

Curriculum Committee



Change of Course Proposal

School or Division	School of Pure and Applied Sciences
Program or Certificate	List name of program or certificate
Proposed by (faculty only)	Peggy Romeo
Presenter (faculty only)	Peggy Romeo
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 be resubmitted for a later date.	
Submission date	8/27/2017
Current course prefix, number, and title	BSC1011 – Biological Science II

Section I, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	List new course prefix and number
Provide justification for the proposed prerequisite(s).	
Change to course title	List new course title
Change of School, Division, or Department	List new school, division, or department
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	From: To:
Change to course co-requisites	From: To:
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	Choose an item. List the co-requisite
Change to course credits or clock hours	From: To:
Change to contact hours (faculty load)	From:

	To:
Change to grade mode	Choose an item.
Change to credit type	Choose an item.
Change to course description (provide below)	
Type in entire new course description here	

Change to general topic outline (type in entire new outline below)
<ul style="list-style-type: none"> ◦ The history of evolutionary theory and the scientific evidence supporting the theory of evolution ◦ The processes involved in micro- and macro-evolutions including gradualism and punctuated evolution ◦ The classification of organisms and its evolutionary significance ◦ The geographical distribution of organisms, the regional diversity of organisms and their evolutionary significance ◦ Adaptations of organisms in aquatic and terrestrial environments ◦ Behavior of living organisms ◦ Ecology of populations and communities ◦ Ecosystems and biome

Change to Learning Outcomes: For information purposes only.

<p>IV. Course Competencies, Learning Outcomes and Objectives</p> <ul style="list-style-type: none"> • General Education Competencies and Course Outcomes • Describe the historical development of the evolutionary theory. • Analyze and interpret the theory of natural selection and its role in evolution. • Calculate evolutionary changes in populations using the Hardy-Weinberg equilibrium theorem. • Interpret the processes of microevolution and compare various methods for change in gene frequency. • Evaluate the fossil, biogeographic, and genetic evidence that supports the theory of evolution. • Compare prezygotic and postzygotic barriers to successful reproduction and examine their role in allopatric and sympatric modes of speciation. • Analyze hierarchical classification and its relation to evolutionary relationships among species. • Appraise the most recent theory of the history of life on Earth. • Examine the structure and characteristics of viruses and compare the differences and similarities between viruses and living cells. • Differentiate between the heterotrophic bacteria, cyanobacteria, and the archaea. • Examine the common algae, protozoa, and other protists and appraise their classification status.
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- Review the main groups of the plant kingdom and identify adaptations involved in their evolutionary movement from an aquatic to a terrestrial lifestyle.
- Compare similarities and differences in the alternation of generations life cycles among the main groups of the plant kingdom.
- Summarize the characteristics of the various members of the fungi kingdom.
- Evaluate the process of embryonic development in animals.
- Examine characteristics of the major animal phyla and identify the evolutionary adaptations necessary for the transition from water to land in the Chordates.
- Examine characteristics of the major animal phyla and identify the evolutionary adaptations necessary for the transition from water to land in the Chordates.
- Compare the interplay between innate behavior and learned behavior.
- Analyze population growth patterns and the factors that influence them.
- Analyze and interpret the structure of ecosystems.
- Describe the relationships and interactions among biotic and abiotic ecosystem components.
- Analyze and interpret the roles of predation, competition and cooperation in maintaining community-level structure and function.
- Evaluate the role that ocean currents, rotation of the Earth, and seasonal changes have on the major biomes on Earth.
- Analyze and appraise the similarities and differences between and among the major ecosystems and biomes.
- Examine the threats to biodiversity and the current methods of ecological conservation.
- Calculate and analyze resource use by human populations and identify methods for lowering individual ecological footprints.

1. *Integral General Education Competency or competencies:*

2. *Supplemental General Education Competency or competencies:*

B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for

Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.

C. Other Course Objectives/Standards

Section II (must complete each item below)

Should any major restrictions be listed on this course? If so, select "change" and list the

Choose an item.

List applicable major restriction codes

appropriate major restriction codes or select no change.	
Change course to an "International or Diversity Focus" course?	No, not International or Diversity Focus
Change course to a General Education course?	No
Change course from General Education to non-General Education?	No
Change course to a Writing Intensive course?	No
Change course from Writing Intensive to non-Writing intensive?	No
Change course to 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 If repeatable, list maximum number of credits

Impact of Change of Course Proposal	
Will this change of course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
There are four faculty who currently teach BSC1011. The decision to change the General Topic Outline and the Course Learning Outcomes was a decision agreed up by all four faculty.	

Section III, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Faculty felt the Topic Outline and the Course Learning Outcomes needed to be stated more clearly to ensure that if any other professors, especially adjuncts, decided to teach the course, they would know exactly what topics are covered. Our goal is to ensure consistency throughout the College in teaching this course.

Section IV, Important Dates and Endorsements Required

VPAA: Revised 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Peggy Romeo Tina Ottman Bill Wilcox Mike Witty

NOTE: Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

Term in which approved action will take place	Fall 2018
Provide an explanation below for the requested exception to the effective date.	

Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.		
Dean or Associate Vice President	Signature	Date
Provost	Signature	Date
Dr. Jeff Stewart		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Peggy Romeo	8/25/2017
Academic Dean or Associate Vice President	Martin McClinton	8/25/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve Do not approve

Mary L Myers

Curriculum Committee Chair Signature

10/9/17

Date

Approve Do not approve

Jeff Stewart

Provost Signature

10/16/17

Date