

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number BIOL 101 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

This is an application to have this course added to the Life and Physical Sciences menu of the ACU General Education curriculum. See the attached application and syllabus.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
③	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	09/09/2022 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for Life and Physical Sciences Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Life and Physical Sciences Description

Courses within this domain use the methods and models of the natural sciences to describe, explain, and predict phenomena in the physical world; they employ empirical evidence, scientific principles, and interactions among natural phenomena to understand the world around us.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	BIOL 101: Biology - Human Perspective
Terms offered:	Fall, Spring
Catalog description:	A conceptual investigation of biological principles from the human perspective - including historical, theoretical, ethical, and practical aspects. May be used to satisfy Science University Requirements. For non-biology majors.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	BIOO 101
Other general education menus on which the course appears or you are applying for:	None

Prerequisites

The council understands that many of the courses on this menu will have corequisites and that the second course in a sequence may also have a prerequisite.

1. Is the course a lower-division (100- to 200-level) course in astronomy, biology, chemistry, physics, agricultural science, environmental science, or geology?
☒ Yes ☐ No

If yes, continue to 2. If no, please explain how this course meets the description of life or physical sciences above. Applications for courses originating in other disciplines will be considered.

2. Does the course have more than one prerequisite and/or more than one corequisite?
☐ Yes ☒ No

If no, continue to 3. If yes, please explain why an exception should be made to include this course in the Life and Physical Sciences menu.

3. If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

This course is a survey of basic biology topics for students who are not biology majors.

Relevant Outcomes

- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.
- C3: Interpret mathematical and/or logical models such as formulas, graphs, tables and schematics, and draw inferences from them; and
- C4: Integrate new data into their existing knowledge.

Describe how the course meets the C2 outcome (100 words or less).

In this course, students learn the basics of the scientific method. This involves learning how data are generated, analyzed, and reported. Once students have a basic understanding of scientific data, they learn how to draw general conclusions from and about research.

Describe how the course meets the C3 outcome (100 words or less).

Students are exposed to many tables and diagrams in this course. They are asked to interpret and make inferences from these tables and diagrams.

Describe how the course meets the C4 outcome (100 words or less).

In this course, students are taught that science is a tool for understanding the natural world. Scientific data and conclusions are never 'set in stone,' but are ever-evolving as more information is gained. Therefore, students learn that science is a constant process of integrating new information into their existing knowledge.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome C2	Final Comprehensive Exam
Outcome C3	Final Comprehensive Exam
Outcome C4	Final Comprehensive Exam

Please use the following rubric to perform assessment each year.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome C3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interpret mathematical and/or logical models such as formulas.	Little to no demonstrated ability to interpret relationships and/or data in models.	Demonstrates ability to interpret relationships and/or data in models.	Exceptional ability to interpret relationships and/or data in models.

Student Learning Outcome C4

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Integrate new data into their existing knowledge	Shows little to no grasp of new information and/or does not demonstrate adequate connection to previous learning.	Grasps new information and makes connections to previous learning.	Exceptional grasp of new information and/or demonstrates outstanding ability to connect to previous learning.

Abilene Christian University
Department of Biology
BIOL 101.W1: Biology - Human Perspective

3 credit hours

Meeting Time: Online

Meeting Place: Online

Spring 2022

Instructor: Zachary Hoover, PhD

E-mail: zlh99a@acu.edu

Emails are always welcome and will generally be answered the same day.

Mission Statements:

ACU Mission Statement: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College of Arts & Sciences Mission Statement: The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Department of Biology Mission Statement: The mission of the biology department is to educate students for Christian service and leadership by preparing them to become biological scientists, pre-college teachers, and health-care professionals.

Catalog description: BIOL 101 Biology - Human Perspective: A conceptual investigation of biological principles from the human perspective - including historical, theoretical, ethical, and practical aspects

Recommended text (not required): Presson, J. & Jenner, J. (2008). *Biology: dimensions of life*. 2008. McGraw Hill. 1st ed. ISBN 9780072952674.

Synopsis, Anticipated Outcomes, and Competency Measures: Studying biology in the context of humans allows for an understanding of science in a personal way since everyone has experience with the human body. This is also an opportunity for students to understand future healthcare issues and decisions as well as being informed citizens. It also allows for students to recognize how their actions as humans influence the natural world. Course competencies include demonstrated knowledge and understanding of human biology at the 1) DNA and cellular level, 2) genetic level, 3) systems level, and 4) how humans interact with the rest of the world. Competency will be assessed by performance on group discussions, assignments, quizzes, and exams as outlined in this syllabus.

Course Schedule: (all course components/instructions provided in Canvas)

Week		Activity
January	10	Introductions Discussion / Module 0: Orientation to Canvas Module 1: The Framework of Biology
	17	Module 2: Life is Cellular: Cell Structure and Function
	24	Module 3: The Master Molecule of Life: DNA: Structure and Function Assignment 1 Due
	31	Module 4: Life Renews Itself: Reproduction of Cells Exam 1
February	7	Module 5: Rules of Inheritance: Classical Genetics Module 6: Biotechnology
	14	Module 7: The Biology and Treatment of Cancer Module 8: Life Evolves: Darwin and the Science of Evolution
	21	Module 9: All Life is Related: Understanding Biological Diversity Module 10: Prokaryotes, Single-Celled Eukaryotes, and Algae
	28	Module 11: Fungi, Plants, and Animals Exam 2
March	7	Module 12: Senses, Nerves, Bones, and Muscles
	14	<i>Spring Break, no assignments due</i>
	21	Module 13: Nutrition and Digestion
	28	Module 14: Circulation, Respiration, and Excretion
April	4	Module 15: Hormones, Reproduction, and Early Development
	11	Module 16: The Immune System and Emergent Diseases Exam 3
	18	Module 17: Ecology: Populations and Communities
	25	Module 18: Ecosystems and Biomes Module 19: Impact of Humans on Earth Assignment 2 Due
May	2	Final Exam (Comprehensive), To be completed by May 6th, 11:59 p.m.

Assessments and Grading:

Assessment	% of grade
Quizzes	20
Exam 1	15
Exam 2	15
Exam 3	15
Final exam	25
Assignments	5
Participation	5

Quizzes: There will be 20 quizzes over the course of the semester. The first quiz will cover Module 0 (Orientation to Canvas). The following 19 quizzes, one for each lecture module, will be available on the week listed in the syllabus. Each of these 19 quizzes will consist of 10 questions, and will have a 10-minute time limit. I will drop your three lowest quiz scores. Please note the due date for each quiz. Quizzes cannot be taken late.

Participation: Participation will be evaluated based on responses to graded discussions over the course of the term. Additionally, there is a very easy one-question quiz over the Respondus Lockdown Browser which contributes to your participation grade. Please note the due date for each component. Components cannot be submitted late.

Assignments: There will be two outside-of-Canvas assignments. Topics and requirements will be announced on Canvas. These will be relatively small assignments, likely taking less than two hours to complete. Please note the due date for each assignment. Assignments will not be accepted late.

Exams: There will be three exams and one comprehensive final. You are required to use Respondus Lockdown Browser with webcam monitoring for all exams. *Webcam monitoring requires a PC or Mac, iPads and Chromebooks will not work.* Exams 1-3 will contain approximately 50 questions, and will have a one-hour time limit. The final exam will be comprehensive, and will contain approximately 100 questions with a two-hour time limit. Please keep in mind that I can hear and see everything you do while taking your exams. Cheating students will receive a zero for their exam grade and may be dropped from the class. Students must take exams on a computer with a working webcam and microphone (not an iPad). Please note the due date for each exam. Exams cannot be taken late.

A successful student in this course will:

- Check Canvas regularly be mindful of due dates.
- Participate in discussions.
- Carefully review lecture powerpoints and ask questions when the material is unclear.
- Be familiar with the syllabus and class expectations.
- Know the date of the upcoming exam and prepare for it in advance.
- Understand that exam questions can be taken from anything that is said in discussions or in the lecture powerpoints.
- Study the lecture powerpoints.
- If, after reading and studying, you do not understand any topic discussed, please feel free to contact me via email or through Canvas discussions/chat.

ADA Compliance Statement: “Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call [the Alpha Scholars Program] office directly at (325) 674-2667.”

Academic Integrity and Honesty Policy: All forms of academic dishonesty will not be tolerated. For a full explanation of the definitions of academic dishonesty and of consequences of academic integrity violations, see

<http://www.acu.edu/academics/provost/documents/AcademicIntegrityPolicy.pdf>

Rationale for Policy

The most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

Definition of Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, homework assignments, assessments, examinations and

tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore, are a form of lying. Specific examples of academic dishonesty in this course include, but are not limited to, the following:

- Submitting for credit, in whole or in part, the work of others.
- Receiving, giving, or using unauthorized aid on an examination.
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submission of paper(s) or project(s) obtained from any source, such as a friend, research service, or club paper file, as one's own.
- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.
- Claiming credit for an attendance or service activity without attending or performing the activity.
- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.

Consequences of Breach

Academic dishonesty may result in, but is not limited to, the following:

- A first offense will result in a grade reduction (lowering the grade on the assignment in which academic dishonesty occurred and/or assigning an F for the final course grade).
- Should you be permitted to remain in the class after being found in violation of the academic integrity policy, you may also be required to retake the exam or an alternate exam, resubmit the course work, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.
- A second violation in a class will result in an automatic F in the course.
- All instances of academic dishonesty will be reported to Dean of the College of Arts and Sciences and the Dean of Students in the Student Life Office.

Appeal Process

If you would like to appeal a decision, then please follow this link to learn about how to file an appeal:

<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>