This form is to be used to request a substantive change in a common course. Representatives from all institutions offering the common course must participate in developing the proposed revisions to a common course. Signatures from all institutions offering the common course must be included on the final form submitted to AAC.

Indicate (X) the universities that offer the common course.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Institutional Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSU</td>
<td>Agriculture and Biological Sciences / Biology and Microbiology</td>
<td>Laurie Stenberg Nichols</td>
<td>3/6/15</td>
</tr>
<tr>
<td>BHSU</td>
<td>School of Natural Sciences</td>
<td>Charles Lamb</td>
<td>12/1/14</td>
</tr>
<tr>
<td>NSU</td>
<td>Biology, Chemistry &amp; Physics, &amp; Mathematics</td>
<td>Jodie Ramsay</td>
<td>12/1/14</td>
</tr>
<tr>
<td>USD</td>
<td>Academic Affairs</td>
<td>Deborah Dodge</td>
<td>1/27/15</td>
</tr>
</tbody>
</table>

Section 1. Course Title and Description

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 373</td>
<td>Evolution</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Description as it currently appears in the system common course database:
Surveys evidence for biological evolution and the historical development of evolutionary theory, and examines genetic and other mechanisms responsible for life's diversity.

Section 2. Modification(s) Requested

X Course content/description change to:

This course provides an overview of biological evolution and its evidence, examines micro- and macro-evolutionary forces that drive biological diversity, and helps students understand the relevance of evolutionary theory in contemporary issues.
Justification for all changes noted above:
The current course description of BIOL 373 is too short and does not sufficiently outline the course content. The revised description was developed in collaboration Northern State University and Black Hills State University.

Section 3. Other Course Information
1. Will this course be equated (considered the same course for degree completion) with any other unique or common course in the course database? X Yes _______ No
   If yes, indicate the course(s) to which it will be equated. BIOL 473 Evolution (USD)

Section 4. To Be Completed by Academic Affairs

<table>
<thead>
<tr>
<th>Current</th>
<th>Change in University Dept Code</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBIOL, NBIOL, SBIOM, UBIOL</td>
<td>to No Change</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change in CIP Code</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.1303</td>
<td>No Change</td>
</tr>
</tbody>
</table>

BHSU Approval:
From: Lamb, Charles
Date: Monday, December 1, 2014 at 5:01 PM
Subject: Re: Request for change to course description

Hello all,
I prefer the first description Jodie included. While our current descriptions for many course are way too terse, I do think we should avoid including too much that might be particular to an individual instructor or might become dated too quickly.
Sincerely,
Charlie

Dr. Charles Lamb
Chair, School of Natural Sciences
Black Hills State University

NSU Approval:
From: Ramsay, Jodie
Date: Monday, December 1, 2014 at 10:15 AM
Subject: RE: Request for change to course description

Hello. I have conferred with the faculty member (Dr. Alyssa Anderson) who teaches evolution here at NSU. She agrees that the course description could use updating. She suggested one of the following to allow some flexibility. She felt that the sentence related to a phylogeny-based project was not really necessary.

1. This course provides an overview of biological evolution and its evidences, examines micro- and macro-evolutionary forces that drives biological diversity, and helps students understand the relevance of evolutionary theory in contemporary issues.
   Or
2. This course provides an overview of biological evolution and its evidences, examines micro- and macro-evolutionary forces that drives biological diversity, and helps students understand the relevance of evolutionary theory as it relates to various issues in the biological sciences (e.g. antibiotic resistance, spread of disease, animal behavior, co-evolution of species, invasive species, evolution of sex etc.).

USD Approval:
From: Dodge, Deborah P
Janell,
There are no concerns with the proposed curriculum change; thank you for catching the equate to our BIOL 473.
Best,
Deborah

Deborah Palmer Dodge
Director of Curriculum & Special Projects