

Approval Chart for Curriculum Changes

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

Course Number BIOL 124 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.

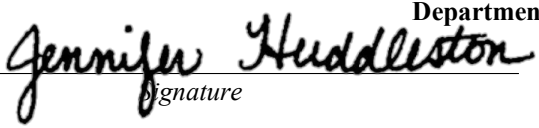
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

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 124, Introductory Biology II Lab
Terms offered:	Fall, spring
Catalog description:	Laboratory experiences considering the diversity of life.
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 lab 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 lab is the second lab course in a sequence of two entry-level biology lab 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).

During weekly lab procedures, students observe biological phenomena and generate and analyze quantitative data through experimentation. Students are required to interpret and

think critically about these data for their weekly lab report forms. Additionally, students conduct a novel research project with their lab team throughout the semester, which requires them to do background research and tie their experimental results to results from previously published peer-reviewed scientific papers.

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

For weekly lab report forms, students are required to present the quantitative data that they generate in the form of a table and/or graph. At times they are required to convert raw data into more meaningful values through the use of 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 questions on lab report forms and most effectively analyze and interpret their data.

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 research project
Outcome C3	Final research project
Outcome C4	Final research project

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.

Course Syllabus for Introductory Biology II Lab

BIOL 124 • Spring 2021

Course Description

- BIOL 124, Introductory Biology II Lab (0-3-1); fall, spring. Laboratory experiences considering the diversity of life. Corequisite: BIOL 123. A grade of “C” or better must be achieved to enroll in subsequent Biology courses. May be used to satisfy University Requirements. Course fee.
 - Important: if you drop lab at ANY point during the semester, you will automatically be dropped from lecture.

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

Where and When

- Halbert-Walling Research Center (HAL), Rooms 246, 252, and 258
- Sections L1-L3: Mondays 12:00-2:50 pm
- Sections L4-L5: Mondays 3:00-5:50 pm

Lab Instructor

- 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.

Teaching Assistants (TAs)

- Each lab section will have one or two TAs
- Role of TAs: The primary role of your TA is to enhance the experience you have DURING lab by helping to keep lab teams on task, answer questions and troubleshoot problems that arise during observations or experiments. Outside of lab, when you have questions, you should email Dr. Hunter. If you email your TA instead, they will forward the email to me. The lab TAs will also serve as tutors and will be available to help with lecture and lab content; I highly recommend you take advantage of this valuable resource!

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

- iPad with the following apps
 - Canvas, by Instructure Inc. (free)
 - Notability, by Ginger Labs (\$9.99)

Purpose

- Introductory Biology II Laboratory is a science majors course designed to serve as an introductory biology laboratory experience for students interested in a career in health care, biology research or biology teaching. Throughout the semester, students will use the process of science to enhance their understanding of the biological concepts presented in Introductory Biology II lecture. Concepts include 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 pre- and post-lab quizzes, and team-based lab report forms.
- Students will become proficient working in lab teams as they master the components of the scientific method. Each week students will work together to carry out observations and/or perform experiments. Weekly lab reports will be written following scientific paper format. Competency in the process of science, including the critical aspect of teamwork, will be assessed by team-based lab report forms, and an end-of-semester participation grade.
- Students will gain experience in scientific writing by writing a one-page paper over Lab 10, 'Animal Nervous Systems'. This paper will be written individually by each student, and will follow the format of a peer-reviewed scientific paper. Students will participate in the peer-review process by submitting a rough draft of their paper for feedback. Competency in scientific writing will be assessed by the rough draft assignment and final paper submission.
- Students will engage in critical and integrative thinking during post-lab reflection exercises. These reflections will include a spiritual component that will help students integrate faith and learning. Competency in critical thinking and integrating faith and science will be assessed by weekly post-lab quizzes.

Lab Schedule*

Lab	Week	Topic
1	Jan. 11	Syllabus; Tree Thinking
	Jan. 18	No Lab - MLK Holiday
2	Jan. 25	Phylogeny Reconstruction
3	Feb. 1	Prokaryotes
4	Feb. 8	Eukaryotic Diversification
5	Feb. 15	Ancestral Reconstruction in Plants
6	Feb. 22	Communication and Responses in Plants
7	Mar. 1	Fungi
	Mar. 8	No Lab - Spring Break
8	Mar. 15	Animal Diversification
9	Mar. 22	Human Evolutionary Origins
10	Mar. 29	Animal Tissues and Development
11	Apr. 5	Animal Nervous Systems
	Apr. 12	No Lab - Lab Report 1st Draft Due
12	Apr. 19	Internal Transport
13	Apr. 26	Homeostasis: Resource Uptake and Disposal; Lab Report Final Draft Due by Fri. 30th 11:59 PM

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

Assignments and Grades

- Pre-lab quizzes
 - Thirteen pre-lab quizzes will be taken throughout the semester at the beginning of each lab period. These quizzes will cover content in the pre-lab assignment (pre-lab reading + any videos). Students will have access to pre-lab assignments starting at 12:01 a.m. each Thursday morning.
 - All quizzes will be taken in lab via Canvas **using an iPad** and will be timed with automatic grading. Pre-lab quizzes will begin at 12:02 p.m. for noon labs, and at 3:02 p.m. for labs that begin at 3 p.m. Seven minutes will be allotted for each quiz; thus, they will automatically close at 12:09 p.m. or 3:09 p.m. **If you get to lab after 12:09 p.m. or 3:09 p.m., you will not be allowed to take the pre-lab quiz.**
 - Quizzes will include ten questions (multiple choice or T/F) worth one point each. Grades will be available immediately. However, correct answers will only be available after 11:59 p.m. each Tuesday night for a one-week period.

- An iPad is required in lab for pre-lab quizzes. Any student that comes to lab without one, but has another electronic device that he/she could use for the quiz (e.g. laptop; iPhone), will be allowed to take the quiz with a penalty. Two points will be subtracted from that quiz grade for not having the proper lab equipment.
- **Important:** To ensure that each team member comes to lab adequately prepared, a 3 or higher must be scored on each pre-lab quiz in order to receive credit for that pre-lab quiz. A score below 3 indicates that a student has not spent adequate time preparing for lab; this is unfair to the student's lab team members. **Thus, any pre-lab quiz grade that is below 3 is equivalent to a zero, and pre-lab quiz grades of 1 or 2 will automatically be changed to zeros.**
- Post-lab quizzes
 - Thirteen post-lab quizzes will be taken outside of lab on Canvas throughout the semester. Each post-lab quiz will consist of five short answer questions worth two points each. These questions will cover lab material as well as a short post-lab reading that includes a spiritual reflection. The post-lab reading document and quiz will be available by 6 p.m. on the day of lab, and the quiz must be completed by 11:59 p.m. each Wednesday night.
 - Post-lab quizzes will be timed (25 minutes) and should be completed **INDIVIDUALLY**. Use your own words; TAs will check carefully for similarity in answers between and among lab sections!
 - Grades and TA comments will be available on Canvas for each post-lab quiz approximately one week after a quiz was taken.
 - **For both pre-lab and post-lab quizzes, once a particular question has been answered in Canvas, you will not be able to return to that question; questions are locked once an answer has been submitted.**
 - **In the rare event that a student has technical difficulties in Canvas that prevents completion of a quiz, they must document the issue with either a screenshot of the problem or a letter/email from Team 55 in order to receive an extension or redo for that quiz.**
- Lab reports
 - A team lab report will be completed during each lab. Each lab team member will have specific responsibilities for completing certain sections of the lab report (see '[Group Roles](#)' document). Lab reports must be completed during lab and turned in prior to leaving lab each week. Each lab report will be graded on a 50-point scale.
 - Grades and TA comments will be available on Canvas for each lab report approximately one week after completion.
- Major lab report
 - An **individual one-page scientific lab report** will be written during the semester over the 'Animal Nervous System' lab (Lab 10) (see '[Writing a Lab Report](#)' document). All components of a scientific lab report (introduction, methods, results and discussion) will have been thoroughly

covered and practiced by the time Lab 10 occurs. The rough draft of this lab report is due Apr. 12th (note that there is no lab that week). TAs will provide feedback on the rough draft, and the final draft will be due on Apr. 30th. The lab report will be graded on a 100-point scale.

- **Lab report rubric**

Sections	A	B	C	D	F
Title (6 pts)					
Descriptive title (4 pts)	4	3.4	3	2.6	0
Names of team members, professor, and lab section (2 pts)	2	1.7	1.5	1.3	0
Introduction (18 pts)					
Background information (with relevant outside source(s)) (6 pts)	6	5.1	4.5	3.9	0
Hypothesis/prediction from experiment 1 (alpha vs. beta waves during eyes open vs. eyes closed) (6 pts)	6	5.1	4.5	3.9	0
Hypothesis/prediction from experiment 2 (alpha waves only during eyes closed (control), mental math, hyperventilation and eyes open) (6 pts)	6	5.1	4.5	3.9	0
Methods (14 pts)					
Experimental design clear and not excessively detailed (8 pts)	8	6.8	6	5.2	0
Variables correctly identified, controls stated (4 pts)	4	3.4	3	2.6	0
Correct format (past tense and first person ('we')) (2 pts)	2	1.7	1.5	1.3	0
Results (14 pts)					
Written description of results from both experiments (8 pts)	8	6.8	6	5.2	0
Tables/figures referred to in text (2 pts)	2	1.7	1.5	1.3	0
Correct labeling of tables/figures (descriptive legend/title) (2 pts)	2	1.7	1.5	1.3	0
No interpretation of results, only reporting (2 pts)	2	1.7	1.5	1.3	0
Discussion and Conclusion (22 pts)					
Do the data support the hypothesis? (6 pts)	6	5.1	4.5	3.9	0
Correct interpretation of results from both experiments (8 pts)	8	6.8	6	5.2	0
Comparison of data with previously published information (8 pts)	8	6.8	6	5.2	0
Literature Cited (12 pts)					
Literature is cited using the correct format (in text and in this section) (6 pts)	6	5.1	4.5	3.9	0
At least two peer-reviewed citations (6 pts)	6	5.1	4.5	3.9	0
Writing and Formatting (14 pts)					
Acceptable grammar and sentence structure (8 pts)	8	6.8	6	5.2	0
Proper format (not exceeding one page, close to 10 pt font and 1-inch margins) (6 pts)	6	5.1	4.5	3.9	0
TOTAL (out of 100 points)	100	85	75	65	0
Notes: dependent variables: EEG waveforms (amplitude and/or frequency of alpha and beta waves); independent variables (eyes open/closed, mental math, hyperventilation); control: eyes closed					

- **Participation**

- Apart from acquiring knowledge and engaging in the scientific process, this lab experience should also improve your ability to work with others, and better tolerate differences in others. The other students in your lab team will vary in personality, in the ways they process information, and in the skills they bring to the lab environment. Successful lab team members will work well with all team members despite these differences, and will be prepared and active participants EVERY week.

- At the end of the semester, each team member will evaluate all other team members using a Google Forms version of the '[Peer Evaluation Form](#)' (provides a detailed explanation for how points are awarded). For any one team member, the points from the other two or three team members will be averaged to determine that team member's grade. The lab instructor and TAs will also weigh in on this grade. Points are awarded on a ten-point scale.
- Grades will be updated regularly on Canvas
 - Individual grades:
 - Pre-lab quizzes: 25%
 - Post-lab quizzes: 25%
 - Major lab report: 10%
 - Participation: 10%
 - Lab team grades:
 - Weekly lab reports: 30%
 - **There are NO dropped grades**
- Grading policies
 - TAs will grade post-lab quizzes, weekly lab reports and the research project rough draft. The lab instructor and the TAs will grade the research project poster presentation. To minimize grading discrepancies, TAs will grade different students each week, thus, the same TA will not grade your work throughout the semester.
 - Any questions about how a quiz or lab report was graded should be taken to Dr. Hunter.
 - IMPORTANT: Any grading concerns must be brought to the lab instructor's attention within **ONE WEEK** of when the assignment is returned to the student. After this time, grades **WILL NOT** be changed for any reason.
- Grade scale
 - A: $\geq 90\%$
 - B: $\geq 80\%$
 - C: $\geq 70\%$
 - D: $\geq 60\%$
 - F: $< 60\%$

Weekly Lab Schedule for Monday labs

- **Sunday:** Continue pre-lab assignment
- **Monday:** Attend lab at noon or 3 p.m.
 - Take pre-lab quiz at the beginning of lab
 - Complete lab report by the end of lab
 - Begin post-lab assignment after lab, starting at 6 p.m.
- **Tuesday:** Continue to work on post-lab assignment
- **Wednesday:** Take post-lab quiz by 11:59 p.m.
- **Thursday:** Begin pre-lab assignment for next lab
- **Friday:** Continue pre-lab assignment

- **Saturday:** Continue pre-lab assignment

Lab Safety

- Nitrile (non-latex) gloves and goggles will be provided for you.
- You will provide your own lab coat (available in the ACU Campus Store) that will be kept in the lab throughout the semester.
- Food and drinks are NOT ALLOWED in lab. Drinks in closed-lid containers (water bottles, etc.) may be kept inside bags but may not be out on lab tables.
- Bags are to be tucked away under your lab table or along the side of the room.
- iPad safety: For some lab weeks, 'zip-lock' bags may be used to keep iPads completely covered while in the lab to prevent release of chemical and biological contamination outside of the lab. Instructors will provide bags as necessary.

Attendance

- You must let your instructor know **ahead of time** (via email) if you are going to miss a lab, but you will not be able to make up missed lab experiments. Missing lab for an unexcused reason will result in a zero for that lab's report form and pre-lab quiz grades.
- If you must miss a lab *for a university-approved reason and have made prior arrangements with your instructor*, you will be allowed to do a lab make-up. A lab report will still be completed by your lab team during lab, but you will not receive this grade.
 - Instead, you will be able to drop the lab report form grade with no penalty if you attend a tutoring session with an Introductory Biology I lab TA **within one week following the latest date in the excused time period.** The tutoring session will involve going over specifics of the missed experiment and filling out whatever portions of the lab report form can be completed without actually performing the experiment. *Failure to meet with a tutor to make up the missed experience within one week will result in a zero for the lab report and pre-lab quiz grade.*
 - Your pre-lab quiz will be dropped if you attend a make-up session.
 - You will be allowed to take the post-lab quiz late, after you have completed the lab make-up.
- The following are university-approved reasons to miss lab:
 - Illness (requires doctor's note covering the date and time of the absence)
 - Death in immediate family (parents, siblings, grandparents; documentation required)
 - Official university business (with appropriate approvals)
- You may NOT attend a lab that you are not enrolled in unless you have received special permission.
- If a student accumulates two unexcused absences, they will be dropped from lab (and lecture) with a 'WF'.
- If a student accumulates three absences, through any combination of excused or unexcused absences, they will be dropped from lab (and lecture) with a 'W' or 'WF'.

- **Tardies:** If a student is not in their lab seat by the time the TA takes attendance, but arrives within 29 minutes of the start of lab, that student will be marked 'tardy' for that lab. Once a student accumulates two tardies, they will receive one unexcused absence.
 - If a student arrives 30 minutes or more late to lab, they will be counted absent for that day (unless they have appropriate documentation excusing them) and will receive a zero on the lab report form.
- **Leaving lab early:** If a student has to leave lab early for any reason (excused or unexcused), 30 minutes or more prior to the end of lab, they will either:
 - Receive a zero for the lab report form *if the reason for leaving is unexcused.*
 - Or they will have to make up the lab with a tutor (within a one-week period) in order to be able to drop the lab report form grade *if the reason for leaving is excused with appropriate documentation and prior approval by the instructor.*

Dress Code

- Because you will be handling dyes and chemicals this semester in lab, it is imperative that you dress safely. **Long pants and closed-toed shoes must be worn to every lab.** Essentially, no skin should be exposed below the waist. If you forget to wear long pants and/or closed-toed shoes to lab, I will provide you with some very attractive scrubs and/or booties for that lab period.
- 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 lab and will not be able to complete lab 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.
 - 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.
 - 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 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, 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, I hope to strengthen the connection between your spiritual and scientific understandings of the world around you. After each lab, you will read a post-lab document that will challenge you to think about how a particular topic in biology relates to your faith. I hope you encounter these writings with an open mind and an open heart; "...be transformed by the renewal of your mind" (Romans 12:2).