

Curriculum Committee



Change of Course Proposal

School or Division	School of Pure and Applied Sciences
Program or Certificate	
Proposed by (faculty only)	Christina Ottman
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	10/3/2018
Current course prefix, number, and title	BSC 1011 General Biology II

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

Approve  Do Not Approve

May R. Myers  
Curriculum Committee Chair Signature

12/11/18  
Date

Approve  Do Not Approve

[Signature]  
Intermim Provost for Academic Affairs Signature

12-12-18  
Date

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

Reviewed

Barbara D. Milay  
Office of Accountability & Effectiveness Signature

1-4-19  
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 Intermim Provost for Academic Affairs' Office.

<b>Term in which approved action will take place</b>	Fall 2019
<b>Provide an explanation below for the requested exception to the effective date.</b>	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean and Intermim Provost for Academic Affairs prior to submission to the Dropbox.</b>		
<b>Dean</b>	<b>Signature</b>	<b>Date</b>
<b>Intermim Provost for Academic Affairs</b>	<b>Signature</b>	<b>Date</b>
Dr. Eileen DeLuca		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Dr. Peggy Romeo	10/15/2018
<b>Academic Dean or Intermim Provost for Academic Affairs</b>	Dr. Martin McClinton	10/15/2018

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Christina Ottman Peggy Romeo Jessica Slisher

**Section II, Proposed Changes**

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	
<b>Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Provide justification for the proposed prerequisite(s).</b>	
<b>Change to course title</b>	
<b>Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)</b>	
<b>Change of School, Division, or Department</b>	
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	
<b>Change to course co-requisites</b>	
<b>Provide justification for the proposed co-requisite(s).</b>	
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	
<b>Change to course credits or clock hours</b>	
<b>Change to contact hours (faculty load)</b>	
<b>Are the Contact hours different from the credit/lecture/lab hours?</b>	
<b>Change to grade mode</b>	
<b>Change to credit type</b>	
<b>Change to course description (provide below)</b>	

<b>Change to general topic outline</b>

**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*: Communicate**

- Analyze and interpret the theory of natural selection and its role in evolution.
- Compare pre-zygotic and post-zygotic barriers to successful reproduction and examine their role in allopatric and sympatric modes of speciation.
- Calculate and analyze resource use by human populations and identify methods for lowering individual ecological footprints.

###### **2. Supplemental *General Education Competency or competencies*: Think**

- Evaluate the fossil, biogeographic, and genetic evidence that supports the theory of evolution.
- Examine the structure and characteristics of viruses and compare the differences and similarities between viruses and living cells.

##### **B. All Course Objectives/Standards**

- 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.
- 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

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

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.

**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

<b>Impact of Change of Course Proposal</b>	
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.	
Changes recommended during departmental meeting	

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

**Section IV, Justification for proposal**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
Information Item - We are changing our focus on the course competencies to better reflect the diversity of competencies covered by this course, instead of the more traditional competencies usually associated with the science courses.