

Approval Chart for Curriculum Changes

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

Course Number BIOL 294 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)	
 _____ <i>Signature</i>	09/09/2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

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 293, Anatomy & Physiology II Laboratory
Terms offered:	Fall, Spring, Summer
Catalog description:	Laboratory study of topics covered in BIOL 292. For non-biology majors.
Course prerequisites:	BIOL 291, BIOL 293
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	BIOO 294
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.

Anatomy & Physiology II Laboratory is an entry-level biology course focusing on the relationships between the organ systems of the human body and how they maintain homeostasis. The only prerequisites are the foundational 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).

Anatomy & Physiology II Laboratory is the second lab course in a sequence of two entry-level biology lab courses that serve as a requirement for various health science majors. The purpose of the course is to understand how the different organs and structures interrelate with each other, and how they produce the physiological processes that compose the human body. There are several health sciences disciplines that benefit from this multidisciplinary course.

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 Anatomy & Physiology II Lab, students analyze quantitative data and published writing while preparing and writing laboratory assignments on weekly topics from the laboratory manual. The students are required to interpret and think critically about the assignments.

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

In Anatomy & Physiology II Lab, students are required to interpret data from graphs and tables and draw conclusions regarding the data from their laboratory manual. Students also calculate various equations.

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

In Anatomy & Physiology II Lab, the course is taught from a systemic approach and students must use prior taught information to integrate with new information to think critically and answer applicable and analytical questions on laboratory assignments.

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	Laboratory assignments
Outcome C3	Midterm & Final Exams
Outcome C4	Midterm & Final Exams

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.

"For you formed my inward parts; you knitted me together in my mother's womb. I praise you for I am fearfully and wonderfully made." Psalm 139:13-16

BIOL 294.L1, L2 Syllabus
Anatomy & Physiology II Lab HAL 140/146
W 1:00-3:15p
Fall 2022
Abilene Christian University

Catalog Course Description: Laboratory study of topics covered in BIOL 292. For non-biology majors. May be used to satisfy University Requirements. (1 hr. credit)

Course Overview: This course provides an introduction to the structure and function of the human body using experimentation, demonstrations, models, diagrams, and preserved specimens. This semester we will cover special senses, nervous, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Application exercises in the lab manual will facilitate critical thinking and integration of systems. Teamwork skills will be enhanced as you work with an assigned group. You are expected to work cooperatively with your lab groups to understand the material and active learning activities.

Course corequisite: Concurrent enrollment in Anatomy & Physiology II Lecture (BIOL 292) is *required*.

Nursing School Curriculum Requirement: A grade of "C" or better must be achieved in this course to satisfy ACU nursing school prerequisites.

Learning Outcomes:

- Teamwork
- Professionalism
- Preparation
- Communication skills
- Anatomic knowledge
- Application of knowledge
- Dissection skills

Instructor Information:

- Course Instructor: Kelly Washington, M.A., Associate College Professor of Biology
- Instructor Office: HAL 214
- Email: kcw21b@acu.edu, *email is the best way to contact me outside of class*
- Office Hours: F 1-3pm **or by appointment outside of these times. *Office hours may be conducted via Zoom or in person at your preference. Please indicate your choice when you book an appointment via <https://calendly.com/kcw21b/1/15min>
- Teaching Assistants: Hope Holt hvh19a@acu.edu

What You Need for this Class:

- *Required Text or eText: Laboratory Investigations in Anatomy & Physiology*, 3rd Edition, by Sarikas (may be used or rented)

- Notability, or good notes, 3 colors of expo markers, colored pencils
- **Technology requirement: A computer is HIGHLY recommended for this course since we will take online quizzes during EVERY class period. You must have regular access to a computer that is compatible with Lockdown Browser. LockDown Browser is not compatible with Linux, Windows 10S or Chrome Books. Here is the LockDown Browser website if you want more info; scroll down and look under 'System Requirements for LockDown Browser':**
<https://web.respondus.com/he/lockdownbrowser/resources/>

Additional Help

As a part of our course, you may choose to attend additional weekly sessions led by a TA called Bridging Opportunities to Nurture Educational Success (ie. BONES). These sessions are NOT required, but many students have found it essential for their understanding of the material and like to spend more time with the anatomical models. Anatomy and Physiology is a fast paced course, and it can be easy to fall behind. I encourage you to make it a priority to attend BONES as often as possible.

Grades and Exam Policies

Grades will be earned from the following categories with the indicated weight. The grades entered and tabulated in Canvas are for your convenience.

Quizzes (1 lowest quiz dropped)	40%
Midterm Practical Exam	22.5%
Final Practical Exam	22.5%
Lab Assignments	10%
Participation	5%
TOTAL	100%

Grading Scale:

A = 89.5 - 100%

B = 79.5 - 89.4%

C = 69.5- 79.4%

D = 59.5- 69.4%

F = ≤59.4%

Quizzes

- Each week we will have an in-class quiz with 10 questions from material from the previous lab. **ONE of these will be dropped.**
- The quiz format will be identification, labeling, matching, and short answer. Quiz

questions may be similar to lab assignment questions.

- Lab quizzes **CANNOT** be made up unless there is a university approved excuse or documentation for extenuating circumstances. (If you have an unexcused absence, this will be counted as your dropped quiz).

Practical Exams

- We will have two practical exams: a midterm exam and a final exam. Practical exams will consist of short answer type questions and will be mainly identification in nature. The midterm practical will cover information from the **first half** of the semester. The final practical will cover information from the **second half** of the semester. The final practical exam is NOT comprehensive.
- Each lab practical must be taken at the assigned lab time. Practicals MAY NOT be taken early. Make-up lab exams will be given only to those who provide prompt documented excuses for 1) illness (with doctor's note), 2) death in immediate family (parents, siblings, grandparents; documentation required), or 3) official university business (with appropriate approvals one week ahead). **Given the time involved in setting up practical exams, make-ups are at the discretion of the lab instructor and must be arranged ahead of time. Exam make-ups are not guaranteed!**

Participation

- Participation is necessary for your success and safety! Participation includes all of the following:
 - o Being respectful of the professor, TAs, and BONES leaders.
 - o Being present and on time.
 - o Wear appropriate lab attire.
 - o Come prepared to class.
 - o Working well with other lab members.
 - o Being able to answer questions during the lab.
 - o Proper laboratory conduct

Instructor reserves the right to deduct points for other participation problems

Lab Assignments

For each week you will submit a lab assignment summarizing the material covered in the day's lab. **Lab assignments are to be submitted before the end of the lab. NO late work will be accepted** unless there is an university excuse, and/or extenuating circumstances.

Dress Code and Safety Policies: *Lab coats, LONG pants, and closed toed shoes* must be worn at **EVERY** lab for your safety. This includes practical days. Professionalism is stated in the ACU dress code—dress as if you are going to work. “All students, faculty, and staff are expected to dress with Christian appropriateness. Dress should be modest.” For this class, we will use the campus policy—

<http://www.acu.edu/community/offices/administrative/dean-of-students/policies/general-u-niversity-policies.html#dress>.

NO caps or hoodies are to be worn. If your attire does not comply, you will be asked to leave the

lab to change and receive a zero for the quiz. If your attire does not comply, you will receive a deduction on participation points, a point deduction for an unexcused absence, and an email. If there is an exam, you may change clothes and return to complete the exam within the remaining time frame.

Bacterial, chemical, human blood, human urine, and preserved specimens will be used in this laboratory space. Food and drinks are to be left OUTSIDE of the classroom. Bags are to be placed under the tables in the cubicles.

Attendance Policy: Do not miss lab!!! You must let us know (via email) beforehand if you are going to miss lab, but you will not be able to make up missed work unless it is a university excused absence. If you are absent for a university approved excuse (i.e. athletics, documented illness, required quarantine due to COVID-19, etc.) you will be allowed to complete the missed lab assignment individually within one week of your return to class. ONLY STUDENTS WHO ARE ABSENT FOR THESE REASONS WITH DOCUMENTATION MAY JOIN OUR PRE-LAB LECTURE REMOTELY. **If you are absent more than twice, you will be dropped from the class with an F.** You may **NOT** attend a lab that you are not enrolled in.

Accommodations: Any student who may require special accommodations, assistance or awareness on our part is encouraged to make an appointment with Professor Washington so we can discuss the situation confidentially. 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. Go to <http://blogs.acu.edu/alpha/>. *This lab involves long periods of standing (up to 1 hour). Students who are not able to stand for long periods due to medical conditions should contact Alpha Academic Services to discuss any necessary accommodations.*

Anti-Harassment Policy: One of my responsibilities is to help create a safe learning environment at ACU. I will seek to keep any information you share with me private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators who can provide you with 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 at ACU's [policy](#).

Academic Integrity 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. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion.

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.

Please read the [CAS Academic Integrity Policy](#) to understand the consequences (which are all very serious) for violations or to learn how to file an appeal.

Recommendations for How to Succeed in this Class

Before Class

- Complete **ALL of the pre-lab** that is posted on Canvas. Read the lab manual and answer pre-lab questions BEFORE coming to each lab.

During Class

- Work cooperatively with your group to learn the material and complete your lab assignment. Often you will need to use your lab time effectively and efficiently. Be attentive and engaged, especially during initial lab instructions.

After class

- Check Canvas assignments and modules regularly.
- Study in daily increments throughout the week. Use the end of the week to review.
- Come to Open Lab, tutoring, and BONES!

Fall 2022 Lab Schedule*

Date	Topic
August 31	Syllabus; Lab 1: Human Reflex Physiology (Ex. 16)
September 7	Lab 2: Special Senses (Ex. 17); Quiz 1
September 14	Lab 3: Endocrine System (Ex. 18); Quiz 2
September 21	Lab 4: Blood Cells (Ex. 19); Quiz 3
September 28	Lab 5: Gross Anatomy of the Heart (Ex. 20); Quiz 4
October 5	Lab 6: Blood Vessels (Ex. 21); Cardiovascular Physiology (Ex. 22); Quiz 5
October 12	Midterm Practical (Labs 1-6)
October 19	Lab 7: The Lymphatic System (Ex. 23)
October 26	Lab 8: The Respiratory System (Ex. 24 & 25)
November 2	Lab 9: The Digestive System (Ex. 26); Quiz 8
November 9	Lab 10: The Urinary System (Ex. 28); Urinalysis (Ex. 29); Quiz 9
November 16	Lab 11: The Male & Female Reproductive Systems (Ex. 30 & 31); Quiz 10

November 23	Thanksgiving Holiday
November 30	Lab 12: Fetal Pig Dissection; Quiz 11
December 7	Final Practical (Labs 7-12)
	*The schedule is tentative.

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.