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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 1086C Anatomy and Physiology II |

**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”)** | Minimum grade of a “C” in BSC 1085C |
| **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) | No  N/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 II of a two-semester course in Anatomy and Physiology primarily intended for health science majors, designed to be the sequel to BSC 1085C. This combined lecture/lab course covers the following topics: endocrine system, cardiovascular system, lymphatic and immune systems, respiratory system, digestive system, nutrition, urinary system, fluids, electrolytes, acid-base balance, reproduction, growth and development. | |

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| **General topic outline** (type in outline below) |
| * Endocrine system * Cardiovascular system * Lymphatic and immune system * Respiratory system * Digestive system * Nutrition * Urinary system * Fluids, electrolyte and acid-base balance * Reproductive system * Growth and development |

**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** |
| Identity the major endocrine organs, describe each of their hormones and the control of their release, and analyze the role of each hormone in homeostasis. | 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 |
| Evaluate a disease or disorder in a body system |  |  |
| Analyze the composition, physical characteristics and functions of blood, and explain the process of hemostasis and the associated disorders. |  |  |
| Describe the gross and microscopic anatomy of the heart, sketch the pathway of blood through the heart, and describe the contraction of cardiac muscle cells. |  |  |
| Explain how the cardiac conduction system controls cardiac contraction and show correlations to the events of the cardiac cycle. |  |  |
| Calculate cardiac output and describe associated homeostatic imbalances. |  |  |
| Describe the structure of blood vessels and outline and categorize the factors affecting blood flow, the control of blood flow through the body tissues, and the movement of fluids and nutrients across the capillary wall. |  |  |
| Identify the major blood vessels and circulatory pathways on models. |  |  |
| Describe the structure and function of lymphoid cells, tissues, vessels and organs and explain the formation of lymph. |  |  |
| Summarize the first and second line of nonspecific defense mechanisms and compare and contrast antibody mediated and cell mediated immunity |  |  |
| Describe the structure and function of the respiratory system organs, the mechanics of breathing, the control of ventilation, and the respiratory volumes and capacities. |  |  |
| Compare and contrast the structure, function, and control of the digestive system organs. |  |  |
| Use the current Food Guide Pyramid to design a diet plan and analyze your diet, and list the vitamins and minerals, explaining their role in the body. |  |  |
| Describe the structure and function of the urinary system organs, identify the urinary system structures on models, and explain how dilute and concentrated urine are formed. |  |  |
| Summarize water, electrolyte, and acid-base balance and their effect on homeostasis. |  |  |
| Describe blood pressure homeostasis by correlating the neuronal and hormonal control mechanisms for cardiac output, peripheral resistance, and blood volumes. |  |  |
| Describe the structure and function of the male and female reproductive organs and identify these organs on models. |  |  |
| Sketch spermatogenesis, oogenesis, ovarian cycle and the uterine cycle and explain the hormonal control of the male and female reproductive systems. |  |  |
| Describe the events in fertilization and the progression of fetal development events. |  |  |

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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".** | No  N/A |
| **Is the course an “International or Diversity Focus” course?** | No, not International or Diversity Focus |
| **Is the course a General Education course?** | Yes |
| **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 | No  If repeatable, list maximum number of credits |
| **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 Sciences. | |

**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.