

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

R= Advise & Respond²

State the requested change and reason. A memo may be attached if more space is necessary.

Please find the associated syllabi for the proposed courses.

				COUNCIL ³					
Change to a Course		Dept./School	College Academic	Deans	TEC	UGEC	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

Approval Chart for Curriculum Changes

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

		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

Approval Chart for Curriculum Changes

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGECE	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.

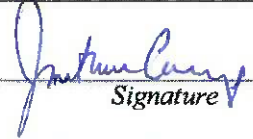
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

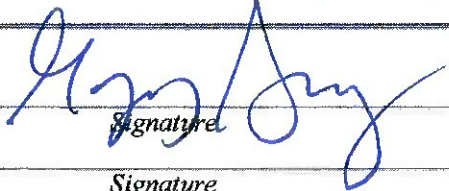
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation 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	02/21/2020 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 Comparative Zoology

BIOL 487.01 Fall 2020

TR 9:30-10:50 am

Halbert-Walling Research Center Room 205

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 487, Comparative Zoology (3-0-3), fall. Advanced study of the comparative structure, development, and taxonomy of animals from a synthetic evolutionary perspective. Concurrent enrollment in BIOL 489 required. Prerequisite: BIOL 121/BIOL 122 and BIOL 123/BIOL 124 with minimum grade of 'C,' and BIOL 351.

Textbook:

Integrated Principles of Zoology, 17th edition, by Hickman et al. (2016)

Purpose: Comparative Zoology is designed to serve as an advanced biology course for students interested in a career in zoology or related fields, including agriculture, ecology, environmental science, wildlife management, medicine, and teaching. Students will apply comparative methods to achieve a synthetic understanding of the form and function of animals in an evolutionary context.

Anticipated Outcomes and Competency Measures: This course provides the opportunity to consider the form and function of animals, including humans, from an integrated evolutionary perspective. Course competencies include demonstrated knowledge and understanding of 1) the basic **anatomy and embryology** of animal groups; 2) **classification of animals** and principals of animal systematics; 3) **evolutionary history** and unique characteristics of the major clades of animals; and 4) importance of animal 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
 4 Exams (80%)
 Term Paper (20%)

Grade Scale

A: $\geq 90\%$ D: 60 – 69.99%
 B: 80 – 89.99% F: $\leq 59.99\%$
 C: 70 – 79.99%

There is no extra credit given.

Exam and Term Paper Schedule:

Week	Day	Date	Event				
1	Tue	28-Aug	First Day	9	Tue	23-Oct	<i>Term Paper Draft 1 Due</i>
4	Tue	18-Sep	<i>Exam 1</i>	11	Tue	6-Nov	<i>Term Paper Final Draft Due</i>
5	Tue	25-Sep	<i>Term Paper Topic Due</i>	12	Tue	13-Nov	<i>Exam 3</i>
8	Tue	16-Oct	<i>Exam 2</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 80 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 6 TR lecture absences will receive an ‘F.’

All exams, and term paper due dates should be taken/submitted when scheduled. If an acceptable excuse for missing an 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. From the ‘Scheduled Topics’ list and/or the recommended textbooks, choose an animal group or animal trait of interest; you will review the adaptive history and significance of this group or trait. Share the **topic of interest and a thesis regarding its evolutionary significance** with five key references during the 5th week of class; references must be primary literature and/or books (minimum of 10 sources); failure to submit a topic will disqualify the final draft from consideration. By the 9th week of class, submit a 3000 – 5000-word rough draft of the term paper; failure to submit a rough draft will disqualify the final draft from consideration. The final draft will be due by the 11th 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 (Ch. 6)

Embryology (Ch. 8)

Animal Classification (Ch. 10)

Sponges, Cnidaria, Lesser Members of Superphylum Lophotrochozoa, (Chs. 13, 14)

Mollusca (Ch. 16)

Segmented Worms, and Smaller Protostome Phyla (Chs. 15, 17, 21)

Arthropods (Chs. 19, and 20)

Insects, lesser members of the superphylum Ecdysozoa (Chs. 18, and 21)

Echinoderms (Ch. 22)

Hemichordates, non-vertebrate chordates, fish (Ch. 23)

Fishes (Ch. 24)

Amphibians (Ch. 25)

Nonavian reptiles (Ch. 26)

Dinosaurs and other groups (Ch. 26)

Birds (Ch. 27)

Mammals (Ch. 28)

Human evolution

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>

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.

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>

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**).

Course Syllabus for Comparative Zoology Laboratory

BIOL 489.L1 Fall 2020

W 2:00-4:50 pm

Halbert-Walling Research Center Room 252

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 489, Comparative Zoology Laboratory (0-3-1), fall. Laboratory study of the comparative structure, development, and taxonomy of animals from a synthetic evolutionary perspective. Concurrent enrollment in BIOL 487 required. Prerequisite: BIOL 121/BIOL 122 and BIOL 123/BIOL 124 with minimum grade of 'C,' and BIOL 351. Course fee.

Textbook:

Integrated Principles of Zoology, 17th edition, by Hickman et al. (2016)

Purpose: Comparative Zoology Laboratory is designed to give students experience in modern field and laboratory methods commonly incorporated in zoology or related fields. Students will apply comparative methods to achieve a synthetic understanding of the form and function of animals in an evolutionary context.

Anticipated Outcomes and Competency Measures: This course provides the opportunity to observe and apply patterns and principles of zoology in a laboratory setting. Course competencies include application of 1) the basic **anatomy and embryology** of animal groups; 2) techniques for **identification of animals**; 3) **comparative methods** for studying differences and evolutionary history of the major clades of animals, including humans. Competency in this biological knowledge will be assessed by your performance on lab quizzes and practicals as outlined below.

Grade Assessment:

Grades	
8 Lab Quizzes	140 points
3 Lab Practicals	300 points
Total Points	440 points

Grade Scale

A:	≥ 90%
B:	80 – 89.99%
C:	70 – 79.99%
D:	60 – 69.99%
F:	≤ 59.99%

Lab Activities:

The purpose of this lab is to give students hands-on experience with comparative animal anatomy and development that is discussed in lecture. Activities will include the use of evolutionary and structural models, microscopy, and dissection or examination of preserved specimens.

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

Aug. 29: Evolution (natural selection simulation). Study the geologic timeline with fossils in the Abilene Christian University Natural History Collection.

Sep 5: (Quiz 1). Embryology models. **Slides** of grasshopper spermatogenesis, starfish composite, frog blastula, frog neural groove, frog embryo, chicken embryo, monkey ovary and specimens. Animal classification, anemone, clam, and squid dissection. **Slides** of hydra, medusa, hydroids, snail radula, and mussel gill.

Sep. 12: (Quiz 2). *Ascaris*, grasshopper, spider, and crayfish dissection. **Slides** of *Taenia* (tapeworm), Copepoda, larval crab, flea, wings of insects, insect spiracle, pseudoscorpion, mite, tick.

Sep. 19: (Quiz 3) Starfish, sea urchin, and earthworm dissection. **Slides** of earthworm, leach. Display of Echinodermata. Review for major lab exam.

Sep. 26: Practical Lab Exam 1.

Oct. 3: Muscular, skeletal and nervous systems of the lamprey; muscular system of dogfish. Study the anatomy of the perch. **Slides** of amphioxus, sea squirt black and ammocoetes.

Oct. 10: (Quiz 4) Nervous system of dogfish: make sure that you carefully dissect the shark nervous system. Identify bones in the frog. Circulatory and respiratory of dogfish and lamprey model. Digestive and excretory of the dogfish. **Slide** of olfactory bulb of dogfish (*Squalus*).

Oct. 17: (Quiz 5) Dogfish and pigeon digestive tract dissection. Gar skull, bowfin skull, and mud puppy skull will be examined in this lab. **Slides** of frog skin, chromatophors of fish. Review for major lab exam.

Oct. 24: Practical Lab Exam 2.

Oct. 31: Pigeon, cat, frog, turtle, bear skeletons, alligator skull. **Slide** of bird feathers, cochlea of guinea pig, frog blood slide compared with human blood slide.

Nov. 7: (Quiz 6) Muscle system of the mink.

Nov. 14: Quiz 7, Mink respiratory, digestive and circulatory systems.

Nov. 28: Quiz 8, Sheep brain. Review for major lab exam.

Dec. 5: Practical Lab Exam 3.

Lab Quizzes and Practicals: Eight 20-point quizzes will be taken throughout the semester; one lowest score will be dropped. These quizzes will cover material from the previous lab. Three major lab practicals will be 100 points each and cover material since the last major practical.

All quizzes and practicals should be taken when scheduled. If an acceptable excuse for missing a quiz or practical 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.

Attendance: Attendance is vital for success in this class. Missed labs cannot be made up. Students that exceed the maximum of 3 weekly absences for any reason will receive an 'F.'

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>

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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**).

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"