



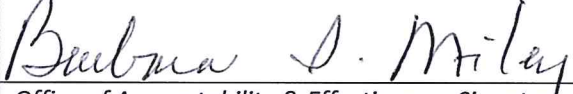



Curriculum Committee



Change of Course Proposal

School or Division	School of Pure and Applied Sciences
Program or Certificate	
Proposed by (faculty only)	Dr. Marcela Trevino
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	10/5/2018
Current course prefix, number, and title	BSC1010 Biological Science I
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	10/15/2018
Academic Dean or Interim Provost for Academic Affairs	Dr. Martin McClinton	10/15/2018

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Angus Cameron, Lisa Hermann, Christina Ottman, Peggy Romeo, Marcela Trevino

Section II, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	
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?	
Change of School, Division, or Department	
Change to course prerequisite(s) and minimum grade(s)	
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*

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Explain how the special properties of water make life possible.
- Explain the role of energy transfer in biological processes.
- Relate the structure of biological membranes to their functions.
- Explain how cells store and use genetic information.

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

- Describe basic atomic structure and its role in the formation of chemical bonds.
- Interpret the laws governing inheritance.

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 *Science*.

- Describe the characteristics of living organisms.
- Describe basic atomic structure and its role in the formation of chemical bonds.
- Relate chemical bonds to the structure of the major biomolecules.
- Explain how the special properties of water make life possible.
- Compare and contrast the structure and function of prokaryotic and eukaryotic cell components.
- Explain the role of energy transfer in biological processes.
- Describe the function of enzymes and enzyme inhibitors in biochemical reactions.
- Relate the structure of biological membranes to their functions.
- Identify mechanisms involved in cell communication and response to stimuli.
- Explain how photosynthetic organisms convert light energy to chemical energy.
- Explain how cells convert chemical energy in fuel molecules into useable energy.
- Explain how cells store and use genetic information.
- Explain how prokaryotes and eukaryotes regulate gene expression

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18

- Explain the cellular life cycle including DNA replication, cell division and control mechanisms.
- Summarize how genetic information is passed from one generation to the next during reproduction.
- Interpret the laws governing inheritance.

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.	
No	

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 - There is an imbalance in the GenEd competencies currently assessed in the courses offered by the Science Department. This proposed action seeks to expand the GenEd

competencies assessed by this course, while contributing to their diversification for the Science courses as a whole.