

Approval Chart for Curriculum Changes

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

Course Number BIOL 380 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

These changes have been proposed in order to allow the lab and lecture portions of courses to fulfill different areas of requirements in the degree plans for the concurrent revisions to biology majors as originally intended with the major degree plan revisions approved in 2018. Changes to the description are intended only to facilitate the splitting of lecture and lab. No changes in total hours for lab + lectures are proposed. No changes in the content of courses are intended.

4 hrs

General Mammalogy [BIOL 380] changed to:

– General Mammalogy [BIOL 408] & General Mammalogy Laboratory [BIOL 409]

3 hrs

1 hr

Please find the associated syllabi for the proposed courses.

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

Change to a Course		Dept./School	College Academic	Deans	COUNCIL ³				Provost	President
					TEC	UGEC	UUAC	GRAD		
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 or 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										President	Faculty	Provost	GRAD	UUAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan
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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COUNCIL ³										
	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.

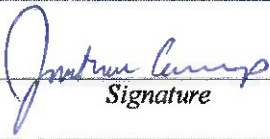
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

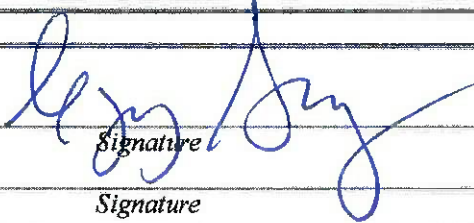
⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation 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

Department/School Chair(s)	
 Signature	22 Jan. 2020 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	2-21-2020 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	3/17/2020 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

Course Syllabus for General Mammalogy

BIOL 408.01

Spring 2020

MWF 10:00–10:50 am

Onstead Science Center Room 219

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.

Instructor: Dr. Thomas E. Lee, Jr., Professor, Biology

Office: Halbert-Walling, Room 202

Office Hours: 12-4 pm (T), 1-2 pm (W), 3-5 pm (F), or appointment*

Phone: 325-674-2574

E-mail: leet@acu.edu

*E-mails are welcome and are encouraged to schedule office hour appointments.

Course Description:

BIOL 408 General Mammalogy (3-0-3), spring, even years. A study of the ecology, evolution, classification, biogeography, economic importance, and conservation of mammals. Concurrent enrollment in BIOL 409 required. Prerequisite: BIOL 121/BIOL 122 and BIOL 123/BIOL 124 with minimum grade of 'C' and BIOL 351 or Junior standing.

Textbook:

Mammals of Texas, 7th edition, by Schmidly and Bradley (2016)

Purpose: General Mammalogy is designed to serve as an advanced biology course for students interested in a career in zoology or related fields, including conservation biology, ecology, wildlife management, and teaching. Students will apply comparative methods to achieve a synthetic understanding of the form and function of mammals in an ecological and evolutionary context.

Anticipated Outcomes and Competency Measures: This course provides the opportunity to consider the form and function of mammals, including humans, from an integrated evolutionary perspective. Course competencies include demonstrated knowledge and understanding of 1) the basic **anatomy** of mammalian groups; 2) **classification of mammalian taxa** and principals of biological systematics; 3) **evolutionary history** and unique characteristics of the major clades of mammals; and 4) importance of mammalian diversity to **understanding human characteristics** and the role of humans in the Creation. Competency in this biological knowledge will be assessed by your performance on exams and a term paper, as outlined below.

Grade Assessment:

Grades	Weight
4 Exams	(80%)
Term Paper	(20%)
Total	(100%)

Grade Scale:

A:	≥ 90%
B:	≥ 80%
C:	≥ 70%
D:	≥ 60%
F:	< 60%

There is no extra credit given.

Exam and Term Paper Schedule:

Week	Day	Date	Event
1	Mon	13-Jan	First Day
2	Fri	24-Jan	<i>Term Paper Literature Cited Rough Draft Due</i>
4	Wed	5-Feb	<i>Exam 1</i>
4	Fri	7-Feb	<i>Term Paper Literature Cited Final Draft Due</i>
5	Fri	14-Feb	<i>Term Paper Draft 1 Due</i>
7	Mon	24-Feb	<i>Exam 2</i>
8	Fri	6-Mar	<i>Term Paper Final Draft Due</i>
11	Fri	3-Apr	<i>Exam 3</i>
13	Fri	15 & 17-Apr	<i>Term Paper Discussions</i>
Finals			<i>Exam 4</i>

Exams: Exams will be given on dates noted in the schedule. Exams will **cover all material since the previous exam**. Exams consist of labeling, fill-in-the-blank, and long-answer questions. Questions may have different point values but will have a total value of 100 pts. Exams 1–3 last 50 minutes, and Exam 4 lasts 105 minutes; Exam 4 is not comprehensive but will occur at the exam time during Finals Week.

Attendance: Attendance is vital for success in this class; handouts will not contain everything that you need to know for the exams; you must come to class and take notes! Students that exceed the maximum of 9 MWF lecture absences will receive an ‘F.’

All quizzes, exams, and project due dates should be taken/submitted when scheduled. If an acceptable excuse for missing a quiz or exam is given, you may take it within a week upon your return. The **only** acceptable excuses for missing class are 1) illness with doctor’s letter (note: the school medical clinic **does not** provide excuse notes under most circumstances), 2) death in immediate family (parents, siblings, grandparents), 3) official school trips (with **advance** approvals). Students must notify the professor prior to the next class that they are requesting a “make-up.” According to university policy, if a student misses a final examination with permission, the teacher will record an ‘I’ (incomplete) for the course grade. The final examination may be given at a later date (within the first six weeks of the following semester), with permission from the college dean.

Term Paper. See https://academic.oup.com/mspecies/pages/General_Instructions for how to write a mammalian Species Account. Choose a currently recognized mammalian species and see the checklist at <http://www.mammalsociety.org/publications/mammalian-species> to ensure that one has not already been written. Get approval for the topic species during the 1st week of class; references must be primary literature and/or books (minimum of 10 sources). **See the Exam and Term Paper Schedule for term paper deadlines.** The final draft will be due by the 8th week of class. The final draft will be graded on a 100-point scale using the sum of categories from the following rubric.

Term Paper Rubric.

Category	Exemplary (20 pts)	Effective (17 pts)	Emergent (15 pts)	Elementary (13 pts)	Missing (0 pts)
Thesis	Clearly and concisely articulates and develops the thesis; scope is suitable for assigned task and focuses all elements of work; firmly establishes significance of project	Effectively articulates and develops the thesis; generally focused and specific; reasonably addresses assigned task; demonstrates significance of project	The thesis of the essay is present but vague and offers limited significance of the essay.	The thesis of the essay is not clear or appropriate and offers little to no explanation of the significance of the essay.	No thesis.
Organization	Superior and carefully organized analysis and discussion of the topic. Each paragraph has a focused idea and excellent supporting detail. Sources are critically synthesized to address chosen topic. Appropriate, logical conclusions are made and connected to the thesis.	Effective analysis and discussion of the topic. Synthesis of information is coherent. Conclusions are appropriate and connected to the thesis.	Weak analysis and discussion of the topic: moderately sustained and developed ideas and acceptable analysis of topic ideas. Conclusions are made, but not entirely supported by presented information or do not attempt to fully address the thesis.	Inadequate analysis and discussion of the topic: ideas are undeveloped, confused or disconnected. Conclusions are not present or are not connected to presented information or thesis.	No discernable organization.
Integrative Learning	Relevant and critical connections exhibited from a variety of sources. Demonstrates deep understanding of connections between historical knowledge and contemporary theories.	Makes generally effective connections from a variety of sources. Shows an understanding of connections between historical knowledge and contemporary theories.	Makes weak connections between sources; shows little understanding of historical knowledge and contemporary theories.	Underdeveloped or missing connections between sources; shows no understanding of historical knowledge and contemporary theories.	No sources.
Appropriate Sources	Information appropriately and fully answers the proposed question. Sources are appropriately synthesized in a way that addresses chosen topic. Appropriate, logical conclusions are made and connected to the research question.	Information is mostly linked to the proposed question. Synthesis of information is coherent. Conclusions are appropriate and mostly connected to the research question.	Attempts are made to relate information to proposed question. Information is connected, but weakly synthesized. Conclusions are made, but not entirely supported by presented information or do not attempt to fully answer question.	No link between information presented and original proposed question. Sources are not connected with little to no synthesis. Conclusions are not present or are not connected to presented information or research question.	No question.

Mechanics and Appropriate Citation of Sources	Excellent command of standard English that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. Student correctly implements all four of the following information use strategies: 1) selects critical sources; 2) adheres to proper citation and reference style; 3) paraphrases, summarizes, or quotes in ways that are true to original context; 4) distinguishes between common knowledge and ideas requiring attribution. Practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Sufficient command of standard English that adequately communicates meaning to readers with infrequent errors in grammar, punctuation or usage. Paper flows well. Student correctly uses three of the information use strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Weak command of standard English. Errors in grammar, punctuation, or usage are present but do not compromise meaning. Student correctly uses two of the information use strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Inadequate command of standard English. Major errors or repeated minor errors in grammar, punctuation, or usage obscure meaning. Student correctly use one or none of the information use strategies and practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Shows no regard for rules of grammar and citation.
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Lecture Topics: * Any changes to planned topics will be communicated orally and/or in writing to students.

Evolution of the Mammals

History of Mammalogy

Methods and Techniques for Studying Mammals

Zoogeography

Anatomy/Characteristics of Modern Mammals

Monotremes and Marsupials

Afrosoricida, Erinaceomorpha, Soricomorpha, Marsupialia, Scandentia, and Dermoptera

Chiroptera

Primates and Evolution of Humans

Cingulata, Pilosa, Pholidota, and Tubulidentata

Carnivores

Cetacea

Proboscidea, Hyracoidea and Sirenia

Rodentia and Lagomorpha

Perissodactyla and Artiodactyla

Communication, Aggression, and Spatial Relations

Social Behavior

Environmental Adaptation

Dispersal, Habitat Selection, and Migration

Parasites and Diseases

Domestication and Domesticated Mammals

Conservation

Behavior/Dress Code: Clothing and behavior should be appropriate to promote learning under lecture and/or laboratory conditions. Any behavior or dress that distracts other students or inhibits learning will receive one warning. If there is a second infringement, you will be asked to leave class. Harassment will not be tolerated: <http://www.acu.edu/community/offices/hr-finance/hr/title-ix/overview.html>

Learning Disabilities: If you have a documented disability and wish to discuss academic accommodations, you must contact the *ACU Student Disability Services Office* (part of *Alpha Academic Service*) at (325) 674-2667 to make an appointment with the Director of Disability Services. In order to receive accommodations, you must be registered with them for each class in which you need accommodations. They will make necessary arrangements in cooperation with instructors.

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent. Academic misconduct includes, but is not limited to, the following: 1) Cheating on tests and quizzes, 2) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 3) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 4) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: <https://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html>

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). It is our objective in the Abilene Christian Biology Department to provide the space for your questions and your personal development during this process because we believe that faith will be tempered through adversity. "Then we will no longer be infants, tossed back and forth by the waves, and blown here and there by every wind of teaching and by the cunning and craftiness of people in their deceitful scheming." (**Ephesians 4:14**).

Course Syllabus for General Mammalogy Lab

BIOL 409.L1

Spring 2020

Thursday 1:30 pm–4:20 pm

Onstead Science Center Room 219

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.

Instructor: Dr. Thomas E. Lee, Jr., Professor, Biology

Office: Halbert-Walling, Room 202

Office Hours: 12-4 pm (T), 1-2 pm (W), 3-5 pm (F), or appointment*

Phone: 325-674-2574

E-mail: leet@acu.edu

*E-mails are welcome and are encouraged to schedule office hour appointments.

Course Description:

BIOL 409 General Mammalogy Lab (0-3-1), spring, even years. Field application of skills related to ecology, evolution, classification, biogeography, economic importance, and conservation of mammals. Concurrent enrollment in BIOL 408 required. Prerequisite: BIOL 121/BIOL 122 and BIOL 123/BIOL 124 with minimum grade of 'C' and BIOL 351 or Junior standing. Special travel fee and lab fee. Travel during spring break required.

Textbook:

Mammals of Texas, 7th edition, by Schmidly and Bradley (2016)

Purpose: This field course provides experiential learning opportunities by bringing students into direct contact mammalian wildlife habitats. Students will learn field work methods to collect data commonly utilized in mammalogy research.

Anticipated Outcomes and Competency Measures: This course provides the opportunity to apply methods of mammalogy research with applications in careers in conservation biology, ecology, natural resource management, and wildlife biology. Students will demonstrate 1) competence in field sampling/data collection techniques used in mammalogy research; and 2) ability to accurately identify mammalian wildlife from museum specimens and under field conditions. Competency in these areas will be assessed by your field notes and lab practicals. Further information on each assessment method is given below.

Grade Assessment:

Grades	
2 Lab Practicals	(80%)
Field Notes	(20%)

Grade Scale

A:	≥ 90%
B:	≥ 80%
C:	≥ 70%
D:	≥ 60%
F:	< 60%

There is no extra credit given.

Lab Participation/Attendance: Travel to the field location is mandatory for course credit. Your participation on the field trip will be assessed by the completion of your field notes (see Appendix). Missed labs cannot be made up. Students that exceed the maximum of 3 weekly lab absences or fail to attend the field trip will receive an 'F.'

Lab Practicals: Lab practicals will consist of short answer questions. Questions will require students to identify groups of mammals presented during taxonomy/diversity labs and demonstrate knowledge of the terminology of identification. See the Lab Schedule below for dates of lab practicals.

Lab Schedule: * Any changes to planned topics will be communicated orally and/or in writing to students.

Jan. 16: Library Methods for Research.

Jan. 23: Mammalian Anatomy and Characteristics.

Jan. 30: Mammals of Elephant Mountain.

Feb. 6: Marsupials, Shrews, and Moles.

Feb. 13: Bats.

Feb. 20: Primates and Human Evolution.

Feb. 27: Carnivora.

Mar. 5: Whales.

Mar. 9–13: Spring Break: **Field Trip** to Big Bend National Park and Elephant Mountain.

Mar. 19: **Lab Practical 1.**

Mar. 26: Rodents not from Texas.

Apr. 2: Cingulata, Pilosa, Lagomorpha, Subungulates, and Ungulates.

Apr. 9: Rodents of Texas.

Apr. 16: Abilene Zoo.

Apr. 23: Review.

Apr. 30: **Lab Practical 2.**

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Life will be notified. See the full university policy, including how to appeal a decision, by following this link: <https://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html>

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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). It is my objective as a mentor and a brother in Christ to provide the space for your questions and your personal development during this process because I believe that it is essential that we temper our faith through adversity. “Then we will no longer be infants, tossed back and forth by the waves, and blown here and there by every wind of teaching and by the cunning and craftiness of people in their deceitful scheming.” (**Ephesians 4:14**).

Appendix: During field work, you are to take field notes using the below format. If using a field notebook that is not pre-paginated, you are required to put a page number in the upper right corner of each page.

Sample field journal page. Original size 6¼ × 9 inches.
(K.G. Matocha)

○ K.G. Matocha 1968	Journal
December	23. <u>Texas: Kleberg County, 1 ½ miles West Loyola Beach on F.M. 628.</u> -- Set 19 Sherman traps and 1 live can trap. Omaline & lab. chow as bait. Set about 5:00 p.m. Along ditch with some water. Short grass along edges. -- With Rick McDaniel 10:00 p.m. Check traps -- Took: 1- <u>Peromyscus leucopus</u> (escaped) 3- <u>Oryzomys</u> sp. 1- <u>Sigmodon hispidus</u> Reset traps that contained animals.
○ December	24. Picked up traps at 10:30 a.m. -- Took: 1- <u>Oryzomys</u> sp. 3- <u>Mus musculus</u> (2♂, 1♀) 2- <u>Peromyscus leucopus</u> (2♂) 2- <u>Peromyscus maniculatus</u> (1♂, 1♀)
December ○	29. <u>Texas: Kleberg County, -- Two trap sites:</u> <u>#1 -- 0.9 mi. W. Loyola Beach on F.M. 628</u> Set along ditch (with water), edge of road. 5:30 p.m. Total of 23 traps as follows: 10- Sherman -- Omaline as bait 13- Museum Specials -- Peanut butter as bait. <u>#2 -- 1.5 miles North of F.M. 628 on F.M. 772.</u> Much <u>Chloris</u> and <u>Cenchrus</u> in the area. Set at 5:45 p.m.

Sample species account page. Original size 6¼ × 9 inches.

(K.G. Matocha)

K.G. Matocha	Species Account
○ 1972	<i>Antilocapra americana</i>
7 July ○ 8 July ○	<u>New Mexico: Dona Ana Co.; Tornada Exp. Range ~ 5 mi. S.W. Headquarters (just N.E. Co-op well).</u> ♀ D. Womochel. - Observed two pronghorn (1♂ & 1♀), about 6:00 p.m. They appeared to be browsing in this area. <u>New Mexico: Dona Ana Co.; Tornada Experimental Range - N.E. Co-op Well.</u> Observations made between 7:15 am. & 8:00 am. ♀ pronghorn seen in same area as 7 July 1972 observations. Stopped jeep about 50 yards from doe. She seemed to pay little attention to the presence of the jeep. She continued to browse while apparently moving toward a definite "goal." (Her behavior was very similar to that of a ♀ white-tailed deer that is approaching a fawn). She alternated moving & browsing. Seemed to be eating mostly browse species & not grasses. Once she began to feed on the flowers of a Yucca (for about 5 min.) then moved across the road & ate a yellow composite. She then crossed back across the road and fed on the Yucca flowers again. She then crossed the road again as if she was "returning to her original

Current:

Prerequisite: BIOL 112/BIOL 114 and BIOL 113/BIOL 115 with a minimum grade of "C"

This should be changed to:

Prerequisite: BIOL 121/BIOL 122 and BIOL 123/BIOL 124 with a minimum grade of "C"