## change of COURSE PROPOSAL FORM

**ACADEMIC AREA:** MATH AND SCIENCES

**PROGRAM:** AA GENERAL EDUCATION

**PROPOSEd by**: Jed Wolfson, ed hooks

**PRESENTER:** jed wolfson

**SUBMISSION DATE:** 10/26/2012

**CURRENT COURSE PREFIX, NUMBER AND TITLE:**

### bsc1093c Anatomy and Physiology ISECTION I

**TYPE(S) OF COURSE CHANGE: TYPE PROPOSED CHANGE HERE FOR EACH ITEM CHECKED:**

**** lecture/lab course must have “c” / lab course must have “l”

 type new COURSE TITLE HERE

**** TYPE IN DEPARTMENT

**** LIST ALL PREREQUISITES IN SEQUENTIAL ORDER

**** sELECT MINIMUM GRADE rEQUIRED

**** LIST ALL COREQUISITES IN SEQUENTIAL ORDER

**** Click here to ENTER THE NUMBER CREDITS OR cLOCK HOURS

**** SELECT A CREDIT TYPE

**** Click here to enter CONTACT HOURS

**** SELECT GRADE MODE

****

Type your course description as you would like it to appear in the catalog and syllabus.

****

Click here to enter topic outline. Feel free to use bullets to format the outline.

****

TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

|  |  |  |
| --- | --- | --- |
| LEARNING OUTCOMES\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Evaluate a disease or disorder in a body system studied this semester | ASSESSMENTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Successful completion of the following: report, essay, or presentation | GENERAL EDUCATION COMPETENCIES\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TIM, COM, GSR, CT |
| Define homeostasis, explain homeostatic control mechanisms, and give examples of conditions that are maintained in the human body.  | Lecture exam.  |  |
| Use anatomical terminology correctly. | Successful completion of the appropriate lab exercise and utilization of appropriate terminology throughout the course.  |  |
| Compare and contrast the characteristics, classification, location, and function of the four primary tissues and use a microscope to correctly identify tissues.  | Successful completion of the appropriate lab exercise, lab practical and lecture exam.  |  |
| Describe the structure and summarize the functions of the integumentary system.  |  Lecture exam.  |  |
| Differentiate the two ossification processes and summarize the events involved in remodeling and repair of bones.  |  Lecture exam. |  |
| Identify the bones and major bone markings on the axial and appendicular skeleton.  | Successful completion of the appropriate lab exercise and a lab practical exam. |  |
| Describe the structure of various joints, demonstrate the types of movements these joints allow, and describe the factors that determine the stability of joints.  | Successful completion of the following: appropriate lab exercises; lecture exam; lab exam or lecture exam with a lab component; assigned research paper (report), if appropriate. |  |
| Describe gross anatomy and the microscopic anatomy of skeletal muscle and apply it to the mechanism of contraction of a skeletal muscle cell.  | Lecture exam.   |  |
| Apply the process of skeletal muscle metabolism to aerobic and anaerobic cellular respiration, and evaluate the effect of exercise on these muscles.  | Successful completion of the following: appropriate lab exercises; lecture exam; lab exam or lecture exam with a lab component; assigned research paper (report), if appropriate. |  |
| Identify the major muscles of the body on models and demonstrate their actions.  | Successful completion of the appropriate lab exercise and a lab practical exam.  |  |
| Describe the characteristics, structure, and function of the nervous system cells (including neurons and glial cells), appraise their differences, and summarize how neurons transmit information to other cells.  | Successful completion of the following: appropriate lab exercises; lecture exam; lab exam or lecture exam with a lab component; assigned research paper (report), if appropriate. |  |
| 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 nerves.  | Successful completion of the following: a brain dissection; lecture exam; lab exam or lecture exam with a lab component; assigned research paper (report), if appropriate. |  |
| 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.  | Successful completion of the following: appropriate lab exercises; lecture exam; lab exam or lecture exam with a lab component; assigned research paper (report), if appropriate. |  |
| Construct the components of a reflex arc, discuss the function and importance of spinal reflexes, and demonstrate given reflexes.  | Successful completion of the appropriate lab and lecture exam. |  |
| 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.  | Successful completion of the following: appropriate lab exercises; lecture exam; lab exam or lecture exam with a lab component; assigned research paper (report), if appropriate. |  |
| 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.  | Successful completion of the following: appropriate lab exercises; lecture exam; lab exam or lecture exam with a lab component; assigned research paper (report), if appropriate. |  |
|  |  |  |
|  |  |  |

### SECTION II (must complete each item below)

**ICS CODE FOR THIS COURSE:** ADVANCED AND PROFESSIONAL - 1.11.04 - BIOLOGICAL SCIENCE

**IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S)—Enter “NA” OR MAJOR code(S):**

Click here to enter text

**GRADE MODE:** -- NO CHANGE --

**IS THIS AN “INTERNATIONAL OR DIVERSITY FOCUS” COURSE?** -- NO CHANGE --

**IS THIS A GENERAL EDUCATION COURSE?** -- NO CHANGE --

**IS THIS A WRITING INTENSIVE COURSE?** -- NO CHANGE --

**iS THIS AN HONORS COURSE?** -- NO CHANGE --

**IS THIS A REPEATABLE\* COURSE?** -- NO CHANGE --

(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

**IF “YES”, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE? if “NO”, ENTER “na” BELOW.**

 na

**DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS?** -- NA --

**WILL THESE CHANGES HAVE AN IMPACT ON OTHER COURSES, PROGRAMS OR DEPARTMENTS?**

YES

**IF “YES,” please eXPLAIN or submit comments (ENTER “NA” or COMMENTS):**

We will be moving one learning outcome out of BSC 1093C and into BSC 1094C. the only impacted courses will be bsc 1093c and bsc 1094c. WE have discussed this as a department and the majority of faculty teaching these two courses favor making this change.

**IF “YES,” HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS AND/OR PROGRAMS) REGARDING THE IMPACT? WERE ANY AGREEMENTS MADE (ENTER “NA” OR COMMENTS)?**

discussed with other departments – The health professions departments were asked to submit any objections and none were submitted.

**DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?**

-- NA --

**IS ANY COREQUISITE LISTED ON THIS COURSE LISTED AS A COREQUISITE ON ITS PAIRED COURSE?**

eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032.

 -- NA --

### SECTION III (MUST COMPLETE EACH ITEM BELOW)

**PROVIDE JUSTIFICATION FOR EACH CHANGE ON THIS PROPOSED CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION)—ENTER “na” OR TEXT:**

I. Moving the teaching of the endocrine system from BSC1093c to bsc1094c will:
 A. allow more time and attention to teaching foundational topics in bsc 1093c to better prepare
 students for later topics;
 B. maintain the same sequence of topic presentation through bsc 1093C and bsc 1094C by moving the
 endocrine system from the end of bsc1093c to the beginning of bsc1094c; and
 C. most importantly, this change will increase the success rate for our students through the
 anatomy and physiology curriculum sequence.

II. Addition of assessment description for last learning outcome to complete all fields in column two as advised by the SAC following initial review of proposal.

**nOTE:** Changes for the Fall 2013 Term must be submitted and approved no later than the January Curriculum Committee Meeting prior to the start of the next academic year. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate dean as well as the Vice President of Academic Affairs to begin in either the spring or summer term.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:**

FALL 2013

**oRDER OF APPROVAL FOR EXCEPTIONS IS AS FOLLOWS:**

SIGNATURE #1 NEEDED FOR EFFECTIVE TERM EXCEPTION:

SIGNATURE #2 NEEDED FOR EFFECTIVE TERM EXCEPTION:

**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 1/3/2013

**ASSOCIATE / ACADEMIC DEAN ENDORSEMENT:**

 1/3/2013

**DEANS’ COUNCIL Review – verified by:**

 1/16/2013

**STUDENT ASSESSMENT COMMITTEE CHAIR ENDORSEMENT:**

 2/5/2013

**FOR CURRICULUM COMMITTEE MEETING DATE: February 22, 2013**

Completed curriculum proposals must be uploaded to the dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission for Proposals* document available in the document manager in the MyEdisonState Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents