
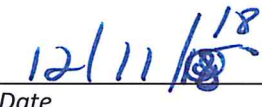

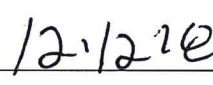

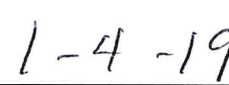


Curriculum Committee



Change of Course Proposal

School or Division	School of Pure and Applied Sciences
Program or Certificate	
Proposed by (faculty only)	Jessica Slisher
Presenter (faculty only)	Dr. Rebecca Page
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	10/15/2018
Current course prefix, number, and title	BSC1005 – General Biology
All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed proposal.	
<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
 Curriculum Committee Chair Signature	 Date
<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
 Interim Provost for Academic Affairs Signature	 Date
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<input checked="" type="checkbox"/> Reviewed	
 Office of Accountability & Effectiveness Signature	 Date

Section I, Important Dates and Endorsements Required

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 Interim Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
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 and Interim Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	Signature	Date
Interim Provost for Academic Affairs	Signature	Date
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dr. Peggy Romeo	10/18/2018
Academic Dean or Interim Provost for Academic Affairs	Dr. Martin McClinton	10/18/2018

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Peggy Romeo, Jessica Slisher, Carol Kennedy, Marcela Trevino, Lisa Herman, Henry Hermann

Section II, Proposed Changes

Change to course prefix and number	
Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Provide justification for the proposed prerequisite(s).	
Change to course title	
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	
Change of School, Division, or Department	
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	
Change to course co-requisites	
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course?	
Change to course credits or clock hours	
Change to contact hours (faculty load)	
Are the Contact hours different from the credit/lecture/lab hours?	
Change to grade mode	
Change to credit type	
Change to course description (provide below)	
Change to general topic outline	

Change to Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

1. Integral *General Education Competency or competencies*: Think

- Identify the characteristics of life.
- Describe the structure of water and its importance in biological systems.
- Distinguish between prokaryotes and eukaryotes.
- Explain the relationships between autotrophs and heterotrophs.
- Summarize the connections between photosynthesis and cellular respiration.
- Compare and contrast asexual and sexual reproduction.
- Differentiate among the outcomes of mitosis and meiosis.
- Predict the outcomes of monohybrid crosses.
- Identify applications of modern DNA technology.
- Characterize the development of evolutionary adaptations.
- Interpret phylogenetic relationships.
- Examine the role of extinction and evolutionary processes.
- Describe the mechanisms of speciation.
- Explore the factors that influence biological populations.
- Investigate the relationships and interactions within biological communities.

2. Supplemental *General Education Competency or competencies*: Engage

- Identify applications of modern DNA technology.
- Outline the way human populations impact the chemical cycles.
- Recognize the importance of biodiversity to the continuation of life.
- Outline the key steps to achieve a sustainable future.

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

- Identify the key elements biomolecules.
- Recognize the major biomolecule classes and their key functions.
- Outline the general cell cycle.
- Recognize the genetic basis of phenotypes.
- Outline the central dogma of molecular biology.
- Describe hypothesis of the origin of life on earth.
- Examine the energy flow within ecosystems.

C. Other Course Objectives/Standards

Section III (must complete each item below)

Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.	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?	No

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?	
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
Biology faculty who currently teach BSC1005 or plan to teach the course in the future met this semester and over the summer to update the learning outcomes to coincide with the change from the "C" course structure to a separate lecture/lab structure and to create a common final. The new learning outcomes are planned to be used to create a common final for the course.	

Impact of Change of Course Proposal	
Will this change of course proposal impact library services or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
No	

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Information Item - Faculty realized that after the split from the combined BSC1005C into two separate courses, BSC1005 and BSC1005L, the common final had not been created. Our goals are to change the learning outcomes to coincide with the newly separated courses, utilize them in making the common final, and to ensure consistency throughout the College in teaching this course.