

I. Course Evaluation Data:

A. Raw Evaluation Data: Fall term 2006 enrolled 66 students enrolled in two lecture sections.

1. Pre-test assessment: 66 students * took the survey. The average score was 10.6 correct out of 50 questions (21.2%) The pre-assessment test for the spring term 2007 resulted in an average score of 13.8 correct out of 50 questions (27.6%).

2. Post-test assessment (administered with the final exam): 67 students took the survey. The average score 26.8 correct out of 38 questions *(70.5%).

* One student did not take the pre-test. His score was not included in the final post-test average.

** The last section of the material questioned on the pre-test was not covered. Those questions were omitted from the post-test assessment.

B. University of Richmond (UR) Evaluation Forms: Course evaluations for Fall 2006 were on-line. 51/66 (77%) responded. Queries that students responded to included (all percentages reported result from combining strongly agree with agree)-

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| 1. The teacher was well prepared for class: | 96 % |
| 2. The course stimulated my critical and analytical thinking: | 69 % |
| 3. The teacher was receptive to student questions and comments | 94 % |
| 4. Considering the difficulty of the subject, the teacher was clear and understandable. | 75 % |
| 5. If I sought help outside the classroom, the teacher was helpful. | 77 % |
| 6. The course significantly increased my knowledge of the subject. | 90 % |
| 7. The quality of teaching in this course was very good. | 82 % |
| 8. I would recommend this teacher to others. | 82 % |
| 9. The connections between the lecture and laboratory portions of this course were clear. | 86 % |
| 10. The written materials related to the laboratory were adequate. | 82 % |
| 11. The equipment and materials related to the laboratory were adequate. | 88 % |

C. UR Evaluation Forms: Sample student comments-

1. I thought the course itself was very interesting and the pace was just right. For non-science majors who just need to fulfill a Gen. Ed. Requirement, it is a great class.
2. I thought the subject matter was very interesting and relevant. It is an un-intimidating way to fulfill the Gen. Ed. Requirement that incorporates science (biology) and the more liberal arts-related aspect of the study of emerging infectious diseases.
3. As a non-science person, I really appreciated that this course was offered as an option for fulfilling a general education requirement. I enjoyed the material and I can honestly say that I have a greater appreciation for science after taking this course.
4. The course was a detailed course covering the various infectious diseases which effect the world in various different ways.. It connected science to various perspectives on life and culture.
5. This course was a good way to fill the science education requirement. It was interesting and effectively joined biology and real life in order to maintain student interest.
6. didn't think I would like bio but it was so interesting and relevant. Really glad that i

- waited until my senior year to take bio just so I had a chance to take this class
7. This course was a great introduction to science and helped me to fill the requirement for graduation. It was an interesting theme to use for teaching science topics, therefore it held my attention. I think the curriculum was informative and has made me a more aware citizen.
 8. I found this course to be very interesting. It unique in the way that it had many real World implications and helped me to gain a better understanding of a subject I had little original understanding of.
 9. I really enjoyed this course. Before taking the course, I had no interest in the scientific field. Now I am considering majoring in science. This course opened my eyes to various aspects of diseases and science, and showed me how relevant this topic is to our everyday lives.
 10. This course is an excellent way for people not particularly interested to fulfill their general education requirement. It gives the biological information in connection to international policy, history, and human reactions. It is interesting for those of us who are interested in less science based fields to understand how we can connect science to our desired majors if we wish. For people who might have an interest in science, it is a good way to show its necessity. The information is shocking and enlightening not only pertaining to biology, but the world we live in. It is a good class to keep college students grounded and aware.
 11. The course was interesting and provided a great application of information to real life situations. The professor seemed truly passionate about the subject.
 12. I think the course was challenging (at least for me) because it is not a subject I am very good at. With that said, it was also pertinent to what is going on around the country and world today. Overall, a good course for a general education requirement.

II. Scheduling of Emerging Infectious Diseases: Biology 110

- A. Fall 2006: This course enrolled 66 students in two lecture sections with four laboratory sections.
- B. Spring 2007: We have enrolled 64 students in two lecture sections with four laboratory sections. There were numerous requests (over 10) for overrides into this course (even when other science general education courses were still open).
- C. Future Scheduling::
 - a. May term 2007: Total enrollment is expected not to exceed 20 students
 - b. Fall 2007: We will offer 64 spots in two lecture sections with four laboratory sections.
 - c. This course will then be offered on a rotating basis.

III. Dissemination Efforts

- A. On-Campus: This course was publicized by word of mouth by students that were enrolled in the course, the teaching assistants who helped in the laboratory, and biology majors who had learned about the material being covered. For the spring semester, 54 upperclassmen (juniors & seniors) enrolled in this course. There was limited availability for freshmen and sophomores. There were numerous requests (over 10) for overrides into this course (even when other science general education courses were still open). By different scheduling (early lectures) we are attempting to

be able to enroll more underclassmen in this course. Spoken to selected colleagues course was advertised at dept meeting

B. Regionally: Poster presentation at the Associated Colleges of the South meeting at Birmingham Southern University, November 2006.

C. Nationally:

1. Association of Biology Laboratory Educators(ABLE): An application to present a mini-workshop at the ABLE 2007 meeting at the University of Kentucky has been accepted. The mini-workshop is entitled "The Antibiotic Resistance Phenomenon: Use of Minimal Inhibitory Concentration (MIC) Determination for Inquiry Based Experimentation. Subsequent to the workshop, this will be published in the Proceedings of the Association of Biology Laboratory Educators.
2. National Association of Biology Teachers (NABT) four-year college division: This meeting is scheduled for November 2007. A submission will be made for either a poster or a mini-workshop.

IV. Requests for Additional Funding: We have been looking for granting opportunities to obtain some additional equipment. There have been no appropriate funding opportunities.

V. Level of Institution Support: UR has been very supportive in encouraging the development and implementation of this course. My primary responsibility (and job description) is to assist in curriculum development and implementation for the laboratory exercises in Genetics and Cell and Molecular Biology. This job entails trouble shooting all experiments, ordering all necessary reagents and supplies, administrative duties involving communicating between faculty involved (usually 5 to 6), updating all materials on a course web site, interacting with and preparing the teaching assistants for each weeks lab, teaching three sections and overseeing the equipment and smooth running of the other sections (up to 7 additional sections). The Biology Chairperson as well as the Dean of Arts & Sciences relieved me from those duties to allow me to present this course. Initial student comments were so positive that I was encourage to submit another proposal to Keck for the development of an additional non-majors course, Biology in Popular Culture, that has recently been funded (January 2007). The Biology Chair person will provide funds for travel for the second course as well as funds for presentation of this material at the NABT meeting.