

Academic Policies and Curriculum Changes Form—East Georgia State College
Signature Page

NAME OF PROPOSAL: Proposed New Course - Vertebrate Zoology

In order to track the location of curriculum changes, this form will be signed at every point in the approval process. Copies of appropriate documentation should be attached to the form at each step and should be kept at each level in order to determine where changes are made in the proposal. EFFECTIVE TERM OF CHANGE: Fall 2020

Check if Change of Curriculum requires approval by USG General Education Council.

Initiated and Submitted By:

John E Cade
Signature

Date

School/Dean Approval:

Jing W F
Signature

9-24-2019
Date

Academic Policies & Curriculum Committee Action: Approved Denied Returned Tabled

Sandra Shorman
Signature

9.17.2019
Date

Comments: _____

Faculty Senate Action:

Approved Denied Returned Tabled

Signature: Wett

Date: 10/2/19

President's (or designee's) Action:

Approved Denied Returned Tabled

[Signature]
Signature

10/23/2019
Date

Comments: _____

Distribution By:

[Signature]

Signature

Date 10/4/19

Distribution To:

Faculty Senate--President

Date 10/4/19

Academic Policies & Curriculum Committee--Chair

Date 10/4/19

Chief of Staff

Date 10/4/19

Deans

Date 10/4/19

Dir. Admissions & Registrar

Date 10/4/19

APPLICATION FOR PROPOSED NEW COURSE

Submitted by: John E. Cadle Date: 28 May 2019

Full Title of Proposed Course: Vertebrate Zoology

Abbreviated Course title if applicable (cannot exceed 30 characters including spaces Do not use the '&' or '/' symbols when creating titles, hyphens are OK): Vertebrate Zoology

Course will be added to the EGSC Course Schedule effective (Term/Year): Fall 2020

Suggested Course Number: 3650 Course Level: Upper Area(s) For Course Use: Elective

Hours Per Week Lecture: 3 Hours Pre-Week Laboratory: 3 Total Credit Hours: 4

Prerequisites: BIOL 1107-3650 (C or higher) Estimated Enrollment (Headcount) Per Term Offered: 4-8

Available Texts:

Pugh, F. Harvey and C.M. Janis. 2018. Vertebrate Life. Oxford University Press. 624 pp.

Approximate Cost of Text: \$135.00

Divisions Chairman's signature: _____

JUSTIFICATION FOR THE NEED FOR THE COURSE: (Narrative)

This is a proposal to split the existing course BIOL 3600 (Zoology) into two courses: Invertebrate Zoology and Vertebrate Zoology (a separate application for a proposed new course, Invertebrate Zoology, is being submitted simultaneously). Splitting the existing zoology course into two will allow greater attention to the subject matter of each discipline, which have largely developed along independent intellectual and historical trajectories. Furthermore, coverage of all animal diversity within a single course is a stretch for students and for teaching.

COURSE DESCRIPTION:

A survey of the biology of vertebrates, including structure, function, evolution, systematics, distribution, behavior, conservation, and ecology of fishes, amphibians, reptiles, birds, and mammals. Laboratory and field sessions will focus on the relationships among phylogeny, structure, function, and behavior/ecology; and the identification and ecology of local vertebrates. Through lectures, discussions, laboratory, and field sessions students will gain a comprehensive knowledge of vertebrate diversity and will be able to effectively communicate about that diversity in written and oral form.

ESTIMATED BUDGET TO SUPPORT THIS COURSE:

- A) OPERATING COSTS: \$500 per offering
B) CAPTIAL OUTLAY: None
C) ADDITIONAL LIBRARY RESOURCES:
None

INSTITUTIONS IN THE UNIVERSITY SYSTEM OFFERING SIMILAR COURSES (include course titles and numbers)

University of Georgia: WILD(ECOL) 3580/L. Vertebrate Natural History. 4 hours
Georgia Southern University: BIOL 4535. Vertebrate Zoology. 4 hours
Valdosta State University: BIOL 3820. Vertebrate Zoology. 4 hours
Kennesaw State University: BIOL 3315K. Vertebrate Zoology. 4 hours

COURSE SYLLABUS ATTACHED: (a reasonably complete outline of the main points of the course)

Attached document.

MAJOR TOPICS TO BE COVERED (BY WEEKS)

- Week 1 Phylogeny, diversity, and classification of vertebrates**
- Week 2 The vertebrate body plan and jaws**
- Week 3 Cyclostomes and Gnathostomes. Living in water. The Paleozoic**
- Week 4 Chondrichthyans, Osteichthyans**
- Week 5 Osteichthyans**
- Week 6 Tetrapod origins. Amphibians**
- Week 7 Amphibians. Living on land**
- Week 8 The Mesozoic. Synapsids and sauropsids. Ectothermy**
- Week 9 Turtles, crocodylians. Biology of dinosaurs and other extinct diapsids**
- Week 10 Lepidosaurs. Endothermy**
- Week 11 The Cenozoic. Birds**
- Week 12 Birds, synapsids**
- Week 13 Mammals**
- Week 14 Mammals. The human lineage.**

OBJECTIVE OF THE COURSE:

The learning objectives for students in this course are to:

- gain a comprehensive understanding of vertebrate history, classification, and biology
- learn principles of animal structure and function, and how these relate to ecology and behavior
- learn techniques for investigating vertebrate biology
- learn how to communicate the science of vertebrates

Will the course replace another, or is this an additional course?

This is a proposal to split an existing course, BIOL 3600 (Zoology), into two courses: Invertebrate Zoology and Vertebrate Zoology. See the above section JUSTIFICATION FOR THE NEED FOR THE COURSE.

What effect will this course have on the enrollment in other courses?

This course should have little impact on other course offerings. The greatest competition for enrollment will be its companion course, Invertebrate Zoology.

INSTITUTIONAL RESOURCES WHICH MAKE THE OFFERING DESIRABLE (including qualification of available instructors):

John Cadle will be the instructor for this course. His primary background is in vertebrate biology (especially amphibians, reptiles, and mammals). He has taught and researched in this area since he was an undergraduate and holds B.S. and Ph.D. degrees in zoology. Relevant courses he has taught elsewhere include Vertebrate Natural History, Vertebrate Embryology, Herpetology, Systematic Biology, Biogeography, and Evolution.

BIOL 3650: Vertebrate Zoology
CRN #####

Lecture: [2.5 hours per week]

Lab: [3 hours per week]

Instructor: John E. Cadle

Office: Academic Building C206 (Math-Science offices)

Phone: (478) 289-2187

Email: **(PLEASE USE D2L FOR COURSE COMMUNICATIONS)**

Office Hours: #####

Required textbook: Pough, F. Harvey and C. M. Janis. 2018. *Vertebrate Life*. Oxford University Press, 624 pp. ISBN: #####.

Primary learning objectives for this course:

- gain a comprehensive understanding of vertebrate history, classification, and biology
- learn principles of animal structure and function, and how these relate to ecology and behavior
- learn techniques for investigating vertebrate biology
- learn how to communicate the science of vertebrates

Grades and Exams

Grading scale:

A = 90-100%

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F = 0-59.9%

Graded Assignments.

Lecture

Lecture Exams (3)	100 Points Each
Graded Class & Lecture Assignments	20 Points Each
Final Examination (comprehensive)	150 Points Total

Lab

Lab Reports	30 Points Each
Periodic Lab Quizzes	20 Points Each

Term paper and Presentation 150 Points Total

Semester Grade = ((Total Points Accumulated/Total Points Available) * 100)

Lecture Exams and Schedule. Lecture exams will cover lecture material presented in class and assignments from the textbook or other sources. Exams are structured to test understanding of concepts, vocabulary, biological processes, data interpretation, and applications. The format for questions will be written/free-response (short or long answer, short discussion, data analysis/interpretation).

Lecture Exam Schedule: #####

Final Exam. The final exam will be of the same format as lecture exams, and it will be comprehensive (i.e., cover the entire semester). Some questions will emphasize integration across the scope of material covered.

Lab Quizzes. Short lab quizzes will be given during lab periods. These will cover lab material previously studied and may include questions about conceptual background, data interpretation, and *practical* questions involving interpretation of specimens.

Graded assignments. Periodic assignments may be given for a grade.

Exam Rules. All exams must be taken at the scheduled time, no exceptions (see below for make-up policy for Lecture Exams).

Lab Reports and assignments.

Missed Assignments

Lecture exams: Lecture exams can be made up within *one week* of the scheduled date if a **valid written excuse** is presented. Valid excuses include emergency medical issues (you or an immediate family member) or other documented and approved conflict. The instructor will decide what constitutes 'documented and approved' on a case-by-case basis. A make-up exam will be an entirely different exam from the one given at the scheduled time.

The final exam cannot be made up.

Lab quizzes or assignments cannot be made up.

Attendance policy: Lecture and lab attendance are required. Attendance will be taken at each class meeting.

Classroom behavior

A classroom is a learning environment. Please be respectful of the instructor and your peers and do not engage in disruptive behaviors. The following are **not allowed** at any time during class:

- Using cell phones, ipods, pads, tablets, laptops, other electronic devices. Devices should be turned off, silenced, and stored out of sight. Texting, calls, unauthorized web surfing, and checking email are not permitted during class.
- Eating or drinking
- Sleeping
- Studying or preparing for other courses or exams

Student Responsibilities:

To be successful in this class requires that you keep up *each day* with the reading and preparation assignments. *Before coming to lecture* you should read and study the assigned lecture material. Understanding the boldfaced terms in the textbook, answering the questions at the end of each chapter, and reading the chapter summary will help you succeed!

The same goes for labs: come to lab prepared to carry out the lab procedures so that you don't waste time reading through the lab materials during the lab period.

Academic Dishonesty. Students are responsible for knowing East Georgia College's policy on Academic Dishonesty, which can be found in the 2016-2017 Student Handbook, pp. 6-8. Academic dishonesty includes cheating on exams, plagiarism, representing another's work as your own, and similar offenses. Students engaging in academic dishonesty, including the possession of inappropriate materials during an exam, will fail assignments or the course.

ADA Statement: Students who have special needs because of learning disabilities or other kinds of disabilities should discuss the issue with the instructor as soon as possible. Please see

This syllabus is subject to change at the discretion of the instructor.

the Student Handbook, page 1, and the Office of Counseling and Disability Services webpage: http://www.ega.edu/offices/student_affairs/counseling_and_disability_services

Course Withdrawal Policy Statement: Students are responsible for their own academic progress. Decisions regarding withdrawal from courses should only be made after consultation with an academic advisor. Before withdrawing from a course, students must meet with a Financial Aid representative to discuss their personal financial aid situation. More information regarding withdrawal from courses can be found on the Registrar's Office web page:

http://www.ega.edu/offices/student_affairs/registrar_office/add_or_drop_or_withdraw_from_classes

Emergency Policy:

- In the event the fire alarm is sounded, everyone must evacuate the building at once and in a calm and orderly fashion, using the nearest exit (**evacuation point for the Academic Building upper floor is Parking lot P-7**). In the event of a severe weather warning everyone must proceed immediately to the nearest designated shelter area which are marked by a small tornado symbol. All severe weather shelter locations are posted on the EGC website. Each student should, on the first day of class, determine the location of the nearest exit and the nearest designated shelter area for each of his or her classrooms. If you have difficulties locating either ask your instructor to assist you.
- The **Connect-ED** system is a communication service that enables East Georgia College administrators and security personnel to quickly contact all East Georgia College students, faculty and staff with personalized voice and text messages that contain emergency-related campus information (e.g., campus closing, campus threat, health scare, etc.) With **Connect-ED**, East Georgia College students can be reached and provided with vital instructions anywhere, anytime, through their cell phones, home phones, e-mail, TTY/TDD receiving devices, or other text-receiving devices. **You must sign up for this service.** Please see: http://www.ega.edu/student_life/connected
- EGCS students should make themselves familiar with East Georgia College's Emergency Response Plan: http://www.ega.edu/offices/public_safety/emergency_response . In the event of an emergency, EGA students should follow the instructions of faculty, staff members, or campus officials.

CAMPUS CARRY LEGISLATION (HB 280)

Beginning July 1st, 2017, new Campus Carry legislation relating to the carrying and possession of handguns on campus will be in effect in the University System of Georgia.

Please review specific Campus Carry information on the College's website

www.ega.edu/campuscarry to determine the impact this new legislation may have on you, the student. Violation of the Campus Carry law is also a violation of the EGSC Student Code of Conduct.

Please direct questions or report suspected violations to:

EGSC Police Department: Main Campus: 478-289-2090 OR Statesboro: 912-623-2462

Augusta University Police Department: 706-721-8119

EGSC Ethics Hotline (Reports only): 877-516-3429

Please visit the Campus Carry website (www.ega.edu/campuscarry) regularly to view important updates.

This syllabus is subject to change at the discretion of the instructor.

BIOLOGY 3600 - Vertebrate Zoology

CRN #####

Lectures [2.5
hours/week]
Lab [3 hours/week]Text: Hickman et al. *Integrated Principles of Zoology*, 17th
ed (2017) *special EGA edition*Instructor John E.
Cadle

WEEK	LECTURE/DISCUSSION	Pough/Janis readings	LAB
1	Phylogeny, diversity, and classification of vertebrates	Ch 1. Ch 2	1- Phylogeny and Classification
2	The vertebrate body plan and jaws	Ch 2. Ch 3	2 - Vertebrate Development
3	Cyclostomes and Gnathostomes. Living in water. The Paleozoic	Ch 4. Ch 5	3 - Vertebrate Development
4	Chondrichthyans, Osteichthyans	Ch 6. Ch 7	4 - Cyclostomes and Chondrichthyans
5	Exam 1 Osteichthyans	Ch 8. Ch 9	5 - Osteichthyans
6	Tetrapod origins. Amphibians	Ch 10. Ch 11	6 - Osteichthyans
7	Amphibians. Living on land	Ch 11. Ch 12	7 - Amphibians
8	Exam 2 The Mesozoic. Synapsids and sauropsids. Ectothermy	Ch 13. Ch 14. Ch 15	8 - Tadpole metamorphosis
9	Turtles, crocodylians. Biology of dinosaurs and other extinct diapsids	Ch 16. Ch 18. Ch 19	9 - Turtles and Crocodylians
10	Lepidosaur. Endothermy	Ch 17. Ch 20	10 - Lepidosaur
11	The Cenozoic, Birds	Ch 21. Ch 23	11 - Lepidosaur
12	Birds, synapsids Exam 3	Ch 22. Ch 24	12 - Birds
13	Mammals	Ch 25	13 - Mammals
14	Mammals. The human lineage	Ch 26	14 - Mammals

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