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| **School or Division** | School of Pure and Applied Sciences |
| **Program or Certificate or** | All degrees |
| **New degree or certificate program** | N/A |
| **Proposed by (faculty only)** | Mary Shaw |
| **Presenter (faculty only)** | Mary Shaw |
| Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date. | |
| **Submission date** | 1/8/2015 |
| **Course prefix, number, and title** | BSC 1005C: General Biology |

**Section I, New Course Information (must complete all items)**

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| **List School or Division** | School of Pure and Applied Sciences |
| **List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | SB 1720 Testing Exemption or successful completion of all Developmental courses. |
| **Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)** | No |
| **List course corequisites** | None |
| **Is any corequisite for this course listed as a corequisite on its paired course?**  (Ex. CHM 2032 is a corequisite for CHM 2032L, and CHM 2032L is a corequisite for CHM 2032) | No |
| **Course credits or clock hours** | 4 |
| **Contact hours (faculty load)** | 4 |
| **Select grade mode** | Standard Grading (A, B, C, D, F) |
| **Credit type** | College Credit |
| **Course description** (provide below) | |
| This is a biological science survey course with combined lab. This course is intended as a general biology class for students who do not necessarily wish to pursue a career in science. Topics included are chemistry for biological sciences, biology of the cell, heredity, evolution, phylogenic classification, and ecology. The course emphasizes major biological concepts, principles and processes. | |

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| **General topic outline** (type in outline below) |
| * Science as a process * The chemical basis of life * A tour of the cell * How cells harvest chemical energy * DNA structure and function * Cellular reproduction * Genes and inheritance * Evolution of living organisms * Origin and diversity of life * Ecology and ecological relationships * Conservation and biodiversity |

**Learning Outcomes:** For information purposes only. Type in all learning outcomes, assessments, and general education competencies as they should be displayed in the syllabus. More rows can be added if necessary.

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| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| Analyze basic atomic structure and function and discuss their role in chemical bonding | Successfully complete one or more of the following: exams; quizzes; debates; case studies; writing assignments; oral, written, or electronic presentations; discussion forums; collaborative problem solving exercises; or data interpretation and analysis exercises. |  |
| Evaluate the contributions of pH, temperature, and enzyme-catalyzed reactions to metabolism. |  |
| Justify how the physical and chemical properties of water are important to life. |  |
| Compare the structure of prokaryotic and eukaryotic cells and discuss how structure relates to cell function. |  |
| Identify and analyze ways through which plant and animal cells obtain energy needed for metabolism and carbon needed for synthesis of molecules. |  |
| Analyze the stages and purpose of mitosis and meiosis. |  |
| Apply basic Mendelian genetics to solve genetics problems. | QR, CT |
| Analyze and evaluate the role of the evolutionary theory in uniting the various disciplines of biology. |  |
| Explore the phylogenic relationships within major taxons of organisms. |  |
| Identify the relationships and adaptations of major taxons to their environment. |  |
| Evaluate the various types of relationships and processes within communities and ecosystems. |  |
| Identify and evaluate the current methods used in conservation biology which are necessary in maintaining biodiversity, and critical to the health of the planet. | GSR, COM |

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| **ICS code for this course** | ADVANCED AND PROFESSIONAL - 1.11.04 - BIOLOGICAL SCIENCE |
| **Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".** | No |
| **Is the course an “International or Diversity Focus” course?** | No, not International or Diversity Focus |
| **Is the course a General Education course?** | Yes |
| **Is the course a Writing Intensive course?** | No |
| **Is the course repeatable\*?**  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits).  \*Not the same as Multiple Attempts or Grade Forgiveness | No |
| **Do you expect to offer this course three times or less (experimental)?** | No |

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| **Impact of Course Proposal** | |
| **Will this new course proposal impact other courses, programs, departments, or budgets?** | Yes |
| **If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?** | BSC 1005 will no longer be offered, as BSC 1005C will take the place of BSC 1005. |
| **Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.** | |
| N/A | |

**Section II, Justification for proposal**

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| **Provide justification (below) for this proposed curriculum action** |
| This is a state designated general education course in science. Since a general education course in science requires a lab component, and the existing BSC 1005 does not satisfy this requirement, the new BSC 1005C is necessary to serve the population of students who need this general education course. BSC 1005C replaces the current BSC 1005 to satisfy the lab requirement for a GE course. |

**Section III, Important Dates and Endorsements Required**

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| **List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).** |
| Marcela Trevino, Daniel McDevit, Fred Posey, Nina Lichvarik, Thalia Nittis, Tejendrasihn Vala |

**nOTE:** Changes for the Fall 2015 term must be submitted by the January 3, 2015 deadline and approved no later than the February 28, 2015 Curriculum Committee meeting. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate Dean or Assistant Vice President as well as the Provost and Vice President of Academic Affairs to begin in either the Spring 2015 or Summer 2015 term.

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| **Term in which approved action will take place** | Fall 2015 |

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| **Required Endorsements** | **Type in Name** | **Select Date** |
| **Department Chair or Program Coordinator** | George Manacheril | 1/8/2015 |
| **Academic Dean or Assistant Vice President** | Theo Koupelis | 1/8/2015 |
| **Dean’s Council Representative** | Dr. Mary Myers | 2/3/2015 |

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| **Select Curriculum Committee Meeting Date** | February 27, 2015 |

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission of Proposals* document available in the document manager in the FSW Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents

**Important Note to Faculty, Department Chairs or Program Coordinators, and Deans or an Assistant Vice President:**

Incomplete proposals or proposals requiring corrections will be returned to the School or Division. If a proposal is incomplete or requires multiple corrections, the proposal will need to be completed or corrected and **resubmitted to the Dropbox for the next Curriculum Committee meeting** (no later than January 3, 2015 to be effective for the Fall 2015 term). All Curriculum proposals require approval of the Provost and Vice President of Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed Summary Report.