

Curriculum Committee



Change of Course Proposal

School or Division	School of Pure and Applied Sciences
Program or Certificate	
Proposed by (faculty only)	Dr. Jed Wolfson
Presenter (faculty only)	Dr. Rebecca Page
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 be resubmitted for a later date.	
Submission date	10/15/2018
Current course prefix, number, and title	BSC 1085C ANATOMY AND PHYSIOLOGY I

All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve

Do Not Approve

Mary E. Mycio  
Curriculum Committee Chair Signature

12/11/18  
Date

Approve

Do Not Approve

[Signature]

12-12-18

Interim Provost for Academic Affairs Signature

Date

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

Reviewed

Barbara D. Miley  
Office of Accountability & Effectiveness Signature

1-4-19  
Date

### **Section I, Important Dates and Endorsements Required**

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Interim Provost for Academic Affairs' Office.

<b>Term in which approved action will take place</b>	Fall 2019
<b>Provide an explanation below for the requested exception to the effective date.</b>	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.</b>		
<b>Dean</b>	<b>Signature</b>	<b>Date</b>
<b>Interim Provost for Academic Affairs</b>	<b>Signature</b>	<b>Date</b>
Dr. Eileen DeLuca		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Dr. Peggy Romeo	10/15/2018
<b>Academic Dean or Interim Provost for Academic Affairs</b>	Dr. Martin McClinton	10/15/2018

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Dr. Jed Wolfson, Dr. Jay Koepke,

### **Section II, Proposed Changes**

<b>Change to course prefix and number</b>	
<b>Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)</b>	No
<b>Provide justification for the proposed prerequisite(s).</b>	
<b>Change to course title</b>	
<b>Does the Course Title Change affect other courses?</b>	
<b>Change of School, Division, or Department</b>	
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	
<b>Change to course co-requisites</b>	
<b>Provide justification for the proposed co-requisite(s).</b>	
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b>	

Change to course credits or clock hours	
Change to contact hours (faculty load)	
Are the Contact hours different from the credit/lecture/lab hours?	
Change to grade mode	
Change to credit type	
Change to course description (provide below)	

Change to general topic outline (type in entire new outline below)
<ul style="list-style-type: none"> <li>• Introduction to biology and chemistry</li> <li>• Introduction to anatomy and physiology</li> <li>• Tissues</li> <li>• Integumentary system</li> <li>• Skeletal System</li> <li>• Muscular system</li> <li>• Nervous system</li> <li>• Special senses</li> </ul>

**Change to Learning Outcomes:** For information purposes only.

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies</i>: Communicate*</p> <p>2. Supplemental <i>General Education Competency or competencies</i>: Think**</p> <ul style="list-style-type: none"> <li>• Compare and contrast the four biological macromolecules, their monomers and functions.</li> <li>• Describe the functions of the eukaryotic cell organelles, describe the cell membrane and differentiate the various transport processes.</li> <li>• Evaluate a disease or disorder in a body system.*/**</li> <li>• Define homeostasis, explain homeostatic control mechanisms, and give examples of conditions that are maintained in the human body</li> <li>• Use anatomical terminology correctly</li> <li>• Compare and contrast the characteristics, classification, location and function of the four primary tissues and use a microscope to correctly identify tissues.</li> <li>• Describe the structure and summarize the functions of the integumentary system</li> <li>• Differentiate the two ossification processes and summarize the events involved in remodeling and repair of bones.</li> <li>• Identify the bones and the major bone markings on the axial and appendicular skeleton.</li> <li>• Describe the structure of various joints, demonstrate the types of movements these joints allow, and describe the factors that determine the stability of joints</li> <li>• Describe gross anatomy and the microscopic anatomy of skeletal muscle and apply it to the mechanism of contraction of a skeletal muscle cell.</li> <li>• Apply the process of skeletal muscle metabolism to aerobic and anaerobic cellular</li> </ul>
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Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18

<p>respiration, and evaluate the effect of exercise on these muscles.</p> <ul style="list-style-type: none"> <li>• Identify the major muscles of the body on models and demonstrate their actions.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Construct the components of a reflex arc, discuss the function and importance of spinal reflexes, and demonstrate given reflexes.</li> <li>• 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</li> <li>• 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.</li> </ul> <p><b>B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for science.</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and to use the scientific method to explain the natural world.</li> <li>• Students will successfully recognize and comprehend fundamental concepts, principles and processes about the natural world</li> </ul>

**Section III (must complete each item below)**

<b>Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.</b>	No Change
<b>Change course to an "International or Diversity Focus" course?</b>	No Change
<b>Change course to a General Education course?</b>	No Change
<b>Change course from General Education to non-General Education?</b>	No Change
<b>Change course to a Writing Intensive course?</b>	No Change
<b>Change course from Writing Intensive to non-Writing intensive?</b>	No Change
<b>Change course to repeatable?</b>	No Change

<b>Impact of Change of Course Proposal</b>	
<b>Will this change of course proposal impact other courses, programs, departments, or budgets?</b>	No
<b>If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?</b>	
<b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b>	
No	
<b>Impact of Change of Course Proposal</b>	
<b>Will this change of course proposal impact library services or budgets?</b>	No
<b>If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?</b>	
<b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b>	
No	

**Section IV, Justification for proposal**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
Skeletal System was omitted as a Topic in original proposal; this proposal corrects that omission. Added Supplemental Gen Ed competency (Think) to broaden the range of Gen Ed competencies covered by the School of Pure and Applied Sciences.