Course Proposal: Modify

CID and Name:
10150151----Wiggers, Robert

1. Course: **BIO 123 Human Biology**

2. Term/Year: **Fall 2014**

3. CIP CODE/10 Digit Program Code: **2601010002**

4. Current Course Title: **Human Biology**
Modified Course Title: **N/A**

5. Modified Long Course Title: **N/A**

6. What is the primary reason you are modifying this course:
We are splitting out the lab component as a separate graded one credit hour course as per the request of the University for all Life and Physical Science Core courses. This proposal will modify BIO 123 to remove the laboratory; a separate proposal will be submitted to establish a co-requisite one credit hour laboratory

7. Enter course description exactly as it will appear in the general/graduation bulletin:
Four semester hours, three hours lecture, two hours lab per week. Biological principles for non-science majors. Study of the evolution of man, organ systems, and the human organism. May not be used to meet graduation requirements of students majoring in the College of Sciences and Mathematics or for certification of high school teachers in biology. Required lab fee.

8. Enter modified course description exactly as it will appear in the general/graduation bulletin:
Three semester hours, three hours lecture per week. Biological principles for non-science majors. Study of the evolution of man, organ systems, and the human organism. May not be used to meet graduation requirements of students majoring in the College of Sciences and Mathematics.

9. Current Prerequisites:
N/A

10. Modified Prerequisites:
N/A

11. College: **College of Science/Mathematics**

12. Department Teaching Course: **Biology**

13. Instruction Type: **Lecture**

14. Modified Credit Hours Maximum: **3**

Credit Hours Minimum: **3**

Maximum Hours counted toward degree: **3**

15. Maximum contact hours each week Fall Semester: **3**

16. May this course be taken more than one time each semester? **N/A**

17. Grade Type: **N/A**

18. Describe the place of the modified course within your current curriculum. (Will it be elective or required? Part of a major or a minor?)

NA

19. How does the modified course differ from similar courses being offered at Stephen F. Austin?

NA

20. Syllabus: Course Learning Goals
List course objectives; describe what students who complete the course will now or be able to do.

Have a basic understanding of human cell structure and function; Have a basic understanding of human organ systems, their physiology, and how the integrate their activities to maintain homeostasis; Have a basic understanding of human genetics and evolution. Understand how humans impact the ecosystem

21. Syllabus: Course Outline
List the topics that the proposed course will cover and indicate the approximate proposed amount of time to be devoted to each, either by percent of course time or number of weeks. Please indicate which topics will be required in all sections of the course and which may vary.

Fundamental Human Cell Structure and Function (15%); Organ Systems and Homeostasis (50%); Reproduction and Genetics (20%); Evolution (5%); Humans and the Ecosystem (10%)

22. Any Other Information.

NA

----Course Syllabus----
Must accurately reflect the course syllabus. (N/A is not acceptable response)

23. Program Learning Outcomes
List the program learning outcomes addressed in this course as identified in the course matrix for your degree program. If your department requires a listing of all Program Learning Outcomes (PLOs) on the syllabus, please identify those that are directly taught in this course. If this is a general education core curriculum course and no PLOs are taught in this course then insert the following statement under this heading:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

24. General Education Core Curriculum Objectives/Outcomes
List the Exemplary Educational Objectives (EEOs) for this course if the course is included in the general education core curriculum. If you have reworded the EEOs as outcomes for your course, please be sure that the original intent of the EEO is retained.

CO #1 (critical thinking), CO#2 (communication), CO#3 (empirical and quantitative skills), CO#4 (teamwork)

25. Student Learning Outcomes
List all student learning outcomes (SLOs) for this course including the course specific student learning outcomes that support the PLOs above. In general, SLOs in a course that support the PLOs are specific and include the exact knowledge, skill or behavior taught in the course that supports the more global PLOs. For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index

SLO – 1: Demonstrate an understanding of the scientific process by interpreting data presented in critical readings. (CO #1) SLO – 2: An understanding of the basic human organ systems, including their anatomy and physiology, their control, and their function in the whole organism context (CO #1) SLO – 3: Use quantitative reasoning to interpret and draw conclusions from data in supplemental readings in lecture (CO #1 & #3) SLO – 4: An understanding of how humans interact with and impact the ecosystem (CO #1) SLO – 5: Be able to present scientific data & information in a meaningful and clear fashion, in written form, oral form, or both (CO #1 & #2) SLO – 6: Demonstrate the skills necessary to function as a contributing team member in order to collect and present scientific data (CO #1, #2, & #4)

26. Syllabus: Modified Textbook/Assigned Reading Materials for course:

Michael Johnson, Human Biology - Concepts and Current Issues, 8th ed. Assignments and Readings on Mastering Biology Website (publisher supported resource accompanying text book)

27. Course Requirements

Describe the major course requirements, assignments, examinations, projects.

Homework assignments on Mastering Biology website (19 total) Assessment quizzes on D2L (19 total) Major exams (4 total)

28. Course Calendar

Create a tentative timeline for the course. At a minimum, list the topics that the course will cover and indicate the approximate amount of time to be devoted to each, either by percent of course time or number of weeks. The calendar should provide information for the maximum number of weeks scheduled for the course.

Week 1 Biological Molecules and Cellular Structure Week 2 Cellular Processes; Tissues, Organs, & Body Organization Week 3 Tissues, Organs, & Body Organization, cont.; The Skeletal System Week 4 Muscular System, Nervous System Week 5 Nervous System, cont; The Senses Week 6 Blood; The Cardiovascular System Week 7 The Cardiovascular System, cont; The Lymphatic System Week 8 The Lymphatic System, cont; The Respiratory System Weed 9 The Digestive System; The Urinary System Week 10 Urinary System, cont; The Endocrine System Week 11 Cellular Function & Division; Reproduction & Development Week 12 Reproduction & Development, cont; Genetics Week 13 Genetics, cont; Cancer Week 14 Human Evolution, Humans And Their Ecosystem Weed 15 Humans and their Ecosystem, cont

29. Grading Policy

Describe how the grade for the course is determined.

A lecture grade will be determined by equally weighting Homework assignments, Assessment quizzes, and major exams. A single grade will be assigned by combining the Lecture grade with the Bio 123L laboratory grade using the following formula: Lecture grade x 0.66 plus Laboratory grade x 0.33.

30. Attendance Policy

State your attendance policy.

Students are required to attend class. Students are responsible for missed material. Exams may be made up in the case of an excused absence (as defined by University policy 6.7)

31. Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

32. Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

33. Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.

Dept. Chair John T. Moore Date: 12/6/13

College Curriculum Chair _____ Date: _____

Dept. Dean _____ Date: _____

College Curriculum Dean _____ Date: _____

Course Proposal: Modify

CID and Name:
10150151----Wiggers, Robert

1. Course: **BIO 123L Human Biology Lab**

2. Term/Year: **Fall 2014**

3. CIP CODE/10 Digit Program Code: **2601010002**

4. Current Course Title: **Human Biology Lab**
   Modified Course Title: **Human Biology Lab**

5. Modified Long Course Title: **NA**

6. What is the primary reason you are modifying this course:
BIO 123 was previously a single (4) credit course with an integrated laboratory. It is part of the Life and Physical Science core. At the request of the university, we are splitting the course into a (3) credit hour lecture and a separate (1) credit hour laboratory.

7. Enter course description exactly as it will appear in the general/graduation bulletin:
Human Biology - four semester hours, three hours lecture per week, two hours laboratory per week. Biological principles for the non-science majors. Study of the evolution of man, organ systems and the human organism. May not be sued to meet graduation requirements of students majoring in the College of Science and Mathematics or for certification of high school teachers in biology. Required lab fee.

8. Enter modified course description exactly as it will appear in the general/graduation bulletin:
Human Biology Laboratory. 1 semester hour, 2 hours laboratory per week. Hands on experiments human anatomy and physiology, cell structure, genetics, evolution, and ecology. May not be sued to meet graduation requirements of students majoring in the College of Science and Mathematics or for certification of high school teachers in biologyRequired lab fee. Co-requisite Bio 123

9. Current Prerequisites:
N/A

10. Modified Prerequisites:
N/A

11. College: **College of Science/Mathematics**

12. Department Teaching Course: **Biology**

13. Instruction Type: **N/A**

14. Modified Credit Hours Maximum: **1**

    Credit Hours Minimum: **1**

    Maximum Hours counted toward degree: **1**

15. Maximum contact hours each week Fall Semester: **2**

16. May this course be taken more than one time each semester? **N/A**

17. Grade Type: **N/A**

18. Describe the place of the modified course within your current curriculum. (Will it be elective or required? Part of a major or a minor?)

NA

19. How does the modified course differ from similar courses being offered at Stephen F. Austin?

NA

20. Syllabus: Course Learning Goals
List course objectives; describe what students who complete the course will now or be able to do.

Be able to collect, analyze, and present scientific data in written, oral, or visual form. Participate as a member of a functioning team.

21. Syllabus: Course Outline
List the topics that the proposed course will cover and indicate the approximate proposed amount of time to be devoted to each, either by percent of course time or number of weeks. Please indicate which topics will be required in all sections of the course and which may vary.

Weeks: 1 The Scientific Method 2 The Microscope 3 Skeletal System 4 Skeletal Muscles 5 Nervous System 6 Sensory Perception 7 The Circulatory System 8 Microbes & the Human Body 9 Homeostasis 10 The Genitourinary System 11 Mitosis & Meiosis 12 Embryology 13 Patterns of Inheritance 14 Vertebrate Evolution 15 Global Climate Change

22. Any Other Information.

NA

----Course Syllabus----
Must accurately reflect the course syllabus. (N/A is not acceptable response)

23. Program Learning Outcomes
List the program learning outcomes addressed in this course as identified in the course matrix for your degree program. If your department requires a listing of all Program Learning Outcomes (PLOs) on the syllabus, please identify those that are directly taught in this course. If this is a general education core curriculum course and no PLOs are taught in this course then insert the following statement under this heading:

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This a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course

24. General Education Core Curriculum Objectives/Outcomes
List the Exemplary Educational Objectives (EEOs) for this course if the course is included in the general education core curriculum. If you have reworded the EEOs as outcomes for your course, please be sure that the original intent of the EEO is retained.

• Core Objective 1. Critical Thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. (SLO's 2 – 6) • Core Objective 2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication. (SLO – 5) • Core Objective 3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. (SLO – 3) • Core Objective 4. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (SLO - 6)

25. Student Learning Outcomes
List all student learning outcomes (SLOs) for this course including the course specific student learning outcomes that support the PLOs above. In general, SLOs in a course that support the PLOs are specific and include the exact knowledge, skill or behavior taught in the course that supports the more global PLOs. For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index

• SLO – 1: Demonstrate an understanding of the scientific process by designing experiments that address a testable hypothesis (CO #1) • SLO – 2: An understanding of the basic human organ systems, including their anatomy and

physiology, their control, and their function in the whole organism context (CO #1) • SLO – 3: Use quantitative reasoning to interpret and draw conclusions from data collected during laboratory exercises and supplemental readings in lecture (CO #1 & #3) • SLO – 4: An understanding of how humans interact with and impact the ecosystem (CO #1) • SLO – 5: Be able to present collected scientific data in a meaningful and clear fashion, in both written and oral form (CO #1 & #2) • SLO – 6: Demonstrate the skills necessary to function as a contributing team member in order to collect and present scientific data (CO #1, #2, & #4)

26. Syllabus: Modified Textbook/Assigned Reading Materials for course:

Laboratory Manual, by Bert Atsma – to accompany Human Biology by Johnson

27. Course Requirements

Describe the major course requirements, assignments, examinations, projects.

Laboratory quizzes (15), Laboratory Worksheets (15), Laboratory report (1). All equally weighted in determining the laboratory grade.

28. Course Calendar

Create a tentative timeline for the course. At a minimum, list the topics that the course will cover and indicate the approximate amount of time to be devoted to each, either by percent of course time or number of weeks. The calendar should provide information for the maximum number of weeks scheduled for the course.

Weeks: 1 The Scientific Method 2 The Microscope 3 Skeletal System 4 Skeletal Muscles 5 Nervous System 6 Sensory Perception 7 The Circulatory System 8 Microbes & the Human Body 9 Homeostasis 10 The Genitourinary System 11 Mitosis & Meiosis 12 Embryology 13 Patterns of Inheritance 14 Vertebrate Evolution 15 Global Climate Change

29. Grading Policy

Describe how the grade for the course is determined.

A single grade will be assigned for both BIO 123 and BIO 123L. It will be determined by the following formula: Lecture grade x 0.66 plus Laboratory grade x 0.33.

30. Attendance Policy

State your attendance policy.

Students are required to attend lab and complete all assignments. Make up work may be completed in the event of a University excused absence (determined by policy 6.7)

31. Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

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Dept. Chair John T. Moore Date: 12/6/2013

College Curriculum Chair _____ Date: _____

Dept. Dean _____ Date: _____

College Curriculum Dean _____ Date: _____