/OUTCOMES

We will build on the following primary learning goals throughout the term:

- Read primary articles, interpret and discuss various Conservation topics, and give scientific presentations.

METHODS OF ASSESSING STUDENT LEARNING OUTCOMES

I will use student writing, group projects, exams, and a poster presentation to assess the student learning outcomes at the end of the semester as required by the Southern Association of Colleges and Schools Commission on Schools.

COURSE OBJECTIVES

We will build on the following 3 primary learning goals throughout the term:

1. Student must demonstrate an understanding of the biological aspects of environmental crises and how principles from major areas in biology can provide solutions to the conservation of species and ecosystems.
2. Students must demonstrate comprehension and be able to integrate focal ideas from population ecology and genetics, and community ecology.
3. Because of the interdisciplinary nature of conservation student will demonstrate understanding of how social and political issues influence the field of conservation biology.

ASSIGNMENTS

FORMAT

All assignments should be typed single-spaced in Calibri, 11-point font. You will submit all assignments to GAView unless otherwise noted.

PROFESSIONAL CONDUCT & PARTICIPATION (3 PTS/DAY)

Each day you will have an opportunity to earn 3 points. This is an all or nothing grade. To earn these points, you must be on time (5-minute grace period), attentive (no cell phone use), participate in group/class discussions, and be respectful of others. If you are unable to meet these tasks, you will lose the points for that day. Everyone will have two, free “personal days” where they will not be penalized the points if missed. We meet 29 times. So this conduct grade works out to 87 points! Keep that in mind. To earn your first three points, turn in your signed “Syllabus Agreement Form” sheet.

PRELIMINARY PRIMARY LITERATURE SOURCES FOR MANAGEMENT PLAN (20 PTS)

Teams must submit 5 citations of primary literature sources. These are scientific papers that you have looked at for potential use for your plan. The citations must be in the format of the journal *Conservation Biology*. See the Management Plan instruction section below for more details on formatting your literature cited section. In the end, you may choose not to use them, and that's okay. I want to see evidence that you are working towards your goals. **You also may submit up to 3 additional literature sources. Each additional source will be worth 1 bonus points added to the total of this assignment.** These additional resources may be primary literature or other science resources – no websites unless approved by me, and they must be formatted correctly to receive the bonus points. Additional citation resources are available at our class' [LibGuide](#).

READING ASSIGNMENTS (50 PTS)

During the semester you will be assigned papers from the scientific literature to read before a particular lecture to be discussed in small groups (3–4 people). Due dates are on syllabus (and may change depending on where we are in lecture). You must read the paper before coming to class and everything you submit must be typed and submitted to GA View the night before class. The parts of the assignment include one thing that surprised you about the paper and why you were surprised. You must include a $\frac{1}{2}$ page discussion about what you found challenging about the article. Also, what do you think is the next step the researchers could take with the results that they found? What is primary objective/question of the study, and what are five questions that you had. Asking what a word means is not an acceptable question. You can look up a word's definition! At the end of class, you will score your participation in the group on a scale from 0–5 and your peers will do the same for you. If you miss a discussion day, then you only will be able to earn at most 40 points depending on the quality of your late work. You will have until the next class meeting time to turn in your response if you miss a discussion day. Point break down:

- (1) Surprise statement. Also, what do you think is the next step the researchers could take with the results that they found? (10 pts)
- (2) A $\frac{1}{2}$ page discussion about what you found challenging about the article. (10 pts)
- (3) Objective/question of study – in your own words; no copying and pasting! (10 pts)
- (4) 5 questions you have about the study (10 pts)
- (5) Self- and peer-assessment grade (0: not present, 1: poor, 2: okay, 3: adequate, 4: good, 5: excellent) (10 pts)

MANAGEMENT PLAN COMPONENTS DRAFTS: 20 POINTS EACH

you will be submitting typed drafts of two of your plan components to help develop your writing skills. You will be required to upload the Introduction and Management Plan sections to the Assignments tab on GAView. Learning how to write in your own words is incredibly important. If your writing is flagged as 15% or more similar to the sources from which you are pulling information, then you only will earn 5 points at most, and I will expect you to resubmit a revised draft. See syllabus for due dates.

MANAGEMENT PLAN (135 PTS)

Students will work in teams of two to prepare a management plan for a threatened or endangered species or ecosystem, or a plan to control an exotic species or emerging disease whose invasion is causing biodiversity problems. Over the course of the semester each team will prepare a poster to present their plan. Posters are one of the primary methods people in the scientific community communicate research results. Additionally, turn in a bibliography of materials used in developing your management plan.

Citations in the bibliography should be almost exclusively from the primary scientific literature. If you do not know what constitutes primary literature, see me.

Management plans already exist for many species or ecosystems – your selected project may not repeat an already proposed or completed project. If you select a species or ecosystem with an existing management plan, you need to (1) propose something that goes beyond the existing plan, (2) make it clear in your poster what is new and what is not, and (3) turn in a reference to the existing plan so I can see what you did that was different.

Posters will be on display on the dates listed in the syllabus; half the class will present and answer questions one day and evaluate the posters the other (the next day, roles will switch). All posters must be completed and brought in by the first presentation date (Dec. 2). Both members of each team will be expected to answer questions regarding management plans when people come to view the posters.

SOME SCIENTIFIC JOURNALS THAT FOCUS ON CONSERVATION BIOLOGY / WILDLIFE MANAGEMENT:
Animal Conservation, Biodiversity & Conservation, Biological Conservation, Bird Conservation & Ecology, Conservation Biology, Conservation Ecology (on line), Ecological Applications, Journal of Applied Ecology, Journal of Wildlife Management, Landscape & Urban Planning, Restoration Ecology, Wildlife Society Bulletin

You can search for these journals on-line and peruse their tables of contents to get some ideas.

SOME POTENTIALLY USEFUL WEB SITES FOR GETTING IDEAS:

(There are tons of them of varying quality. These sites are NOT scientific literature, but they might lead you to some.)

[The World Conservation Union \(IUCN\)](#)

[US Fish & Wildlife Service](#)

[EDGE \(Zoological Society of London\)](#)

[Wilderness Network](#)

[The Society for Conservation Biology](#)

[World Wildlife Fund](#)

[Endangered Species Coalition](#)

MANAGEMENT PLAN DETAILS

1. **Topic must be approved by Sept 13 (5 pts)**
 - a. Submit topics and/or come talk to me about possible topics AS SOON AS POSSIBLE to avoid being scooped – only one group per species / problem. Before you select a species/ecosystem you should do a literature search to make sure there is sufficient information to tackle the project.
2. A rough outline of your project also is due on Sept 13 (10 pts)
3. Part of grade determined partly by peer (your fellow students) evaluation (25 pts)
 - a. Each student will formally evaluate 3 other groups' posters in order to practice thinking critically and assessing others' work and your evaluation will be graded. Your grade will be based on your doing a careful, constructive job of reviewing posters – if you say a poster is great when it is not, your evaluation grade will go down. Also, students will assign a grade to each poster they evaluate, and their grades will affect the poster's final grade.
4. Part of grade determined by me (75 pts)
5. Literature cited section (minimum 5 primary sources) (20 pts)
 - a. See previous assignment on citing references.

POSTER SECTIONS

1. **Abstract:** In 350 words or less, summarize your management plan. State the problem, why it is a problem, where it is a problem, and the major findings and recommendations of your management plan. No citations appear in the abstract.
2. **Introduction:** Introduce the general conservation/management problem, then narrow the focus of the introduction to your specific management problem. Give the location, interested parties (for many projects this will include who is in conflict), and state your specific goals for the project. By the end of the section a reader should know what you are doing and why.
3. **Background:** A brief review of the location and species involved. If your management plan focuses on a single species, give me a summary of its pertinent natural history, ecology, and behavior. If it is an ecosystem, tell me about the ecosystem (biome, primary species, etc).
4. **Proposed management plan:** This is the bulk of your project. What do you propose to do? What is your reasoning? Design your management plan as an experiment (= adaptive management).

That is, you plan to do “x”, and you expect “y” to occur. This means you should state your plan as a hypothesis, or set of hypotheses, or predictions. Include predictions – what specifically should result from your management plan? I highly recommend picking 1 – 2 specific things of some moderate size or possibly 3 parts of your plan. The plan must be practical. If you say, “I will save the whales!”, this is impractical. If you say I want to increase the North Atlantic population of Right Whales by 20% over 10 years, then this is much more focused and practical.

5. Quantifying success: How does your management plan address and solve the problem? What were you not able to deal with? Define “success” for your management plan, and provide criteria for assessing success (or failure).
6. Literature Cited: *To be handed in separately at time poster is displayed.* All ideas, data, information not your own must be cited, unless they are ideas common in the literature (e.g., plants photosynthesize). All citations must come from the scientific literature. This includes scientific journals, symposia, and some government reports (but not all). When in doubt, ask me. The literature cited section should contain all citations used, and no extras. Format for the literature cited section should follow the scientific journal Conservation Biology. Citing Web pages: DO NOT, unless it is an on-line journal; then cite web page, journal number, and page numbers.

POSTER TIPS

Your goal for a poster is to distill the information for your management plan into short, clear paragraphs, illustrations, and/or tables in a space not exceeding 1 meter tall by 1.3 meters wide.

1. Everything should be easily readable from at least a meter away. Recommendations: title 72 pt; your names 40 pt; abstract 36 pt; headings 36 pt; text 32 pt. Arial font, bold.
2. Graphs, figures and tables can be pre-mounted on colored paper or poster board for ease in setting up your poster and to highlight the material. Each figure or table should be numbered and referred to in the text of the poster. Each should have a heading of one or more lines in large type (32 pt) that provides a brief (one or two lines) “take home” message.
3. Choose fonts that are easy to read, don’t overuse bold or italics. Background colors should draw attention to material, but not detract from presentation – avoid fluorescent colors.
4. Avoid unnecessary details in preparing figures, drawings or illustrations. Try to keep everything straight forward. If you are copying a figure and the font is too small, rewrite it!
5. Ideally, your poster should be self-explanatory so that you are free to supplement and discuss particular points raised by visitors.
6. If you use a picture or diagram from the Web or other sources, be sure to attribute it.

7. Arrange material in columns rather than in rows. It is easier for viewers to scan a poster by moving systematically down then across rather than zigzagging back and forth. Figures should be numbered, with matching reference in text. An abstract should be placed at the upper left. Make sure your names appear on the poster under the title.
8. Printing your poster: There are a number of ways of doing this. A number of print shops like Kinko's Fed-Ex have printing services. Dalton Print Shop (Address: 118 W Cuyler St, Dalton, GA 30720, Phone:[\(706\) 226-1624](tel:(706)226-1624)) is also becoming pretty popular. Sometimes these services are expensive, so find a service that best meets your financial needs. I've seen some good, creative posters over the years that have not relied heavily on printing fancy posters. Make sure the quality science comes first and have it be aesthetically pleasing. Aesthetic tastes also differ from one person to the next. Don't spend much time worrying about it.

EXTRA CREDIT

I occasionally make extra credit available, but since there are over 600 regular points to earn, anyone asking for extra credit, at any time, will activate a one-week period during which time no extra credit will be available. For bonus points, e-mail me the names of the species (one point each) pictured in this document. Please don't discuss your answers with classmates. Submissions must be sent by the last day of classes by 5 p.m.

ADDITIONAL COURSE REQUIREMENTS

Grades are based on performance, not effort. Everyone puts forth a great deal of effort during practicum and class experiences. Those who do not put forth a great deal of effort typically do not manage to complete the experience. Despite the great efforts, which are put forth by all, not all performances are equal. Some students are exceptional in their performance while others are satisfactory. Your grade will be based on your performance, i.e., your performance in the classroom, your performance on written assignments, and your ability to display appropriate professional attributes.

Successful performance assignments/projects will be dependent on regular class attendance. Assignments must be handed in on due dates, with the exception of the student contacting Dr. DesRochers prior to the due date and discussing an arrangement with me – no exceptions). Handwritten assignments will not be accepted unless otherwise noted.

COURSE CALENDAR (INCLUDING DATE AND TIME OF FINAL MEETING)

Date	Topic	Readings/Assignments
Aug 12	Course Intro, What is Conservation Biology?	Ch. 1 & 6
Aug 14	Ch. 1 & 6 cont.	
Aug 19	What is Biodiversity	Ch. 2
Aug 21	Ch. 2 cont.	
Aug 26	Global patterns of biodiversity	Ch. 3
Aug 28	Ch. 3 cont.	

Date	Topic	Readings/Assignments
Sept 2	<i>No Class – Happy Labor Day</i>	
Sept 4	Discussion day	Paper #1
Sept 9	Valuing Biodiversity	Ch. 4 & 5
Sept 11	Ch. 4 & 5 cont.	Topic & Outline due Sept. 13
Sept 16	Exam 1	
Sept 18	Extinction	Ch. 7 (Literature cited due)
Sept 23	Ch. 7 cont.	
Sept 25	Vulnerability to Extinction	Ch. 8
Sept 30	Ch. 8 cont.	
Oct 2	Habitat Loss & Degradation, Climate Change	Ch. 9
Oct 7	<i>No Class - Fall Break – Get some rest!</i>	
Oct 9	Ch. 9 cont.	Draft Introduction due
Oct 14	Ch. 9 cont.	
Oct 16	Exam 2	
Oct 21	Discussion Day	Paper #2
Oct 23	Overexploitation, Invasive Species, & Disease	Ch. 10
Oct 28	Ch. 10 cont.	
Oct 30	Ch. 10 cont.	Management Plan draft due
Nov 4	Problems of Small Populations	Ch. 11
Nov 6	Ch. 11 cont.	
Nov 11	Ex Situ approaches	Ch. 14
Nov 13	Restoration Ecology	Ch. 19
Nov 18	Ch. 19 cont.	
Nov 20	Wetland restoration fieldtrip	
Nov 25	Exam 3	
Dec 2	Poster Presentations & Evaluation	
Dec 4	Poster Presentations & Evaluation	10:15 a.m. – 12:15 p.m.

GRADING

Please see the detailed rubric in our Desire to Learn (D2L) course site to see how each assignment will be assessed.

USING DESIRE TO LEARN AND OTHER TECHNOLOGIES

We will utilize Desire to Learn (D2L) and other technologies in every class meeting. On the first day of class, I will provide an in-class demonstration.

ATTENDANCE

You are expected to be on time for all class periods. If you miss a class, YOU are responsible for finding out about missed assignments, announcements, and material covered. If you unexpectedly miss a day

with group activities, please contact me as soon as possible, so we can work out a make-up solution. If you know you are going to miss a day due to a school-sponsored event, jury duty, etc., then you must schedule a make-up date with me prior to your absence.

LATE WORK/MAKE UP

Late assignments will lose 10% of the earned score daily up to three days late. They will not be accepted after that.

EMERGENCY INSTRUCTIONAL PLAN

If classes are cancelled due to inclement weather, please complete the reading assignment for the date(s) that we miss class. Check your e-mail and GAView for additional instructions.

COURSE POLICIES AND PROCEDURES

CARE TEAM

(Last Modified May 2018)

The Campus Assessment, Response, and Evaluation Team, also known as CARE, at Dalton State College engages in proactive and collaborative approaches to identify, assess, and mitigate potential risks associated with members of the campus who exhibit concerning or unusual behaviors. Report a concern through the [CARE Reporting Form](#)ⁱ. Should you have questions, contact the Dean of Students' Office at 706.272.4428.

DISABILITY ACCESS

(From [Disability Access](#)ⁱⁱ website)

Students with disabilities or special needs are encouraged to contact Disability Access. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the student should visit the [Disability Access Library Guide](#)ⁱⁱⁱ or contact the Disability Access office.

Contact information

Andrea Roberson, Associate Director of Disability Access and Student Support Services
Pope Student Center, upper level
706-272-2524
aroberson@daltonstate.edu

ETHICAL CONDUCT

(Last Modified May 2018)

Academic Dishonesty Cheating and plagiarism are a part of the Dalton State Student Code of Conduct, which can be found in its most updated form at [Dalton State Student Code of Conduct](#).^{iv} ANY assistance provided or given in any way toward work in a class constitutes cheating, unless such behavior is authorized by your instructor. Additionally, any use of the ideas or words of others should be noted, or this will constitute plagiarism. Using another students' work or collaborating on an assignment not designated as collaborative is unacceptable. Furthermore, presenting work that was completed for another class, while not plagiarism technically, is not the same as presenting original work, and is therefore unacceptable unless it has been authorized by your instructor. For more details on what Dalton State considers to be Academic Dishonesty, please review the Student Code of Conduct. Instructors will assign grades based on classroom performance. Additional sanctions may be provided as a learning experience from the Student Conduct process.

Classroom Behavior Dalton State is committed to respect via the Roadrunner Respect pledge. To learn more, please visit [Roadrunner Respect](#).^v "I pledge to show my fellow Roadrunner students, faculty, staff, and administration respect by treating others the way they want to be treated and by thinking about others first before making decisions that might affect them."

COURSE WITHDRAWAL STATEMENT

(Last Modified May 2018)

The last day to drop this class without penalty (a W or a required signature) is **Oct 18, 2019**. If you complete the proper paperwork to drop the course by this date, you will be assigned a grade of W. After this date, withdrawal without penalty is permitted only in cases of [Extreme Hardship](#)^{vi} as determined by the Vice President for Academic Affairs; otherwise a grade of WF will be issued. Students who fail to complete the official drop/withdrawal procedure will receive the grade of F. Withdrawal from class is a student responsibility. The grade of W counts as hours attempted for the purposes of financial aid.

FULL WITHDRAWAL STATEMENT

(Last Modified May 2018)

The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date ([Academic Campus Calendar](#)^{vii}) is the [Schedule Adjustment Form](#)^{viii}. All students must meet with a staff member at the Dean of Students office in the upper-level of the Pope Student Center to initiate the withdrawal process and complete an exit interview. After meeting with the staff member, students will then finalize the withdrawal process in the Enrollment Services Office.

GRADE APPEALS

(Last Modified May 2018)

A student may file a formal challenge to a grade if there is unequivocal evidence that one or more of the following applies:

- a) It was a direct result of arbitrary and capricious conduct on the part of the instructor;
- b) The instructor discriminated against the student on the basis of a protected classification as the term is defined by Federal Law, Georgia State Law, or the Administrative Code of the City of Dalton;
- c) The grade was incorrectly calculated;
- d) A clerical error occurred in recording the grade; or
- e) A mitigating circumstance prevented the student from completing a final assignment or attending the final exam.

To appeal a grade, the student must notify the instructor in writing no later than two days after the posting of final grades. See [Grade Changes and Appeals](#)^{ix} for the complete documentation.

ACADEMIC PROGRESSION

(Last Modified May 2018)

To remain in academically good standing, students must maintain an institutional GPA of 2.0 or higher. Students who do not maintain a 2.0 move through a sequence of statuses ranging from Academic Warning to Academic Probation to Academic Suspension to Academic Dismissal. See [Academic Progress](#)^x for the complete documentation.

TITLE IX INFORMATION

[Student Sexual Misconduct Policy](#)^{xi}

(Last Modified May 2018)

In accordance with Title IX of the Education Amendments of 1972 (“Title IX”), the University System of Georgia (USG) does not discriminate on the basis of sex in any of its education programs or activities or in employment. The USG is committed to ensuring a safe learning and working environment for all members of the USG community. To that end, this Policy prohibits sexual misconduct, as defined herein.

Please visit the [Title IX at Dalton State web page](#)^{xii} for additional information on the [policy](#)^{xiii}, [How to Report](#)^{xiv}, [Resources](#)^{xv}, and [Campus Programs](#)^{xvi}.

HOUSE BILL 280

(Last Modified May 2018)

[House Bill 280](#)^{xvii} commonly known as the “campus carry” legislation, is effective as of July 1, 2017.

OFFICIALLY APPROVED DSC GROUPS AND ACTIVITIES

(Last Modified May 2018)

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

- notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);
- estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly, if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and
- contact information for the person or organization sponsoring/authorizing the student's participation in the event

The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. scheduled on that date.



SYLLABUS AGREEMENT FORM – DUE BY END OF FIRST WEEK OF CLASSES
TURN IN ON TIME FOR +1 BONUS POINT!

BIOL 3550
Summer 2019
Dr. DesRochers

I have received and read this syllabus; Dr. DesRochers has explained it to me and has given me the opportunity to ask questions about anything I did not understand. I do understand the syllabus and agree to abide by its provisions.

Furthermore, I understand that if I have questions about anything in this syllabus or about any aspect of the course, I should speak with Dr. DesRochers as soon as possible to prevent misunderstandings.

Print First and Last Name: _____

Signature: _____

Date: _____



FULL URL LINKS

ⁱ [CARE Reporting Form:](https://cm.maxient.com/reportingform.php?DaltonStateCollege&layout_id=1) https://cm.maxient.com/reportingform.php?DaltonStateCollege&layout_id=1

ⁱⁱ [Disability Access:](http://libguides.daltonstate.edu/c.php?g=24716&p=149667) <http://libguides.daltonstate.edu/c.php?g=24716&p=149667>

ⁱⁱⁱ [Disability Access Library Guide:](http://libguides.daltonstate.edu/c.php?g=24716&p=149663) <http://libguides.daltonstate.edu/c.php?g=24716&p=149663>

^{iv} [Dalton State Student Code of Conduct:](https://www.daltonstate.edu/campus_life/code-of-conduct.cms) https://www.daltonstate.edu/campus_life/code-of-conduct.cms

^v [Roadrunner Respect:](https://www.daltonstate.edu/campus_life/respect-photo-gallery.cms) https://www.daltonstate.edu/campus_life/respect-photo-gallery.cms

^{vi} [Extreme Hardship:](https://www.daltonstate.edu/skins/userfiles/files/DSC%20website%20landing%20page%20information.pdf)
<https://www.daltonstate.edu/skins/userfiles/files/DSC%20website%20landing%20page%20information.pdf>

^{vii} [Academic Campus Calendar:](https://www.daltonstate.edu/about/calendars.cms) <https://www.daltonstate.edu/about/calendars.cms>

^{viii} [Scheduled Adjustment Form:](https://www.daltonstate.edu/skins/userfiles/files/schedule-adjustment-form.pdf) <https://www.daltonstate.edu/skins/userfiles/files/schedule-adjustment-form.pdf>

^{ix} [Grade Appeals:](https://libguides.daltonstate.edu/l.php?content_id=42740257) https://libguides.daltonstate.edu/l.php?content_id=42740257

^x [Academic Progression:](https://libguides.daltonstate.edu/l.php?content_id=42740270) https://libguides.daltonstate.edu/l.php?content_id=42740270

^{xi} [Student Sexual Misconduct Policy:](http://www.usg.edu/policymanual/section4/policy/C327/) <http://www.usg.edu/policymanual/section4/policy/C327/>

^{xii} [Title IX at Dalton State web page:](https://www.daltonstate.edu/about/title-ix.cms) <https://www.daltonstate.edu/about/title-ix.cms>

^{xiii} [Title IX Policy:](https://www.daltonstate.edu/about/title-iv-policy.cms) <https://www.daltonstate.edu/about/title-iv-policy.cms>

^{xiv} [Title IX How to Report:](https://www.daltonstate.edu/about/title-ix-report.cms) <https://www.daltonstate.edu/about/title-ix-report.cms>

^{xv} [Title IX Resources:](https://www.daltonstate.edu/about/title-ix-campus-community-resources.cms) <https://www.daltonstate.edu/about/title-ix-campus-community-resources.cms>

^{xvi} [Title IX Campus Programs:](https://www.daltonstate.edu/about/title-ix-campus-community-resources.cms) <https://www.daltonstate.edu/about/title-ix-campus-community-resources.cms>

^{xvii} [House Bill 280:](http://www.usg.edu/hb280) <http://www.usg.edu/hb280>