



Governing Iowa's Public Universities

In accordance with [Board of Regents policy 3.20](#), the following required information is available below:

Fall 2026

I. Course title and number as designated in the institutional course catalog:

BIOL 1014 Life: Continuity & Change

II. A course description including learning objectives that students are expected to achieve by the end of the course

A. Course Description:

Introduction to contemporary topics in the life sciences with a focus on the biological processes that allow life to continue through generations (e.g. cell functioning) and those that cause change through time(e.g. mutations). Emphasis on gene structure and function and applications of biology to human issues, such as understanding cancer. Students are not expected to be experts in general biology by the end of the course, but instead, have an understanding and awareness of important biological concepts that they may come across in their everyday lives.

B. Course Level Learning Objectives:

- 1. Apply knowledge about the tools of scientific inquiry to interpret how scientists address contemporary problems in biology.*
- 2. Identify cell structures and human body processes and how they can lead to health conditions such as dehydration and cancer.*
- 3. Identify steps in gene expression and apply that knowledge to explain genetic diseases.*
- 4. Identify inheritance patterns and apply that knowledge to the inheritance of traits in a family.*
- 5. Identify class concepts that show up in everyday life.*

III. A general outline of the topics to be covered throughout the course:

Topics: What is Biology, Cell Parts, Protein Synthesis, Cell Cycle, Cancer, Punnett Squares, Body Systems and Diseases/Pathogens.



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IV. List of required textbooks, readings, and other materials necessary for the course

Biology for a Changing World – with Physiology, 5th ed. (2026). Shuster, et.al. W.H. Freeman and Company.

V. General description of the types of assessments used in the course (e.g., exams, papers, projects, experiential learning):

This course uses the following types of assessments:

1. *Unit Assignments: Consisting of short answer, multiple choice, fill-in the blank, true/false, mix and match style items. Purpose is to help students connect the unit details into the “big picture” so they can apply this knowledge and “problem solve” (e.g. if people have these symptoms, what treatments would you expect to help them the most and which treatments would be unnecessary), and to get feedback so they are ready to take exams.*

2. *Exams: Consists of multiple choice, fill-in the blank, and true/false questions.*