Course Proposal: Modify

CID and Name:
10357798----Minich, Volha

1. Course: **BIO 238 Human Anat & Phys I**

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

3. CIP CODE/10 Digit Program Code: **2604030002**

4. Current Course Title: **Human Anat & Phys I**
   Modified Course Title: **N/A**

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

6. What is the primary reason you are modifying this course:
Due to the changes in the core curriculum requirements.

7. Enter course description exactly as it will appear in the general/graduation bulletin:
Four semester hours, three hours lecture, three hours lab per week. Structure and function of the skeletal, muscular, and nervous systems. Not open to students who have received credit for BIO 327. Not open for credit for biology majors or minors. Required lab fee.

8. Enter modified course description exactly as it will appear in the general/graduation bulletin:
Three hours per week. Structure and function of the skeletal, muscular, and nervous systems. Not open to students who have received credit for BIO 327. Not open for credit for biology majors or minors. Co-requisite: BIO238L

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: **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?)
N/A

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

20. Syllabus: Course Learning Goals
List course objectives; describe what students who complete the course will now or be able to do.
Students will describe the structure, function, and location of the major components of integumentary, skeletal, muscular, and nervous body systems. (COs 1-4) Students will explain how various body systems interact in order to maintain homeostasis. (COs 1, 2) Students will use correct anatomical and physiological terminology. (CO 2)

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.
N/A

22. Any Other Information.
N/A

----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: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information CO 2: Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication CO 3: Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions CO 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

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: Students will describe the structure, function, and location of the major components of integumentary, skeletal, muscular, and nervous body systems. (COs 1-4) SLO 2: Students will explain how various body systems interact in order to maintain homeostasis. (COs 1, 2) SLO 3: Students will use correct anatomical and physiological terminology. (CO 2)

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

Michael McKinley, Valerie O'Loughlin, Theresa Bidle. 2012. Anatomy & Physiology: An Integrative Approach, First Edition. McGraw-Hill Science/Engineering/Math.

27. Course Requirements

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

Students must enroll in both lecture (BIO238) and lab (BIO238L) and final grades will reflect both components. The grade will be based on student performance on examinations.

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: Syllabus. Anatomy vs. physiology. Levels of organization and homeostasis. Atom, bonding. Week 2: Water structure and properties. Major organic compounds. Week 3: Energy, enzymes, and respiration. Week 4: Exam 1 Intro to cells. Cell membrane and molecular transport. Week 5: Cell membrane and molecular transport. Cell's cytoplasm. Week 6: Nucleus and protein synthesis. Cell cycle. Week 7: Exam 2 Integumentary system. Week 8: Skeletal system. Week 9: Exam 3 Muscle tissue (skeletal). Week 10: Muscle tissue (skeletal). Week 11: Muscle tissue (smooth). Exam 4 Week 12: Nervous tissue. Week 13: Nervous tissue. Brain. Week 14: Brain. Week 15: Spinal cord. Somatic vs. autonomic NS.

29. Grading Policy

Describe how the grade for the course is determined.

Overall BIO238 and BIO238L grades will weigh BIO238 as 65% and BIO238L as 35% using the following formula: (BIO238 x 0.65) + (BIO238L x 0.35) = final grade for both BIO238 and BIO238L The following will be used to calculate the BIO238: the average of 5 unit exams. Each test is worth 100 points. Note: Failing either BIO238 or BIO238L will result in an F for both courses. Final grades will be assigned according to the following scale: A: 100% - 90% B: 89% - 80% C: 79% - 70% D: 69% - 60% F: < 59%

30. Attendance Policy

State your attendance policy.

Attendance Policy: (1) You will not be permitted to take the test if you arrive late on a test day. (2) If you arrive after roll has been taken or leave early you will be counted late.

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 Jan T. Moon Date: 11/8/13

College Curriculum Chair _____ Date: _____

Dept. Dean _____ Date: _____

College Curriculum Dean _____ Date: _____

RELEASE: 8.3

Course Proposal: Modify

CID and Name:
10357798----Minich, Volha

1. Course: **BIO 238L human Anat & Phys I Lab**

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

3. CIP CODE/10 Digit Program Code: **2604030002**

4. Current Course Title: **human Anat & Phys I Lab**
   Modified Course Title: **N/A**

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

6. What is the primary reason you are modifying this course:
   Due to the changes in core curriculum requirements.

7. Enter course description exactly as it will appear in the general/graduation bulletin:
   Four semester hours, ~~eight~~ three hours lecture, ~~eight~~ three hours lab per week. Structure and function of the skeletal, muscular, and nervous systems, including sense organs. Not open to students who have received credit for BIO 327. Not open for credit for biology majors or minors. Required lab fee.

8. Enter modified course description exactly as it will appear in the general/graduation bulletin:
   One semester hour, three hours of lab per week. Structure and function of the skeletal, muscular, and nervous systems. Not open to students who have received credit for BIO 327. Not open for credit for biology majors or minors. Co-requisite: BIO238. Required lab fee.

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: **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?)

N/A

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

N/A

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

Students will describe the structure, function, and location of the major components of integumentary, skeletal, muscular, and nervous body systems. (COs 1-4) Students will explain how various body systems interact in order to maintain homeostasis. (COs 1, 2) Students will use correct anatomical and physiological terminology. (CO 2) Students will demonstrate proper use and care of a compound light microscope. (CO 3) Students will collect qualitative and quantitative data, analyze results, and draw conclusions. (COs 1, 3)

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.

N/A

22. Any Other Information.

N/A

----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.

It is a co-requisite to 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: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information CO 2: Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication CO 3: Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions CO 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

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: Students will describe the structure, function, and location of the major components of integumentary, skeletal, muscular, and nervous body systems. (COs 1-4) SLO 2: Students will explain how various body systems interact in order to maintain homeostasis. (COs 1, 2) SLO 3: Students will use correct anatomical and physiological terminology. (CO 2) SLO 4: Students will demonstrate proper use and care of a compound light microscope. (CO 3) SLO 5: Students will collect qualitative and quantitative data, analyze results, and draw conclusions. (COs 1, 3)

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

Human Anatomy and Physiology I, Childress/Sullivan, 978-1-4652-2987-8

27. Course Requirements

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

Students must enroll in both lecture (BIO238) and lab (BIO238L) and final grades will reflect both components. Lab includes daily quizzes, participation (evaluated during each lab activity and recitation), and practical examinations. Students will submit a video of a one-minute oral presentation of an assigned bone including the description of its function, location, and markings. Students will complete a team assignment in which they will be required to follow an experimental procedure, gather and analyze data, and prepare a lab report.

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: Body Organization and Terminology Week 2: The Microscope Cell Structure and Division Week 3: Histology Integumentary System Week 4: Practical #1 Week 5: The Skeletal System Week 6: The Skeletal System Week 7: Practical #2 Week 8: Muscular System Week 9: Muscular System Week 10: Practical #3 Week 11: The Nervous System Week 12: The Nervous System/Special Senses Week 13: Special Senses Week 14: Special Senses Week 15: Practical #4

29. Grading Policy

Describe how the grade for the course is determined.

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30. Attendance Policy

State your attendance policy.

(1) You will not be permitted to take the test if you arrive late on a practical day. (2) Attendance will be taken at the beginning of lab and recitation. (3) If you arrive after roll has been taken or leave early you will be counted late. (4) An unexcused absence will result in a four point deduction in your participation grade. (5) An excused absence will result in one point deduction from your participation grade. (6) Arriving late will result in a two point deduction from your participation grade.

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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: 11/8/13

College Curriculum Chair _____ Date: _____

Dept. Dean _____ Date: _____

College Curriculum Dean _____ Date: _____

RELEASE: 8.3