

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	Biology & Wildlife	College/School	CNSM
Prepared by	Jeff Baxter	Phone	(907)474-6294
Email Contact	jbaxter2@alaska.edu	Faculty Contact	Christa Mulder

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept  Course #  No. of Credits

COURSE TITLE

**2. ACTION DESIRED: Changes to be made to the existing course.**

Change Course  If Change, indicate below what change. Drop Course

NUMBER	<input checked="" type="checkbox"/>	TITLE	<input type="text"/>	DESCRIPTION	<input type="text"/>
PREREQUISITES	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING	<input type="text"/>	COURSE CLASSIFICATION	<input type="text"/>
CREDITS (including credit distribution)	<input type="text"/>	Dept.	<input type="text"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
CROSS-LISTED	<input type="text"/>	Dept.	<input type="text"/>	Course #	<input type="text"/>
STACKED (400/600) Include syllabi.	<input type="text"/>	Dept.	<input type="text"/>	Course #	<input type="text"/>
OTHER (please specify)	<input type="text"/>				

**RECEIVED**

SEP 25 2012

Dean's Office

College of Natural Science & Mathematics

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)  1  2  3  4  5  6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc)

**4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)**

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted  W = Writing Intensive, Format 7 submitted  Natural Science, Format 8 submitted

**5. COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

Governance 10/3/12 TUP

Leah Berman  
9/26/12 TUP

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

BIOL F111X Human Anatomy and Physiology I; 4 credits  
Integrated view of human structure and function for students in pre-professional allied health programs, biology, physical education, psychology and art. Covers cells, tissues and organs, skeletal and muscle systems, the nervous system, and integument.  
Prerequisites: Placement in ENGL F111X or higher; placement in DEVM F105 or higher; or permission of instructor. Recommended: High school biology; High school algebra CHEM F105X-CHEM F106X or CHEM F103X-CHEM F104X. (3+3)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.**

BIOL ~~F111X~~211X Human Anatomy and Physiology I; 4 credits  
Integrated view of human structure and function for students in pre-professional allied health programs, biology, physical education, psychology and art. Covers cells, tissues and organs, skeletal and muscle systems, the nervous system, and integument.  
Prerequisites: CHEM F103X or CHEM F105X. Placement in ENGL F111X or higher; placement in DEVM F105 or higher; or permission of instructor. Recommended: High school biology; High school algebra. ~~CHEM F105X CHEM F106X or CHEM F103X CHEM F104X~~. (3+3)

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO  No If Yes, DEPT  NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. **GRADING SYSTEM: Specify only one**

LETTER:  PASS/FAIL:

10. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  Yes  No changes to the material needed were made.

12. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

Many of the students are in CTC programs (e.g., pre-nursing); the changes have been discussed with CTC (and remote campus) faculty (see attached emails) and they agree that this will benefit students. The change in level was discussed with UAA faculty, who agree that this is appropriate (see attached emails). They are considering making similar changes but in the meantime we will continue to accept their Human A&P as equivalent to ours for transfer students.

13. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

POSITIVE: Students will be better prepared to take course; many lack any science background. The change in course level indicates to students that this is not appropriate as a first science course. NEGATIVE: None

anticipated as students must take these courses for their degree. This action simply changes the order in which they are taken.

**JUSTIFICATION FOR ACTION REQUESTED**


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

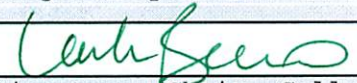
This set of courses (Biol 111 / 112) serves two main groups of students: biology majors and students who are in pre-nursing, pre-physical therapy, and other health-related programs in CTC. In addition, students with no background of any kind in science often sign up for it because it is one of the very few that does not require placement in Math 107 and provides natural science credit. However, this course is really not meant as a non-majors course for students with no science background (we have two other courses, Biol 103 and 104, that serve that role). Passing levels are consistently very low (approx. 50%), regardless of who teaches the course. Conversations with students have shown that a lack of chemistry makes the material difficult to understand. For many students this is the first time taking a science course in many years, and that adds to the challenge.

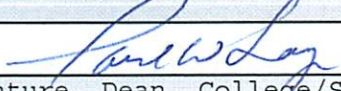
We expect the addition of a chemistry prerequisite to have entirely positive impacts. Students who are biology majors already have chemistry background so it does not affect them. For pre-health students the chemistry prerequisite does not add additional requirements to their degree (they already have to take chemistry) but it will increase their understanding of the material and this will likely result in increased passing rates. Finally, the change in level signals to students that this is not really an entry-level, "easy" science course. These changes bring this course in line with that of other institutions.

The changes have been discussed with UAF faculty in CTC and remote sites. All teaching faculty agree that this is an improvement. This course was previously taught at the 200-level and was changed to 100-level to make it more similar to the course taught at UAA. However, as noted above, UAA faculty agree that this is a more appropriate level and are considering similar changes to their course.

**APPROVALS:** (Additional signature blocks may be added as necessary.)

	Date	Sept 24, 2012
Signature, Chair, Program/Department of:	Biology and Wildlife	

	Date	9/28/2012
Signature, Chair, College/School Curriculum Council for:	CNSM	

	Date	10/1/12
Signature, Dean, College/School of:	CNSM	

	Date	
Signature of Provost (if applicable)		

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

<input type="text"/>	Date	<input type="text"/>
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking)

<input type="text"/>	Date	<input type="text"/>
Signature, Chair, Program/Department of:	<input type="text"/>	

<input type="text"/>	Date	<input type="text"/>
Signature, Chair, College/School Curriculum Council for:	<input type="text"/>	

<input type="text"/>	Date	<input type="text"/>
Signature, Dean, College/School of:	<input type="text"/>	

**Biology 211X**  
**Human Anatomy and Physiology**  
**Fall Semester, 2013**

***Course Description***

Biology 111X, together with its companion course, Biology 112X, will provide you with a basic understanding of the structure and function of the human body. You can build on this foundation by taking additional undergraduate courses, by pursuing graduate or professional studies, and by reading scientific literature. This course is required for students entering the AAS nursing program at UAA/UAF, the BS nursing program at UAA, the dental hygiene program at UAA or UAF, and the radiologic technology programs at UAA/UAF. There are many other allied health programs that will require a 2-semester human A&P course, such as physical therapy, occupational therapy, physician's assistant and medical technology. This course is not required by medical schools, but recommended by some. This course meets a core curriculum requirement at UAF.

***Prerequisites***

CHEM F103X or CHEM F105X. Placement in ENGL F111X or higher; placement in DEVM F105 or higher; or permission of instructor. Recommended: High school biology; High school algebra. If you meet these criteria, come to class regularly, and are willing to commit to regular, quality study time, you should succeed in the course.

***Professor***

Sandy Lewis

Office: Bunnell 401; Phone: 474-6297; email: [sglewis@alaska.edu](mailto:sglewis@alaska.edu)

Office hours: MWF 12:00-12:50, 1:10-2:00. Other hours by appointment.

***Teaching Assistants***

- 1.
- 2.
- 3.
- 4.
- 5.

***Required Text Bundle***

***Anatomy and Physiology 6th edition***

By Kenneth S. Saladin, published by McGraw Hill

***Laboratory Manual for Anatomy and Physiology 6th edition***

By Eric Wise, published by McGraw Hill

***Anatomy and Physiology Revealed (APR 3.0)***

***CONNECT plus Anatomy and Physiology*** (this will be discussed in lecture and lab)

### ***Course Objectives***

The primary objective of this course is for you to gain a solid understanding of basic human anatomy and physiology of the systems covered in Biology 211. It is also my expectation that you will be prepared to apply the concepts you master in Bio 211 to the rest of the body systems which will be covered in Bio 212. Following successful completion of both Bio 211 and 212, you should have a good understanding and greater appreciation of basic human anatomy and physiology and the interrelationships of all of the body systems, and understand common clinical applications within each of the systems. In addition this course should facilitate your understanding of the scientific process. It is also my hope that you will enhance your ability to learn this type of science and develop more efficient study skills to ensure your success in future science courses.

### ***By the end of the semester you should be able to:***

1. Explain how anatomy and physiology are related.
2. Understand that homeostasis is a driving principle in all physiological processes, and provide examples to support your understanding.
3. Understand that chemistry and biochemistry underlie all physiological processes.
4. Describe the basic organization of matter, the process of forming chemical bonds, and demonstrate a basic understanding of chemical reactions.
5. Describe the importance of enzymes.
6. Describe cell theory.
7. Describe the basic structure and function of cells and their component parts.
8. Describe the structure and function of the integumentary system.
9. Describe the structure and function of the skeletal system.
10. Describe the structure and function of the muscular system.
11. Describe the structure and function of the nervous and sensory systems.

### ***Attendance***

#### **Lecture**

While class attendance is generally not required for the lecture portion of the course (unless stated in the syllabus, or announced at least one class period previous to the required attendance day), students are fully responsible for all information given during a lecture period. **This includes all announcements.** For example: if it is announced in lecture that a quiz will be given during the next lecture class, all students are expected to come prepared for the quiz. Any student not taking the quiz will receive a zero for that quiz. Therefore, you are advised to establish a contact person in the class from whom you may get information in the event you must miss a class. It is expected that students will not miss any class sessions except for emergencies. Successful students attend lecture regularly.

#### **Lab**

Attendance in lab is mandatory. Missing the hands-on learning experiences offered in a lab setting, can generally not be made up. Ten points will be deducted from your total lab points for each missed lab. You must attend the lab section for which you are registered, however in the event of an emergency,

and with permission of both TAs involved, you may arrange to have **one** missed lab, due to an unavoidable emergency made up during another lab section.

**Grading Policy**

Apportionment for final grade for Biology 211X:

**Lecture**

Tests #1-3 – 100 points each	300 points
Test #4 – 70 points	70 points
Final exam – 100 points	100 points
Misc quizzes/assignments 20-40 points	20-40 points
	<hr/>
Total lecture points possible:	490-510 points

**Lab**

There will be 3 lab exams worth	50-75 points each
In addition, there will be lab quizzes worth	10-15 points each up to a total of 40 points
Details regarding lab exams, quizzes, expectations in lab and most importantly lab safety* will provided by your teaching assistants.	200-240 points
	<hr/>
	Total 690-750 points

**Grading Scale:**

95-100% = A+, 90-94%=A, 89%=A-, 87-88% = B+, 80-86%=B, 79%=B-, 77-78% = C+, 70-76%=C, 69%=C-, 60-68% =D, <60% = F

I do not curve grades, offer or accept extra-credit assignments.

**Test Format**

Lecture exams 1-4 may contain any or all of the following types of questions: fill-in the blank, short answer, drawing and labeling, labeling and/or identification of drawings, matching, multiple choice. The final exam is comprehensive for the Bio 211X course and will consist of 100 multiple-choice questions. Lab exams will include both written and practical questions.

Your ability to communicate concepts clearly in writing is essential for your success in this course. This includes spelling terms correctly.

There are **NO** make-ups for missed tests unless a **VALID** excuse is discussed with the instructor **PRIOR** to the test. In the event of an emergency, please either email or call me before the time class begins so that you may be able to petition to take a make-up exam. Make-up exams are not the same as the exams given in class, and are likely to contain more essay questions than the class exam.

### ***\*Note Regarding Lab Safety***

**Laboratory safety is our primary concern. Please listen closely to, and follow, the safety instructions given to you by your lab instructor. You are responsible for reading, studying, and adhering to all safety rules and guidelines as they pertain to the Anatomy and Physiology Laboratory.**

### ***Academic Honesty***

While learning is a collaborative effort, testing is not. **Cheating in any way will not be tolerated.** I expect the work on your exams to be yours alone and to be done without aids. Cell phones on during exams is considered cheating. Caps not allowed during exams. Allowing others to view your work is considered cheating. In adherence with the University's Academic Honor Code, if you cheat on an exam, or represent someone else's work as your own, you will receive a grade of 0 for that assignment. If you violate the honor code a second time, you will receive a failing grade for the course and may be referred to the University Disciplinary and Honor Code Committee for further action. Please review the honor code stated in the UAF Catalog.

### ***Disability Services***

Reasonable accommodations will be made for students with documented disabilities. If you have questions, please contact Disability Services in the Center for Health and Counseling (474-7043). Services are free of charge.

### ***Class Etiquette***

- Be respectful of your fellow students. If you have comments or questions, please raise your hand.
- Please arrive on time and with the necessary supplies. If you must arrive late, please arrive quietly and sit toward the back or in an area which will be least distracting. It is advisable to arrive 7-10 minutes early on days in which a lecture exam or quiz will be given. If you arrive late and miss needed time to complete a tests or quiz you will not be given extra time to complete it.
- Stay for the entire class.
- If you are asked to leave class for whatever reason, I will not discuss it with you until class is dismissed, so you are expected to leave quickly and quietly.
- Take your bathroom breaks between class, not during class (unless it's a real emergency!).
- Do not bring children, friends or relatives to class unless you have checked with me ahead of time.

### **Visitors, including children, are not allowed in lab at any time.**

- Absolutely no cell phones and pagers in class or lab (EMT, Fire Dept on duty excepted-please clear with instructor during the first week, and set receiver to vibrate mode). Phones on during tests is considered cheating.

### ***A Few Study Tips***

1. Read each chapter in the text before it is covered in lecture. Pay particular attention to the diagrams, charts, graphs and tables, photos, and clinical applications of the material covered in the text. While you



may not understand or retain everything you read, having become familiar with the concepts we will be covering in class will help you understand lectures much better.

**2. Take notes during lecture.** Do not try to write down everything said, word for word. Rather, outline general concepts and **draw and label by hand** any diagrams drawn for you by the instructor.

3. As soon after lecture as possible, go back to the textbook and clarify the concepts covered during lecture.

4. Study the material daily. Try to stay one step ahead of the syllabus. Since one concept builds on another in this course, you most definitely don't want to fall behind!

**5. Establish study groups and/or find yourself a study partner. Study together as well as by yourself. Speak the "A&P" language out loud together. Create short written tests for yourself and your study partners.**

6. Ask questions if you don't understand something.

7. Use the supplements accompanying your text. You should know by the end of the second week of classes which supplement is going to be most helpful for you. Everyone's learning style is a little different, so what works well for one student may not work well for another. Make an effort during the first part of the course to discover how you best learn this material.

8. Find time to have fun! Having some genuine "fun time/relax time/ mindless energy time" will make your actual study time more productive.

### ***Outside Help is Available***

It is my goal to help you be successful in learning this material. If you need extra help outside of class and your study-groups, please email to make an appointment with me, or your lab instructor. I especially encourage you to bring your pre-established questions to my office in small groups. I have found this to be a very efficient use of your time and of my time. There are also occasional opportunities to clarify lecture concepts during part of the laboratory time.

**Biology 211X Anatomy and Physiology I**  
**Lecture Schedule Fall 2013**  
**Instructor Sandy Lewis**

<b>Wk.</b>	<b>Dates</b>	<b>Chapter</b>	<b>Topic</b>
1.	9/1-9/2	1	Major Themes of Anatomy and Physiology General Orientation to the Human Body
2.	9/5-9/9	2 3	The Chemistry of Life Cellular Form and Function
3.	9/12-9/16	4 5	Genetics and Cellular Function Histology
4.	9/19-9/23	5 6	Histology Continued The Integumentary System
5.	<b>9/26</b>	<b>TEST #1</b>	
	9/27-9/30	7	Bone Tissue
6.	10/3-10/7	8 9	The Skeletal System (majority of this chapter covered in lab) Joints
7.	10/10-10/14	10 11	The Muscular System (mostly covered in lab) Regional and Surface Anatomy Muscular Tissue
8.	10/17-10/21	11	Muscular Tissue Continued
9.	<b>10/24</b>	<b>TEST #2</b>	
	10/25-10/28	12	Nervous Tissue
10.	10/31-11/4	12 13	Nervous Tissue Continued The Spinal Cord, Spinal Nerves, and Somatic Reflexes
11.	11/7-11/11	14	The Brain and Cranial Nerves
12.	11/14-11/18	14	Brain Continued
13.	<b>11/21</b>	<b>TEST #3</b>	
	11/22,11/23	15	The Autonomic Nervous System and Visceral Reflexes
14.	11/28-12/2	15 16	ANS Continued Sense Organs
15.	12/5-12/8	16 17	Sense Organs Continued The Endocrine System ( <i>this system is embedded throughout Biology 211 and 212, covered within each unit and summarized at the end of Biology 212</i> )
	<b>12/9</b>	<b>TEST #4</b>	
16.	12/12		Review for Final Exam
<b>12/14</b>		<b>FINAL EXAM</b>	<b>1-3 PM</b>

**Subject:** Pre-req for BIOL F111x  
**From:** Christa Bartlett <clbartlett@alaska.edu>  
**Date:** Tue, 17 Apr 2012 16:50:28 -0800  
**To:** Christa Mulder <cpmulder@alaska.edu>

Christa,

Per our meeting today, I am giving my full support to add CHEM F103 and/or CHEM F105 as a pre-req for BIOL F111x. I agree with you that this will set our students up for successful completion of this class. Please let me know if you need anything else from me.

Christa Bartlett

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Christa Bartlett, Assistant Professor  
Dept Chair Allied Health Programs  
Medical Assisting Director  
UAF Community & Technical College  
Voice - 455-2887  
Fax - 455-2865  
[www.ctc.uaf.edu](http://www.ctc.uaf.edu)