

Curriculum Committee



Change of Course Proposal

School or Division	School of Pure and Applied Sciences
Program or Certificate	
Proposed by (faculty only)	Dr. Jay Koepke
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 1086C ANATOMY AND PHYSIOLOGY II
<p>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.</p> <p> <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve </p> <p> <i>Mary L. Myers</i> _____ Curriculum Committee Chair Signature 12/11/18 _____ Date </p>	
<p> <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve </p> <p> <i>[Signature]</i> _____ Interim Provost for Academic Affairs Signature 12-12-18 _____ Date </p>	
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<p> <input checked="" type="checkbox"/> Reviewed </p> <p> <i>Barbara D. Miley</i> _____ Office of Accountability & Effectiveness Signature 1-4-19 _____ Date </p>	

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.

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

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.		
Dean	Signature	Date
Interim Provost for Academic Affairs	Signature	Date
Dr. Eileen DeLuca		

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

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

Section II, Proposed Changes

Change to course prefix and number	
Do any of the changes affect the AA focus?	No
Provide justification for the proposed prerequisite(s).	
Change to course title	
Does the Course Title Change affect other courses? (
Change of School, Division, or Department	
Change to course prerequisite(s) and minimum grade(s)	
Change to course co-requisites	
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course?	
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

Change to Learning Outcomes: No change to learning outcomes – only the addition of * and **

<p>IV. Course Competencies, Learning Outcomes and Objectives</p> <p>A. General Education Competencies and Course Outcomes</p> <p>1. Integral <i>General Education Competency or competencies</i>: Research*</p> <p>2. Supplemental <i>General Education Competency or competencies</i>: Think**</p> <p>(Below is a list of the learning outcomes indicated with a * or **)</p> <ul style="list-style-type: none"> • 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. • 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.
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- 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.

Section III (must complete each item below)

Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.	No Change
Change course to an "International or Diversity Focus" course?	No, not International or Diversity Focus
Change course to a General Education course?	No
Change course from General Education to non-General Education?	No
Change course to a Writing Intensive course?	No
Change course from Writing Intensive to non-Writing intensive?	No
Change course to repeatable?	No

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

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Information Item - Added Supplemental Gen Ed competency (Think) to broaden the range of Gen Ed competencies covered by the School of Pure and Applied Sciences.