Abilene Approval Chart for Curriculum Changes

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

Course Number: BIOL 124 or Degree Plan(s):
Change course content, description, and outcomes. See attached.

	Campus-Level Academic Review[1]	Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	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

	Full Review	Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	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[2] [3]	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

	Change to General Education Requirements for Undergraduates (System)	Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
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

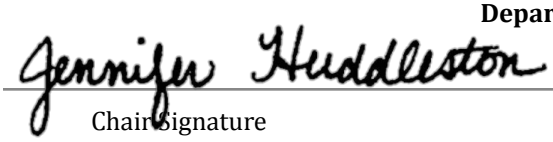
[2] Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

[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)



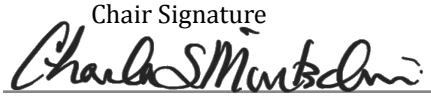
October 25, 2023

Chair Signature Date

Chair/Program Director Signature Date

College Academic Council(s)

Chair Signature Date

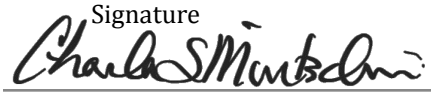


November 13, 2023

Chair Signature Date

Dean(s)

Signature Date



November 13, 2023

Signature Date

Teacher Education Council

Signature Date

Campus Academic Council:
Abilene Undergraduate or Abilene Graduate

Signature Date

Provost

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 124

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 124 - Introductory Biology II Laboratory
Lecture Hours: 0
Lab Hours: 3
Credit Hours: 1
Terms Offered: Fall, Spring

BIOL 124 - current description
Laboratory experience considering the diversity of life. Prerequisite: A grade of "C" or better in BIOL 121 and BIOL 122. A grade of "C" must be achieved to enroll in subsequent Biology courses. Corequisite: BIOL 123. Course fee.

BIOL 124 - revised description
Laboratory that reinforces and provides supplemental information related to the lecture topics. Prerequisite: A grade of "C" or better in BIOL 121 and BIOL 122. A grade of "C" must be achieved to enroll in subsequent Biology courses. Corequisite: BIOL 123. Course fee.

BIOL 124 - current 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.*

BIOL 124 - revised outcomes

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

1. Explain phylogenetic concepts and interpret a phylogenetic tree.
2. Demonstrate an understanding of the diversity of life.
3. Describe the structure and function of plants and animals.
4. Discuss the interdependence of living organisms within ecosystems and the environment, including the ethical implications of human impact.