

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: BIOL 122 **or Degree Plan(s):**
 Change course content, description, and outcomes. See attached.

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
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 (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

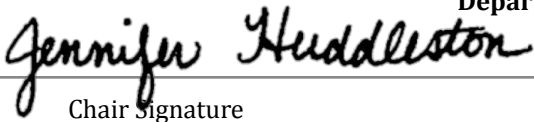
Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)	
	October 25, 2023
Chair Signature	Date

Chair/Program Director Signature	Date
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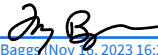
College Academic Council(s)	
	November 13, 2023
Chair Signature	Date

Chair Signature	Date
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Dean(s)	
	November 13, 2023
Signature	Date

Signature	Date
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Teacher Education Council	
Signature	Date

Campus Academic Council: Abilene Undergraduate or Abilene Graduate	
 Terry Baggett (Nov 16, 2023 16:28 CST)	Nov 16, 2023
Signature	Date

Provost



Nov 24, 2023

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

BIOL 122

BIOL 121-124 Course Content Changes Justification

This proposal seeks to make minor changes to the course content of BIOL 121 (Introductory Biology I), 122 (Introductory Biology I lab), 123 (Introductory Biology II) and 124 (Introductory Biology II lab). Currently, BIOL 121 and 122 cover ecological concepts, but these topics do not fit well within these courses in terms of the way biological concepts are typically presented in introductory-level courses. Ecology concepts should be presented after the completion of the diversity of life content, which falls at the end of BIOL 123/124. This change would be in line with the order in which the information is presented in virtually all introductory biology textbooks. Additionally, ecology concepts are most often paired with diversity content at other institutions, so this would make course equivalencies more straightforward. We propose to remove ecology content from BIOL 121 and 122, and move it to BIOL 123 and 124. No other changes will be made to course content.

The revised course descriptions and outcomes for each course are listed below. *Please note: in all of the revisions below, we are removing the competency measures and only including outcomes.*

Catalog description:

BIOL 122 - Introductory Biology I Laboratory

Lecture Hours: 0

Lab Hours: 3

Credit Hours: 1

Terms Offered: Fall, Spring

BIOL 122 - current description

Laboratory experiences considering the unity of life. Corequisite: BIOL 121. A grade of "C" or better must be achieved to enroll in subsequent Biology courses. Course fee.

BIOL 122 - revised description

Laboratory that reinforces and provides supplemental information related to the lecture topics. Corequisite: BIOL 121. A grade of "C" or better must be achieved to enroll in subsequent Biology courses. Course fee.

BIOL 122 - current outcomes and competency measures

- *Students will demonstrate knowledge and understanding of the cellular and molecular basis of life, major metabolic processes, the role of DNA in heredity and evolution, and evolutionary and ecological principles and processes. 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 generate a hypothesis and prediction(s), understand experimental design, and collect, analyze and present data. 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 participate in the full process of science by working with their lab team to design and carry out a novel, independent biological research project over the course of the semester. Students will participate in the peer-review process by submitting a rough draft of their project for feedback. At the end of the semester, students will present the results of their project in the format of a scientific poster presentation. Competency in the process of science will be assessed by a rough draft assignment and a poster presentation.*
- *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.*

BIOL 122 - revised outcomes

At the end of this course, a student will be able to:

1. Explain the chemical and cellular organization of living organisms.
2. Describe energy transfer through living systems.
3. Describe the mechanisms involved in the flow, storage and exchange of genetic information in cells.
4. Understand genetics and its impact on the survival and adaptation of species.
5. Describe mechanisms of evolution.
6. Apply the process of science and demonstrate an ability to construct a scientific hypothesis and prediction.