

BIOC 402 Advanced Biochemistry-CrsRvs-2018-02-06

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Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on "EDIT CONTENTS" (*not EDIT*) and start completing the template. When exiting or when done, click "SAVE" (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Ronald See	Proposer Email*	rfsee@iup.edu
Contact Person*	Ronald See	Contact Email*	rfsee@iup.edu
Proposing Department/Unit*	Chemistry	Contact Phone*	7-4489

Course Level*	undergraduate-level
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Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A:	Category B:
course_prefix_number_change	<p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:*	BIOC 302 is being changed to 402 to reflect its status as an advanced and dual-listed course.
(B) University Senate Summary of Rationale*	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>Advanced Biochemistry (now BIOC 302) is a required course for biochemistry majors, and chemistry majors in the pre-medical track. It also may be taken by other chemistry majors in their junior or senior year to satisfy the chemistry elective requirement. The Chemistry Department wishes to change the number of the undergraduate course to BIOC 402, which will better reflect its status as an advanced and dual-listed course. The Chemistry Department also plans to dual-list this course as BIOC 502, so that graduate students who have not yet taken a second semester of biochemistry can add to the enrollment of the 400/500 level course.</p>

(C) Implications of the change on the program, other programs and the Students:*	Dual-listing this course should increase enrollment - BIOC 302 does not have a large enrollment, so additional students will be helpful and there will not be a need for more than one section. No effect on students or other programs. A letter of support from the Biochemistry/Cell & Molecular Biology Group is attached.
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Current Course Information*

Category A	
(D) Current Prefix*	BIOC
Proposed Prefix	BIOC
(E) Current Number*	302
Proposed Number	402
(F) Current Course Title*	Advanced Biochemistry
Proposed Course Title	Advanced Biochemistry
(G) Prerequisite(s)	Grade of "C" or better in BIOC 301
Proposed Prerequisite(s)	unchanged
(H) Current Catalog Description	An examination of biochemical processes with a focus on metabolism. Central pathways are considered in detail, including regulatory mechanisms and hormonal signaling. Other selected processes and integration of mammalian metabolism are explored. Assumes an understanding of concepts relating to structure/function relationships for biomolecules, biological membranes, and signaling included in BIOC 301.
Proposed Catalog Description	unchanged

If changing Category A, no further action required.

Category B (if no change, leave blank)	
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(I) Repeatable Course	
This is for a course that can be repeated Multiple times e.g. Internship	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week: Lab Hours: Credits:
Proposed Number of Credits	Class Hours:Lab Hours:Credits:

(K) Current Course Student Learning Outcomes (SLOs)													
(L) Proposed Course Student Learning Outcomes (SLOs) For each outcome, describe how the outcome will be achieved	Note that the text box in the table expands <table border="1" data-bbox="354 319 873 508"> <thead> <tr> <th>SLO #</th> <th>Outcome</th> <th>How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1			2			3		
SLO #	Outcome	How outcome is assessed											
1													
2													
3													
(M) Previous Brief Course Outline <i>(It is acceptable to copy from old syllabus)</i>	<i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>												
(N) Brief Course Outline <i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i>	<i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>												

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course has previously been approved for Distance Education
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i> <i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>
Rationale for Proposal (Required Questions from CBA)	

<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p>
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Liberal Studies Course Designations (Check all that apply)					
Learning Skills:					
Knowledge Area:					
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>				
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i></p> <p><i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> <table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 	
Informed Learners demonstrate:	Course SLO #				
<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 					
Map the Course Outcome to the EUSLO's					

<ul style="list-style-type: none"> • The aesthetic facets of human experience 	
<ul style="list-style-type: none"> • the past and present from historical, philosophical and social perspectives 	
<ul style="list-style-type: none"> • the human imagination, expression and traditions of many cultures 	
<ul style="list-style-type: none"> • the interrelationships within and across cultures & global communities 	
<ul style="list-style-type: none"> • the interrelationships within and across disciplines 	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> • effective oral and written communication abilities 	
<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 	
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 	
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	
<ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgement and action 	
<ul style="list-style-type: none"> • the ability to work within complex systems and with diverse groups 	
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 	
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 	
Responsible Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> • intellectual honesty 	
<ul style="list-style-type: none"> • concern for social justice 	
<ul style="list-style-type: none"> • civic engagement 	
<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others 	

<p>How will each outcome be measured</p> <p>(note should mirror (L) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1	
	2	
	3	

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	
<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>						
<p>Course Designations:</p>							
<p>Key Assessments</p>							
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 70%;">File</th> <th style="text-align: left; width: 30%;">Modified</th> </tr> </thead> <tbody> <tr> <td>Microsoft Word Document Letter_BIOC 402_502.docx Letter of support from the Biochemistry/Cell & Molecular Biology Group</td> <td>Mar 23, 2018 by Ronald F. See</td> </tr> <tr> <td>PDF File BIOC 302 Syl_S18.pdf Syllabus for BIOC 402 and 502 will be the same, other than the extra requirements specified in the dual-listing form.</td> <td>Apr 09, 2018 by Ronald F. See</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files <p>Download All</p>	File	Modified	Microsoft Word Document Letter_BIOC 402_502.docx Letter of support from the Biochemistry/Cell & Molecular Biology Group	Mar 23, 2018 by Ronald F. See	PDF File BIOC 302 Syl_S18.pdf Syllabus for BIOC 402 and 502 will be the same, other than the extra requirements specified in the dual-listing form.	Apr 09, 2018 by Ronald F. See
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Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>
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Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>