BIO 110 – General Biology I
Fall 2021

Professor: Josh R. Auld, Ph.D. **Phone**: 610-436-0046
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Office Hours: MWF 9:00-9:50am & TR 10:30-11:30am

Laboratory Sections & Professors:

Lab Section	Day & Time	Room	Professor	Email	Office Hours
52	T – 11:00am-1:50pm	SSN 181	Prof. Stamis	sstamis@wcupa.edu	
53	T – 2:00pm-4:50pm	SSN 181			
54	T – 6:00pm-8:50pm	SSN 181	Dr. Hurley	khurley@wcupa.edu	
55	W – 12:00pm-2:50pm	SSN 181	Dr. Wallack	dwallack@wcupa.edu	
56	W – 3:00pm-5:50pm	SSN 181			
58	R – 8:00am-10:50am	SSN 181	Prof. Stamis	sstamis@wcupa.edu	
59	R – 11:00am-1:50pm	SSN 181	Dr. Wallack	dwallack@wcupa.edu	
60	R – 2:00pm-4:50pm	SSN 181	Dr. Pagán	opagan@wcupa.edu	
61	R – 6:00pm-8:50pm	SSN 181	Dr. Hurley	khurley@wcupa.edu	
62	T – 8:00am-10:50am	MER 122	Prof. Stamis	sstamis@wcupa.edu	
63	T – 11:00am-1:50pm	MER 122			
64	T – 2:00pm-4:50pm	MER 122	Dr. Sullivan-Brown	jsullivan@wcupa.edu	
65	T – 5:00pm-7:50pm	MER 122	Dr. Sweet	esweet@wcupa.edu	
67	W – 3:00pm-5:50pm	MER 122	Dr. Hurley	khurley@wcupa.edu	
69	R – 8:00am-10:50am	MER 122	Dr. Schedlbauer	jschedlbauer@wcupa.edu	
70	R – 11:00am-1:50pm	MER 122			
71	R – 2:00pm-4:50pm	MER 122	Dr. Garner	ygarner@wcupa.edu	
73	F – 1:30pm-4:20pm	SSN 181	Dr. Hurley	khurley@wcupa.edu	

Requirements: 1. Textbook: *Campbell Biology In Focus*, 3rd Ed. (Urry et al. 2020; Pearson Ed., Inc.)
2. Access to *Mastering Biology* (Pearson) for online homework and quizzes (via D2L).

Catalog Description:
BIO 110 covers the concepts general to all living organisms such as cell structure and function, genetics, evolution and ecology. This course is designed for majors in biology and related scientific areas. The course includes 3 1-hour lectures and 1 3-hour laboratory per week.

Course Introduction:
BIO 110 is a 4-credit course and has two main components: Lecture & Laboratory.

- Lecture sessions are held MWF for an hour and will involve some small group work. Students will be expected to use PollEverywhere to respond to in-class polls. You will need to log in to PollEverywhere with your WCU email address and password(SSO).
- Laboratories meet once per week for 3 hours where instructors will present activities and facilitate group work. During labs, you will work with your lab professor and classmates to apply concepts and practice working with them.

You will be expected to complete **independent, "online" learning** activities on time and actively participate in **synchronous Zoom meetings** for lecture and laboratory every week.

Respect for Diversity:

It is my intent that all students from any kind of diverse background/perspective should be well served by this course. The diversity that students bring to this class will be viewed as a resource, strength, and benefit. I intend to present materials and activities that are respectful of diversity: race, ethnicity, culture, gender, sexuality, disability, age, and socioeconomic status. Please let me know if something said or done in this course, by either myself or other students, is troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens to individuals during the course is important to me. You can talk to directly to me. I am always open to listening to student experiences and want to work with you to find a solution. If you are not comfortable discussing it directly, you can discuss the issue with the Office for Diversity, Equity, and Inclusion.

Science has historically been built by a small set of privileged voices that excluded others. Sadly, racism and sexism still exist in the sciences today and the content of this course will acknowledge those biases when they intersect with the course content. I welcome and appreciate any suggestions you have for improving the course. Please do not hesitate to talk to me about any issues you have.

My Goals & Approach:
BIO 110 is an introductory/survey biology course for science majors, therefore a lot of facts and details are involved. However, studying science is not just about memorizing facts. It is also about understanding the process by which scientists think and learn about the world around us. In this course, I hope that you:

- Learn about biology at multiple levels of organization.
- Learn about the process of doing science.
- Understand evolution as the theme that unifies all of biology.

Finally, I hope that you retain the information and perspective gained in this course after the course is over. Toward that end, I will make an effort to contextualize and connect the material presented throughout this course as part of the large (and growing) field of biology. All of this is done within the framework of encouraging you to *think rather than memorize*.

Note the prominent statement identifying the course as an approved General Education Science Distributive.

General Education Learning Objectives:
BIO 110 is an approved course in the West Chester University General Education program, recognized as a *Science Distributive*. It is designed to help you meet the following General Education goals (see section below for SLOs and assessments):

Gen Ed Goal #1	Communicate effectively
Gen Ed Goal #2	Think critically and analytically
Gen Ed Goal #3	Employ quantitative analysis and mathematical models

Note General Education Goals 1, 2, and 3 are clearly identified.

Meeting & Assessing Student Learning Outcomes:
Program Goal #1: *Biological knowledge*: Throughout the course, fundamental details describing the organization, structure and function at all levels of life are presented and discussed with emphasis placed on the process/development of biological knowledge. Student comprehension of this knowledge is assessed by lecture and laboratory exams.

Students successfully completing BIO 110 will meet the following student learning outcomes (SLOs):

1. Demonstrate competency in key biological content and concepts at the molecular, cellular, organismal, and ecosystem levels.
2. Demonstrate a general knowledge of the fundamental terminology, concepts, and processes common to all living systems, whether plant, animal, fungus or microbe.
3. Demonstrate knowledge of basic laboratory techniques utilized in modern biological research.

Program and Course Student Learning Outcomes are included and explicitly linked to assessment. Table included on page 6-7.

4. Demonstrate an understanding of the means by which a researcher recognizes the potential of a given project, creates an experimental design, performs the experiment, and interprets the collected data.
5. Demonstrate competency in quantitative reasoning and critical/analytical thinking.
6. Develop an awareness of science as a human endeavor with social consequences and responsibilities.

Learning Goal/ Module	Module Objectives	Laboratory Activities	Lecture Exam
Evolution	• Identify the major groupings of life on earth. • Understand the role that Charles Darwin played in developing our modern understanding of evolution. • Describe the process of natural selection as a result of phenotypic variation, inheritance, and differential reproductive success. • Explain why evolution is a theory and know what that means. • Read and interpret a phylogeny. • Compare and contrast homology and analogy.	1	1
Atoms & Molecules	• Identify the components of an atom and their relative locations, roles, and charges. • Relate valence shell capacity to reactivity (i.e., the propensity to interact with other atoms) and the type of bond formed between two atoms. • Compare and contrast polar and nonpolar covalent bonds and relate this to the polarity of individual molecules. • Understand emergent properties of water as a result of molecular polarity. • Relate the concepts of hydrophilic and hydrophobic to polarity. • Recognize that carbon and hydrogen form a nonpolar bond and, together with several important functional groups, form a diverse array of organic molecules. • Understand the concept of polymerization and see how it applies to large biological molecules. • Compare and contrast 4 major types of organic molecules (carbohydrates, lipids, proteins, and nucleic acids) including details on their structure and function.	3	1
Cells & Cellular Functions	• Identify the defining characteristics of prokaryotic and eukaryotic cells. • Understand the structure and function of universal cellular characteristics, as well as those that are unique to eukaryotic cells. • Relate the components of the endomembrane system to each other. • Identify ways in which the structure and function of mitochondria and chloroplasts are unique and see how that relates to the evolutionary origin. • Relate the structure and function of biological membranes to the structure and function of their molecular components. • Compare and contrast passive and active transport, and see this contrast via a more general lens, exergonic and endergonic processes. • Explain how an exergonic process can be used to power an endergonic one and give examples of how this is used to accomplish cellular work. • Relate enzyme functionality to polypeptide structure.	4	2
Respiration & Photosynthesis	• Identify the inputs and outputs of cellular respiration as a general process, as well as the inputs and outputs of the following 4 separate phases of cellular respiration: glycolysis, pyruvate	5	2

	oxidation, the citric acid (Krebs) cycle, and oxidative phosphorylation. • Identify how and why oxygen (O_2) is involved in cellular respiration and understand what happens when O_2 supply runs out. • Identify the inputs and outputs of photosynthesis as a general process, as well as the inputs and outputs of the two separate phases – the light reactions and the Calvin cycle. • Explain respiration and photosynthesis as redox processes, that is in terms of electron flow. • Connect the processes of cellular respiration and photosynthesis to the roles they play in the biosphere.		
Mitosis & The Cell Cycle	• Explain the various roles of cell division and understand why it is important that cells be able to produce daughter cells that are genetically identical. • Relate the stages of the cell cycle to each other by understanding what is happening in each one. • Exhibit a mechanistic understanding of the process of mitosis with clarity on why each stage is critical. • Recognize the chromosome as a distinct unit while understanding its structure, function, and status as 1) replicated vs. unreplicated and 2) condensed vs. uncondensed. • Understand the importance of cell cycle regulation.	6	3
Sex: Meiosis & Fertilization	• Define ploidy and see how it changes during a sexual life cycle. • Relate ploidy to the concept of homologous chromosomes. • Compare and contrast the roles of mitosis, meiosis, and fertilization in different sexual life cycles. • Exhibit a mechanistic understanding of the process of meiosis with clarity on why each stage is critical. • Compare and contrast mitosis and meiosis. • Understand the effects of recombination (via independent assortment and crossing over) on genetic variation.	6	3
Genetics	• Describe the contributions of Mendel to our modern understanding of genetics. • Demonstrate a clear understanding of what a gene is and what an allele is. • Relate the process and probability of allele transfer across generations to your understanding of meiosis. • Describe a variety of ways that alleles interact to determine phenotypes. • Compare and contrast genotype and phenotype. • Explain the law of segregation in terms of chromosomes and ploidy. • Explain the law of independent assortment in terms of (homologous) chromosomes and ploidy. • Describe what linkage is physically and relate this to the consequences of linkage for the transmission of genes. • Understand how the structure of DNA affects the process of DNA replication. • Identify some of the key enzymes involved in DNA replication and know their roles. • Conceptualize gene expression as two distinct steps where a gene is transcribed and then translated. • Describe the basic processes of transcription and translation.	7, 8	3
Populations & Species	• Define what a population is and see how this is the level of organization where evolution comes about as an emergent property.	9	4

	• Compare and contrast the 4 different mechanisms of microevolution. • Define in general terms what an allele frequency is and relate this to the process of evolution. • Describe the Hardy-Weinberg model, explain the concept of Hardy-Weinberg equilibrium, and see the utility of H-W as a null model. • Understand the consequences of mutation, migration, genetic drift, and natural selection on the maintenance of genetic variation in the population. • Compare and contrast different mechanisms of selection. • Describe the biological species concept and give examples of where this concept applies and doesn't apply. • Relate the biological species concept to the idea of (prezygotic and postzygotic) reproductive isolation. • Give examples of the different ways that speciation can happen including how this relates to the different outcomes of hybridization.		
Ecology	• Describe ecology as a level of biological inquiry and relate the ways we study the distribution and abundance of organisms across ecological scales. • Identify key abiotic aspects of the planet that structure global and local climate. • Clearly define what a population is and see how we characterize this level of organization in terms of density, dispersion, and demography. • Compare and contrast the exponential and logistic models of population growth by identifying their similarities and differences and applying them to natural populations. • Describe what carrying capacity is, including what causes it and what its effects are. • Clearly define what a community is and see how we characterize this level of organization in terms of trophic level, diversity, and succession. • Describe interspecific interactions and contrast them with intraspecific interactions. • Define biological diversity and understand a variety of reasons for why diversity varies among communities. • Clearly define what an ecosystem is and see how we characterize this level of organization in terms of energy flow and chemical cycling. • Understand what net primary productivity is, and how energy transfer efficiency structures an ecosystem.	10	4

Note the identification of General Education Goals 1, 2 and 3. The preparer identifies Goals 1 and 2, as well as at least one associated Student Learning Outcome (SLO). Goals 3 requires two identified SLOs. Each General Education Goal and SLOs are explicitly linked to assessment. Narrative provides assessment details and clarity.

Program Goal #2 & General Education Goal #1: *Communicate effectively*: Students will *express themselves effectively in presentations* in lab and *demonstrate comprehension of and ability to explain information and ideas accessed through reading*. In the first lab students give a presentation and are graded according to a rubric. Each lab (except the first) begins with a quiz based uniquely on the introduction to each lab as written in the lab manual. Students are also asked, as part of lab "Apply Your Knowledge" exercises, to construct sentences using a set of key words thereby illustrating the ability to communicate the connections among key concepts.

General Education Goal #2: *Think critically and analytically*: Students will *construct and analyze arguments in terms of the premises, assumptions, contexts, conclusions, and anticipated counter-arguments*; students will also be required to *reach sound conclusions based on a logical analysis of evidence* and *develop creative approaches to assignments*. Based on

experimentally generated data presented in lecture and laboratory, students are challenged to analyze results and interpret their meaning. Throughout the semester, questions are posed, and students are challenged to answer them, based not on what they feel or what they would like the answer to be, but on the data presented. Weekly lab assignments ask students to "Apply Their Knowledge" whereby they demonstrate learned information and the ability to think critically and analytically. Additionally, some exam questions require students to think about the concepts that they have learned rather than simply recognize memorized information.

General Education Goal #3: *Employ quantitative analysis and mathematical methods*: Students will *employ quantitative methods to examine a problem in the natural world* and *apply the basic methods and thought processes of the scientific method for the natural sciences*. In lecture and laboratory precise measurements are made or illustrated, interpreted, and used to explain/understand all manner of biological phenomena. In lecture, students are presented with data to interpret. In laboratory, students form hypotheses, run experiments, generate data, analyze this data, and interpret the meaning of this data in terms of whether their hypotheses are supported or not. Additionally, as examples of mathematical methods, several laboratories employ statistical hypothesis testing and the ecology lectures & laboratory use mathematical models to illustrate population growth and regulation.

Attendance Policy:
Attendance in lecture and laboratory is mandatory. Any material covered in lecture (laboratory) is fair game for the lecture (laboratory) exams, whether it is in the required readings or not.

- **Lecture Attendance:** In-class polls will be administered using PollEverywhere (PE). You must use your WCU email address for your PE account. Any response to the poll question (correct or incorrect) will earn attendance points.
- **Laboratory Attendance:** Your attendance in lab is required, and you will not earn credit if you only complete part of the activities and/or only attend part of the lab session. You must complete all independent learning activities and in-class, live activities to demonstrate attendance. Excused absences will follow official WCU policy.

Note the Attendance Policy is clear and linked to Grading below.

Grading:
A letter grade will be assigned based on your performance in the course. Grades are calculated as a percentage of the total points available (1000), rounded to the second decimal, and defined as follows: A = 90.00-100%; B = 80.00-89.99%; C = 70.00-79.99%; D = 60.00-69.99%; F ≤ 59.99%. (+) and (-) will be assigned according to University policy. All grades, including other grades (e.g., NG, Z), will follow policy described in the Undergraduate Catalog.

The course grade is made up of the following performance measures:

Lecture Exams	(3 @ 100 points):	300	(30%)
Final Exam	(1 @ 200 points):	200	(20%)
Laboratory Activities		300	(30%)
Homework Assignments		50	(5%)
Homework Quizzes		120	(12%)
Attendance in Lecture Zoom Q&A Sessions		30	(3%)
Total		**1000**	

Outcomes and Assessments

Assessment	**Program Learning Outcome PLOs ***	**Student Learning Outcome SLOs†**
Lecture Exams & Final	1	1, 2, 5

Note the included table clarifies the link from Program Learning Outcomes and Student Learning Outcomes to Assessment artifacts such as Lecture Exams & Finals etc. The link to the above course grade in both points and percentages is noteworthy.

Laboratory Activities	2	3, 4, 5
Homework Assignments	1	1, 6
Homework Quizzes	1	1, 5
Attendance	1, 2	1, 6

*PLOs
#1: Biological knowledge
#2: Communicate effectively

† SLOs
1. Demonstrate competency in key biological content and concepts at the molecular, cellular, organismal, and ecosystem levels.
2. Demonstrate a general knowledge of the fundamental terminology, concepts, and processes common to all living systems, whether plant, animal, fungus or microbe.
3. Demonstrate knowledge of basic laboratory techniques utilized in modern biological research.
4. Demonstrate an understanding of the means by which a researcher recognizes the potential of a given project, creates an experimental design, performs the experiment, and interprets the collected data.
5. Demonstrate competency in quantitative reasoning and critical/analytical thinking.
6. Develop an awareness of science as a human endeavor with social consequences and responsibilities.

Exams:
There will be 3 in-class (lecture) exams covering the material in equal proportions and 1 cumulative (final) exam. The final exam will be roughly 50% new material (covered in the last quarter of the course) and 50% cumulative. These exams will be in a multiple-choice format. No exam may be taken at a time other than the assigned time without permission from Dr. Auld and proper documentation (see policy below).

Exam Grade Change Policy:
All concerns/inquiries regarding changes to exam grades must be submitted within 1 week of when the exam scores are announced. After 1 week, no changes to exam scores will be made.

Exam Make-up Policy:
If you are unable to take an exam at the regularly scheduled time due to an excused absence (see Excused Absences Policy), proper documentation (e.g., doctor's excuse) must be provided in hard copy (no e-mail attachments) in order for a make-up exam to be arranged. Additionally, you must contact the instructor (Auld for all lecture exams, lab instructor for laboratory exams) within 48 hours after the exam or you forfeit your chance for a make-up. Missed exams without proper documentation will be marked as a score of 0.

Weekly Homework:
Weekly homework assignments must be completed online using the Mastering Biology system. Access to this system will be through D2L. Assignments must be completed by posted due date. *Late assignments will not receive any credit.*

Digital Support:
This course requires the use of Desire to Learn (D2L), WCU's learning management system, and WCU e-mail accounts. For technical assistance, please reach out to the following:
- **WCU Help Desk**: 610-436-3350
- D2L (available 24/7): 1-877-730-6235

Equipment Requirements:

- Internet-enabled device (laptop, tablet)
- Recent version of Firefox or Chrome
- The ability to open Microsoft Word 2007 (or later), PDF documents (you can download Office for free as a WCU student)
- Access to the Internet via cable or broadband

Logging In & Staying Connected:

- **D2L:** You should log in to D2L several times a week.
- **Email:** You should check your email daily. Professors will generally respond to emails within 24 hours M-F and within 48 hours on the weekend. We expect that you will follow the same guidelines.

Note clarity of Course Outline on pages 9-10.

Course Outline:
This is a survey course of biology covering the following topics:

1. Fundamentals & Building Blocks:

- **Science** (process, observation, hypothesis, falsification, data, inference, theory)
- **Evolution** (unifying theme in biology, unity, diversity, evidence, mechanisms)
- **Natural selection** (process, individual variation, inheritance, fitness, adaptations)
- **Phylogenies** (common descent, clades, homology, analogy)
- **Chemistry** (atoms, elements, molecules, charge, polarity, bonding)
- **Molecules** (water, carbon-based, functional groups, carbohydrates, lipids, amino acids, nucleotides)
- **Polymerization** (polysaccharides, polypeptides, polynucleotides, microtubules)

2. Cells & How They Work:

- **Structure** (nucleus, prokaryotes/eukaryotes, animals/plants, organelles, cytoskeleton, junctions, cell cycle, mitosis, cytokinesis)
- **Function** (membranes, gradients, passive & active transport, signaling)
- **Processes** (exergonic/endergonic reactions, enzymes, redox reactions, glycolysis, aerobic respiration, fermentation, photosynthesis)

3. Reproduction & Transfer of Information:

- **Sex** (ploidy, meiosis, fertilization, independent assortment, recombination, sex determination)
- **Genetics** (genotype/phenotype, Mendel's laws, crosses, linkage)
- **DNA** (chromosome structure, DNA structure & replication, mutations)
- **Gene expression** (transcription, modification, translation)
- **Mutation** (point, reading frame, synonymous/nonsynonymous)

4. Change & Context:

- **Evolutionary processes** (populations, selection, migration, mutation, drift)
- **Speciation** (species concepts, pre/post-zygotic isolation, allopatric, sympatric)
- **Populations** (climate & biomes, density-dependence/independence)
- **Communities** (interspecific interactions, trophic structure, diversity)
- **Ecosystems** (energy flux, nutrient cycling)

Bibliography:

Bergstrom, C. T. & L. A. Dugatkin. 2016. Evolution, 2nd ed. W. W. Norton & Co.
Brooker, R. J., E. P. Widmaier, L. E. Graham, & P. D. Stiling. 2015. Principles of Biology. McGraw Hall.
Freeman, S., L. Allison, M. Black, G. Podgorski, K. Quillin, J. Monroe, & E. Taylor. 2014. Biological Science, 5th ed. Pearson.
Raven, P. H., G. B. Johnson, K. A. Mason, J. B. Losos, & S. R. Singer. 2014. Biology, 10th ed. McGraw Hill.
Reece, J. B., L. A. Urry, M. L. Cain, S. A. Wasserman, P. V. Minorsky, & R. B., Jackson. Campbell Biology, 10th ed. Pearson.
Urry, L. A., M. L. Cain, S. A. Wasserman, P. V. Minorsky, J. B. Reece. 2016. Campbell Biology In Focus, 2nd ed. Pearson.

FALL 2021

Tentative Lecture Schedule:

Dates	Lecture Topic (Chapter) / Exam
Aug. 30 & Sep. 1 Sep. 3 – 13 Sep. 15 – 22 Sep. 24	Introduction (1) Evolution (19-20) Atoms & Molecules (2-3) *Review*
September 27	**Exam 1**
Sep. 29 – Oct. 8 Oct. 11 – 20 Oct. 22	Cells & Cellular Functions (4-6) Respiration & Photosynthesis (7-8) *Review*
October 25	**Exam 2**
Oct. 27 – Nov. 1 Nov. 3 – 17 Nov. 19	Mitosis & Meiosis (9-10) Genetics (11-14) *Review*
November 11	**Exam 3**
Nov. 29 – Dec. 3 Dec. 6 – 10 Dec. 13	Populations & Species (21-22) Ecology (40-42) *Review*
December 14-17	**Exam 4 (see below)**

- **The Final Exam (Exam 4) for BIO 110-01 (MWF 10:00-10:50) is Xday, Dec. X at Xam.**
- **The Final Exam (Exam 4) for BIO 110-02 (MWF 11:00-11:50) is Xday, Dec. X at Xam.**

Tentative Laboratory Schedule: *All lab sections are on T, W, R, or F.*

Week	Dates	Laboratory
1	Aug. 31 – Sep. 3	*No Labs (First Week)*
2	September 7 – 10	The Scientific Method & Common Descent
3	September 14 – 17	Data Analysis & Interpretation
4	September 21 – 24	Organic Molecules
5	Sep. 28 – Oct. 1	Cells & Microscopy
6	October 5 – 8	Membranes & Diffusion
7	October 12 – 15	**Exam 1**
8	October 19 – 22	*No Labs (Fall Break)*
9	October 26 – 29	Cell Cycle & Division
10	November 2 – 5	Genotypes & Phenotypes
11	November 9 – 12	Molecular Genetics
12	November 16 – 19	Population Genetics & Evolution
13	November 23 – 26	*No Labs (Thanksgiving Week)*
14	Nov. 30 – Dec. 3	Population Ecology
15	December 7 – 10	**Exam 2**

Statements Common to All WCU Undergraduate Syllabi:

ACADEMIC & PERSONAL INTEGRITY

It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the *Ram's Eye View*, and the University website at www.wcupa.edu.

STUDENTS WITH DISABILITIES

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. The OSSD hours of Operation are Monday – Friday, 8:30 a.m. – 4:30 p.m. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at www.wcupa.edu/ussss/ossd.

EXCUSED ABSENCES POLICY

Students are advised to carefully read and comply with the excused absences policy, including absences for university-sanctioned events, contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

REPORTING INCIDENTS OF SEXUAL VIOLENCE

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the University's commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University Protection of Minors Policy.** Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: https://www.wcupa.edu/_admin/diversityEquityInclusion/sexualMisconduct/default.aspx

EMERGENCY PREPAREDNESS

All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

ELECTRONIC MAIL POLICY

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.