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| **School or Division** | School of Pure and Applied Sciences |
| **Program or Certificate or** | General Education Program |
| **New degree or certificate program** | N/A |
| **Proposed by (faculty only)** | Dr. Jed Wolfson, Dr. Jay Koepke |
| **Presenter (faculty only)** | Dr. Jed Wolfson |
| Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date. |
| **Submission date** | 10/14/2015 |
| **Course prefix, number, and title** | BSC 1085C Anatomy and Physiology I |

**Section I, New Course Information (must complete all items)**

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| **List School or Division** | School of Pure and Applied Sciences |
| **List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | SB1720 Testing Exemption or successful completion of all Developmental courses. |
| **Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)** | No |
| **List course corequisites** | None  |
| **Is any corequisite for this course listed as a corequisite on its paired course?**(Ex. CHM 2032 is a corequisite for CHM 2032L, and CHM 2032L is a corequisite for CHM 2032) | NoN/A |
| **Course credits or clock hours** | 4 |
| **Contact hours (faculty load)** | 5 |
| **Select grade mode** | Standard Grading (A, B, C, D, F) |
| **Credit type** | College Credit |
| **Course description** (provide below) |
| This is part I of a two-semester course in Anatomy and Physiology primarily intended for health science majors. This is an inquiry based lecture and lab integrated course and includes investigation on the structure and function of human systems including integumentary, skeletal, muscular, nervous and special senses. It is recommended that students complete BSC1010 and BSC1010L prior to taking this course. |

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| **General topic outline** (type in outline below) |
| * Introduction to biology and chemistry
* Introduction to anatomy and physiology
* Tissues
* Integumentary system
* Muscular system
* Nervous system
* Special senses
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**Learning Outcomes:** For information purposes only. Type in all learning outcomes, assessments, and general education competencies as they should be displayed in the syllabus. More rows can be added if necessary.

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| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| Compare and contrast the four biological macromolecules, their monomers and functions. | Successful completion of the following: appropriate lab exercises, lab exams, lecture exam, lab exam or lecture exam with a lab component, assigned research paper (report), if appropriate. | TIM, COM, GSR, CT |
| Describe the functions of the eukaryotic cell organelles, describe the cell membrane and differentiate the various transport processes.  |  |  |
| Evaluate a disease or disorder in a body system. |  |  |
| Define homeostasis, explain homeostatic control mechanisms, and give examples of conditions that are maintained in the human body |  |  |
| Use anatomical terminology correctly |  |  |
| Compare and contrast the characteristics, classification, location and function of the four primary tissues and use a microscope to correctly identify tissues. |  |  |
| Describe the structure and summarize the functions of the integumentary system.  |  |  |
| Differentiate the two ossification processes and summarize the events involved in remodeling and repair of bones. |  |  |
| Identify the bones and the major bone markings on the axial and appendicular skeleton.  |  |  |
| Describe the structure of various joints, demonstrate the types of movements these joints allow, and describe the factors that determine the stability of joints. |  |  |
| Describe gross anatomy and the microscopic anatomy of skeletal muscle and apply it to the mechanism of contraction of a skeletal muscle cell. |  |  |
| Apply the process of skeletal muscle metabolism to aerobic and anaerobic cellular respiration, and evaluate the effect of exercise on these muscles. |  |  |
| Identify the major muscles of the body on models and demonstrate their actions. |  |  |
| Describe the characteristics, structure and functions of the nervous system cells (including neurons and glial cells), appraise their differences, and summarize how neurons transmit information to other cells. |  |  |
| Describe the structure and function of the central nervous system (CNS), analyze how information is processed and conducted throughout the CNS, identify how the CNS is protected, and identify and describe the function of the cranial nerve.  |  |  |
| Describe the components of the peripheral nervous system (PNS) and discuss how they convey sensory information to the CNS and motor output to effector organs; also, identify and describe the function of the spinal nerves. |  |  |
| Construct the components of a reflex arc, discuss the function and importance of spinal reflexes, and demonstrate given reflexes.  |  |  |
| Compare and contrast the somatic and autonomic nervous systems (ANS) and compare and contrast the structure and function of the sympathetic and parasympathetic branches of the ANS. |  |  |
| Describe the structure and function of the special sense organs, and analyze how they convert sensory information into nerve impulses and how the input is integrated.  |  |  |

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| **ICS code for this course** | ADVANCED AND PROFESSIONAL - 1.11.04 - BIOLOGICAL SCIENCE |
| **Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".** | NoN/A |
| **Is the course an “International or Diversity Focus” course?** | No, not International or Diversity Focus |
| **Is the course a General Education course?** | Yes, core general education course |
| **Is the course a Writing Intensive course?** | No |
| **Is the course repeatable\*?**(A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). \*Not the same as Multiple Attempts or Grade Forgiveness | NoN/A  |
| **Do you expect to offer this course three times or less (experimental)?** | No |

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| **Impact of Course Proposal** |
| **Will this new course proposal impact other courses, programs, departments, or budgets?** | Yes |
| **If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?** | Many students will not take BSC1010/1010L anymore, so fewer sections of BSC1010/1010L will be needed. However, the new cohort will be less prepared for BSC 1085C, as the BSC1010/1010L courses provided important background preparation. Due to the diminished background preparation overall passing rates for BSC 1085C may decrease. An increased need for tutoring services can be projected. |
| **Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.** |
| This proposal is the result of requests received from School of Health Sciences to help them contain the length of nursing program to the required 60-70 hours by eliminating BSC 1010/1010L prerequisites from the A&P courses. This change was discussed with the Dean of the School of Health Professions.  |

**Section II, Justification for proposal**

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| **Provide justification (below) for this proposed curriculum action**  |
| This proposal is necessitated by the need to allow the School of Health Sciences to adjust its credit requirements for the Nursing Program to the allowed 60-70 hours. Other colleges in Florida have instituted this change recommended by the Florida Common Course Numbering System, and FSW needs to adjust to this new recommended change.  |

**Section III, Important Dates and Endorsements Required**

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| **List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).** |
| Dr. Jed Wolfson, Dr. Jay Koepke, Dr. Roy Hepner, Prof. Cheryl Black, Dr. George Hooks and Dr. T. Vala.  |

**nOTE:** Changes for the Fall 2016 term must be submitted to the Dropbox by the February 5, 2016 deadline and approved no later than the March 4, 2016 Curriculum Committee meeting. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate Dean or Associate Vice President as well as the Provost and Vice President of Academic Affairs to begin in either the Spring 2016 or Summer 2016 term.

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| **Term in which approved action will take place** | Fall 2016 |

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| **Required Endorsements** | **Type in Name** | **Select Date** |
| **Department Chair or Program Coordinator/Director** | George T. Manacheril | 10/14/2015 |
| **Academic Dean or Associate Vice President** | Dr. Martin A. McClinton | 10/28/2015 |

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| **Select Curriculum Committee Meeting Date** | December 4, 2015 |

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Calendar* document available in the document manager in the FSW Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents

**Important Note to Faculty, Department Chairs or Program Coordinators, and Deans or an Associate Vice President:**

Incomplete proposals or proposals requiring corrections will be returned to the School or Division. If a proposal is incomplete or requires multiple corrections, the proposal will need to be completed or corrected and **resubmitted to the Dropbox for the next Curriculum Committee meeting**. All Curriculum proposals require approval of the Provost and Vice President of Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed Summary Report.