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2014-15 & 2015-16 CAS Program Curriculum Changes : Biology

University of South Florida St. Petersburg.

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BIOLOGY:

2014-2015 PROGRAMMATIC CHANGES FOR FACE-TO-FACE CLASSES:		
PROGRAM CHANGE	DATA SOURCE TO SUPPORT CHANGE *	PROCESS USED TO SYNTHESIZE DATA RESULTING IN CHANGE**
Creation of Marine Field Studies course as an elective in our Marine Biology concentration (Summer course offering)	Student and faculty evaluations of the pilot course that was offered for several summers. Program review by Florida Institute of Oceanography members. Feedback from alumni of the course. Student blogs created during each summer offering were also used to assess student support for this as a regular course offering.	This course is a team-taught field course offered through the Florida Institute of Oceanography. This course is a collaborative effort between several Florida universities and institutions (University of North Florida, Florida Gulf Coast University, University of West Florida, University of South Florida, Florida Keys Marine Lab) and each institution teaches a portion of the course in their home region. This course had been offered as a special topics course for several years, and after the pilot offerings were successful, each university involved had representatives draft a common syllabus that could be approved through their institution's academic review. Once the syllabus was drafted, it was reviewed by the marine biology faculty in our department, and by the department chair for approval. Since it is consistent with our ALC goal to enhance field and lab research experiences, it was recommended for approval as an elective course offering for the Marine Biology concentration.
Establishment of formal course numbers for special topics courses	Approved Biology program proposal, program changes made during 2012-2013.	Several of the courses we proposed and that were approved as program electives in our first year took several years before they received formal course numbers by the system, or state of Florida.
Creation of a Plant Biology Concentration	Student feedback, Alumni feedback, Faculty discussions at department meetings	This became effective in 2014-2015, and had been proposed in 2013-2014. Botany is a cornerstone of most strong biology majors, and through faculty dialogue with students in our general botany class, and in other botany electives, we realized that there was a demand for a formal concentration in this area. The focus is one taxonomy and ecology.

2014-2015 ONLINE PROGRAMMATIC CHANGES:			
ONLINE COURSE OR PROGRAM CHANGE	DATA SOURCE TO SUPPORT CHANGE *	PROCESS USED TO SYNTHESIZE DATA RESULTING IN CHANGE**	VERIFICATION THAT ONLINE COURSE IS PARALLELL TO FACE-TO-FACE COURSE 1. Student Learning Outcomes 2. Student Achievement 3. Program Curriculum

* Data sources may include ALC's, Student Evaluations, Focus Groups, Internship feedback, Expert Consultation, National Accreditation Standards, Program Review, Alumni Feedback, Grade Distribution Analysis or any other source of information about your program effectiveness.

** Processes used to synthesize data resulting in change may include faculty meetings, expert consultation or any other means you may be able to document regarding discussions regarding curriculum.

2015-2016 PROGRAMMATIC CHANGES FOR FACE-TO-FACE CLASSES:		
PROGRAM CHANGE	DATA SOURCE TO SUPPORT CHANGE *	PROCESS USED TO SYNTHESIZE DATA RESULTING IN CHANGE**
Remove MMC 2110 Scientific Writing from curriculum and integrate content into other courses already taught.	Student evaluations, feedback from students and faculty. Feedback from Biology advisors. Feedback from College Dean's office.	This core course was meant to introduce sophomores to the essentials of scientific writing. As our program grew rapidly, it became clear that we didn't have the staffing to offer this course in a timely fashion for it to be effective. As a course offered by another department, it relied on their faculty for scheduling, and ultimately, to meet student demand, the class size had to be raised to unsustainable levels to support need. Many students were taking it their last semester. Ultimately, it could not accomplish the main goals of helping to support good writing and editing

		skills among our students. The department chair met with the faculty in journalism and the chair of the journalism program to discuss the course and future needs of both programs. Discussion at departmental meetings determined that the best course would be to integrate the components throughout our curriculum, rather than relying on one course to support concepts.
Creation of special topics courses in herpetology, vertebrate biodiversity, plant taxonomy, vertebrates of Florida	Student feedback and evaluations in core courses, ALC review of core courses, faculty discussions on student field experiences in Ecology, Botany. Data gathered during the development of our Conservation Biology graduate proposal also supported this change.	Our program growth has required us to hire several visiting faculty with excellent field and taxonomic experience in vertebrates. We also have faculty with botany experience. These faculty proposed several taxonomic and field based courses as pilot courses, to be offered through our Special topics option. We have only proposed that plant taxonomy be added to the formal curriculum for the plant biology concentration. It has not been added as part of the ALCs for the program, though, since we do not yet have separate ALCs for our concentrations. Syllabi were drafted by faculty, and approved by the department chair.

2015-2016 ONLINE PROGRAMMATIC CHANGES:			
ONLINE COURSE OR PROGRAM CHANGE	DATA SOURCE TO SUPPORT CHANGE *	PROCESS USED TO SYNTHESIZE DATA RESULTING IN CHANGE**	VERIFICATION THAT ONLINE COURSE IS PARALLELL TO FACE-TO-FACE COURSE 4. Student Learning Outcomes 5. Student Achievement 6. Program Curriculum

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