

Approval Chart for Curriculum Changes

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

Course Number BIOL 123 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 123, Introductory Biology II
Terms offered:	Fall, spring
Catalog description:	A consideration of the diversity of life, emphasizing organism classification, structure and function in plants and animals.
Course prerequisites:	A grade of "C" or better in BIOL 121 and BIOL 122.
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	none
Other general education menus on which the course appears or you are applying for:	

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.

Introductory Biology II is an entry-level biology course focusing on a breadth of biology topics. It's only prerequisites are the first-semester lecture and lab courses.

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).

Introductory Biology II is the second lecture course in a sequence of two entry-level biology lecture courses that various STEM majors take in order to move on to upper-level biology courses. The purpose of the course is to expose students to foundational biology content. Because the content is so broad, covering all major biology topics, it does not in any way skew towards a particular occupation or profession.

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 Introductory Biology II, students routinely encounter quantitative data in their textbook, on in-class worksheets, and during summative assessments. Students are required to interpret and think critically about these data.

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

In Introductory Biology II, students are presented quantitative data in the form of graphs, tables and charts and are required to interpret and apply these data. Students are occasionally required to solve mathematical formulas.

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

Course material is largely cumulative and builds upon itself. As students gain new knowledge throughout the semester, they must integrate it with previously acquired knowledge in order to answer critical thinking questions on in-class worksheets and assessments. We intentionally include questions on in-class worksheets that require students to integrate 'old' and 'new' 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 exam
Outcome C3	Final exam
Outcome C4	Final 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
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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.
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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.

Course Syllabus for Introductory Biology II

BIOL 123 • Spring 2021

Course Description

- BIOL 123, Introductory Biology II (3-0-3); fall, spring. A consideration of the diversity of life, emphasizing organism classification, structure and function in plants and animals. Corequisite: BIOL 124. A grade of “C” or better must be achieved to enroll in subsequent Biology courses. May be used to satisfy University Requirements.
 - Important: if you drop lecture at ANY point during the semester, you will automatically be dropped from lab.

Prerequisites: A grade of “C” or better in BIOL 121 and BIOL 122.

When and Where

- MWF 8:00-8:50 AM, Halbert-Walling Research Center (HAL), Room 101

People

- Professor: Dr. Rebecca Hunter, Associate Professor of Biology
 - Office: HAL 228; 674-2182
 - Office hours: T 12-4; W 12-2
 - Link to office hours calendar:
<https://calendar.google.com/calendar/selfsched?sstoken=UUpoRF84MjE1MmYwfGRIZmF1bHR8Njg2NjczOGRiZDkxMTE1M2IxZTUyMWNjOGZkYjRkZTE>
 - Email: Rebecca.Hunter@acu.edu
 - E-mails are welcome at any time and can be used to schedule appointments outside office hours.
- SI (supplemental instruction) tutor: Sydney Rubey, senior biology major
 - Email: smr16c@acu.edu

Mission Statements

- *ACU*: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.
- *College of Arts and Sciences*: 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.
- *Biology Department*: The Department of Biology educates students for Christian service and leadership by preparing them to become biological scientists, pre-college teachers, and health care professionals.

What You Need for this Class

- Text: Biology, 11th edition, by Solomon et al.

- iPad; must be able to run the LockDown Browser app

Purpose

- Introductory Biology II is a science majors course for students interested in a career in health care, biology research or biology teaching. This course provides an introduction to the evolution, classification, diversity, structure and function of living organisms.

Anticipated Outcomes and Competency Measures

- Students will demonstrate knowledge and understanding of the diversity of life, structure and function of plants and animals, and phylogenetic concepts and applications. Competency in this biological knowledge will be assessed by weekly in-class quizzes, three lecture exams throughout the semester, and a cumulative final exam.

Lecture Schedule*

Week of	Topics and Major Events
Jan. 11	Syllabus; Ch. 23 - Understanding Diversity: Systematics
Jan. 18	<i>No class Mon. - MLK Holiday</i> Ch. 24 - Viruses
Jan. 25	Ch. 25 - Bacteria and Archaea; Ch. 26 - Protists
Feb. 1	Ch. 26 - Protists Ch. 27 - Seedless Plants
Feb. 8	Ch. 28/37 - Seed Plants and Reproduction in Flowering Plants Test 1 - Wed. Feb. 10 Ch. 28/37 - Seed Plants and Reproduction in Flowering Plants
Feb. 15	Ch. 33 - Plant Structure, Growth, and Development; Ch. 34 - Leaf Structure and Function; Ch. 35 - Stem Structure and Function
Feb. 22	Ch. 36 - Roots and Mineral Nutrition; Ch. 29 - The Fungi
Mar. 1	Ch. 29 - The Fungi; Ch. 30 - An Introduction to Animal Diversity
Mar. 8	<i>No classes - Spring Break</i>
Mar. 15	Ch. 31 - Sponges, Cnidarians, and Protostomes Test 2 - Wed. Mar. 17 Ch. 31 - Sponges, Cnidarians, and Protostomes
Mar. 22	Ch. 32 - The Deuterostomes; Ch. 22 - The Evolution of Primates
Mar. 29	Ch. 22 - The Evolution of Primates; Ch. 39 - Animal Structure and Function <i>No class Fri. - Good Friday Holiday</i>
Apr. 5	Ch. 40 - Protection, Support, and Movement; Ch. 41 - Neural Signaling

Apr. 12	Ch. 42 - Neural Regulation; Ch. 43 - Sensory Systems; Ch. 44 - Internal Transport
Apr. 19	Ch. 44 - Internal Transport Test 3 - Wed. Apr. 21 Ch. 45 - The Immune System
Apr. 26	Ch. 46 - Gas Exchange; Ch. 47 - Processing Food and Nutrition; Ch. 48 - Osmoregulation and Disposal of Metabolic Wastes; Ch. 49 - Endocrine Regulation
May 3	Final Exam - Fri. May 7 - 8:00-9:45 AM

*We reserve the right to modify the course schedule if necessary.

Attendance and Participation

- Attendance will be taken each class starting at 8 a.m. If you are not in your seat by the time the attendance person gets to your seat on the seating chart, but arrive by 8:20, you will be counted tardy. If you arrive after 8:20, you will be counted absent. Three tardies are equivalent to one absence.
- If you are absent for an excused reason (see explanation below under 'Make-up tests...'), you have up to one week to get approved documentation to me. I will not change absences from unexcused to excused after the one week time period has elapsed.
- If you accumulate **nine absences** during the semester, whether excused or unexcused, you will be dropped from the course with a withdraw failing (WF) grade.
- I reserve the right to count you absent for the day if you are distracting in class to me or other students (talking, sleeping, using your device for non-class activities, etc.).
- Attendance points:

0-1 absences	40 points
2 absences	36 points
3 absences	32 points
4 absences	28 points
5 absences	24 points
6 absences	20 points
7-8 absences	0 points
9 absences	drop with 'WF'

Grades and Exam Policies

- Your grade will be based on in-class Canvas quizzes, three lecture exams, a **comprehensive** final exam, and an attendance grade.

- There will be an in-class quiz **EVERY WEDNESDAY** (except test days) taken on Canvas; **the two lowest quiz grades will be automatically dropped by Canvas**. You will need your iPad in class to take these quizzes. The purpose of these quizzes is to ensure that you are keeping up with the assigned readings and studying lecture notes regularly. As such, quiz questions will be taken from the reading material and from anything we talk about during lecture.
 - Quiz format will be multiple choice and occasionally T/F.
 - Each quiz will consist of 5 questions (worth one point each) and will be timed (5 minutes). Quizzes will 'open' after class for review.
 - Because two drops are given, there are **NO make-up quizzes**.
- Lecture exams will cover assigned reading material from the textbook and lecture material (information from the lecture notes and anything else covered in class) and will be similar in format to quizzes.
 - Each exam will consist of 50 questions (worth two points each) with the exception of the final exam, which will consist of 100 questions (worth two points each).
 - Lecture exams will be taken in class in Canvas using LockDown Browser; a fully charged iPad is required for exams. **Due to space restrictions, laptops may not be used for any in-class exams.**
- Make-up tests will be given only to those who provide prompt (either before the test or by the next class meeting) and documented excuses for 1) illness (requires doctor's note covering the date and time of the absence), 2) death in immediate family (parents, siblings, grandparents; documentation required), or 3) official university business (with appropriate approvals).
- The final will not be given early to any student for any reason. In order to make-up the final, you must have talked to me BEFORE missing the final so that we can make arrangements; and it must be for one of the three reasons listed above (you must have documentation!!). Under those circumstances, you may take the final late but will receive an incomplete (I) for the semester.
- Grades will be updated regularly in Canvas.

Category	Point Scale	Percentage
Lecture exams	100 points each	60%
Quizzes	5 points each	15%
Final exam	200 points	20%
Attendance	40 points	5%

- Grade scale
 - A: $\geq 90\%$
 - B: $\geq 80\%$
 - C: $\geq 70\%$
 - D: $\geq 60\%$
 - F: $< 60\%$

My Recommendations for How to Succeed in this Class

- Read the assigned textbook sections **prior** to coming to each class. For each reading, there will be assigned review questions from the book that will help you understand what you are reading.
- Study every day!! Be repetitive; study the same information over and over. Don't just read over or rewrite the information, force yourself to recall it from memory.
- Take the practice quizzes on Canvas after you have studied the material covered on each quiz. These quizzes are a way for you to gauge how well you know the material.
- Attend two SI sessions each week.
- Powerpoint lectures will be available prior to each lecture, from the 'Files' section in Canvas. Print or download lecture notes, bring them to class and take notes on them during class (Notability is great for this). Anything mentioned in class is fair game for the tests, not just what is printed on the powerpoint slides.
- Pay attention and listen during class.
- Resist the temptation of technology.
- Check your email regularly. Email is considered to be an official form of communication by the university, so you are responsible for any information sent via email just as if I had said it in class.

Dress Code

- From the ACU student handbook: "All students, faculty, and staff are expected to dress with Christian appropriateness. Dress should be modest." If your attire does not comply, you will be asked to leave class and will not be able to attend that day. See ACU's full dress code policy here:
<http://www.acu.edu/community/offices/administrative/dean-of-students/policies/general-university-policies.html#dress>

Accommodations

- 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. ACU's Alpha Scholars Program facilitates specific accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars and 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 email alpha@acu.edu, or call their office directly at 325-674-2667.

CAS Academic Integrity Policy

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.
 - Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.

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 the 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/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html>

Anti-Harassment Policy

- As a professor, one of my responsibilities is to help create a safe learning

environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Faith and Inquiry

- As with all areas worthy of inquiry, material in this course will challenge your understanding of the world (i.e. challenge your worldview). In particular, we hope to strengthen the connection between your spiritual and scientific understandings of the world around you. Our theme verse for the semester is from Romans 1:20: *"For since the creation of the world God's invisible qualities, his eternal power and divine nature, have been clearly seen, being understood from what has been made, so that people are without excuse."*