1/28/2013: REVISED #44-UCCh. TO BE NUMBERED F214X
2/15/2013: revised prereqs.

FORMAT 2

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	BIOL	Course #	F112X	No. of Credits	4

COURSE TITLE Human Anatomy and Physiology II

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

Change Course [X] If Change, indicate below what change. Drop Course [ ]

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

RECEIVED
DEC – 6 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 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*	[x] *6 weeks to full semester*
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture and labs					

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 [x] 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 [x]

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES [ ] NO [x]

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

Leah Berman 12/7/12

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 F112X Human Anatomy and Physiology II; 4 credits
Integrated view of human structure and function for students in pre-professional allied health programs, biology, physical education, psychology and art. Examines circulatory, respiratory, digestive, excretory, endocrine and reproductive systems. Special fees apply. Prerequisites: BIOL F111X; 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. ENGL F111X. (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.***

F214X is new number.

BIOL ~~F112X~~ F212X Human Anatomy and Physiology II; 4 credits New # is: F214X
Integrated view of human structure and function for students in pre-professional allied health programs, biology, physical education, psychology and art. Examines circulatory, respiratory, digestive, excretory, endocrine and reproductive systems. Special fees apply. Prerequisites: BIOL ~~F111X~~; F211X*; 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. ENGL F111X.~~ (3+3)

*F213X is new # for BIOL F111X.

** or permission of instructor

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: [x] 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 [x] Yes [ ] No changes to the materials 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. **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	Dec 6, 2012	
Signature, Chair, Program/Department of:	Biology & Wildlife		
	Date	1/25/2013	
Signature, Chair, College/School Curriculu Council for:	CNSM		
	Date	1/28/13	
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.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

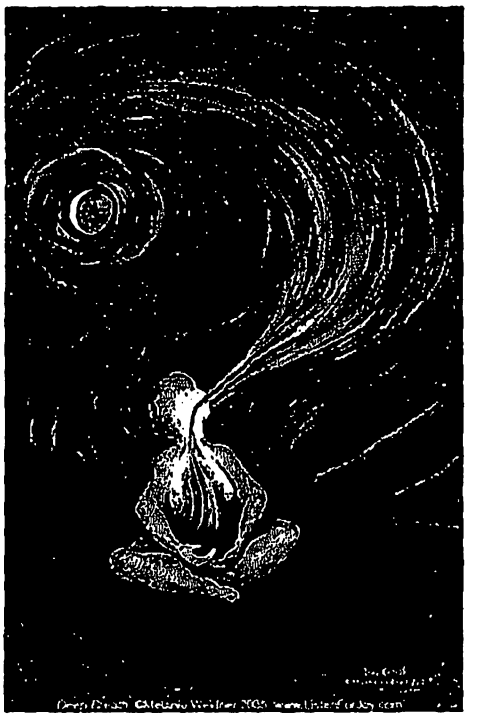
NAME _____

Human Anatomy and Physiology II

BIOL 212 (4 credits)

Approved new number is F214X
(NOT F212)

Preliminary Course Syllabus



University of Alaska Fairbanks
Spring Semester 2014

Lectures: Monday, Wednesday, Friday 1:00 – 2:00pm

with Dr Taylor

Bunnell Auditorium

Biology 212 is an integrated study of human structure and function for students in pre-professional allied health programs, biology, physical education, psychology and art. This course examines the endocrine, circulatory, respiratory, digestive, excretory and reproductive systems.

1. Course Information:

Human Anatomy and Physiology, BIOL F211X F212X F213X F214X (4credits);CRNs 33645, 33646, 33647, 33648, 33649

Meeting Times: MWF 1:00-2:00pm, Bunnell Auditorium

Prerequisites: BIOL F211X; CHEM F103X or CHEM F105X or permission of instructor.

2. Instructing Staff:

B E Taylor, Ph.D., Assistant Professor of Biology (Neurobiology)

Office:	Arctic Health Research Building Room 202
Research Lab:	Arctic Health Research Building Rooms 253
Phone:	474-2487 (office)
E-mail:	ffbet@uaf.edu
Mailbox:	Irving I Room 311
Office hours:	Monday 3-5 pm, or by appointment

Laboratory Teaching Assistants will give you their contact information at the first laboratory

3. Course Readings/Materials:

Textbook: ***Principles of Anatomy and Physiology, 11th Edition*** (GJ Tortora, B Derrickson 2006, ISBN: 0-471-68934-3).

Alternative: Any Human Anatomy and Physiology textbook by E. Marieb is acceptable.

Blackboard Page: Students are expected to check the course webpage on **Blackboard** on a regular basis.
Login at http://classes.uaf.edu/webapps/login
Click "Human Anatomy and Physiology"
Contact me by email if you are unable to access this site.

Email Notifications: On occasion, students will be contacted via email. I will assume that each student will check their university-assigned email address (username@uaf.edu) on a regular basis.

4. Course Description:

Welcome to Human Anatomy and Physiology. The UAF Catalogue describes the topic of this course as follows: Integrated view of human structure and function for students in pre-professional allied health programs, biology, physical education, psychology and art. Biology 111, which covers cells, tissues and organs, skeletal and muscle systems, the nervous system and integument, is a required prerequisite. This course will cover the endocrine, circulatory, respiratory, digestive, excretory and reproductive systems.

The goal of this course is to provide a basic understanding of the endocrine, circulatory, respiratory, digestive, excretory and reproductive systems in humans. **This course is designed as the first encounter with these physiological systems of human biology.**

Anatomy is the study of the bodily structure of an organism. Physiology is the biological study of the functions of a living organism and its parts. Thus, as you began in Biology 211, we will continue to study the structure and function of the human body

5. Course Goals:

Personal goals:

1

2

3

The overall goal of this course is for the student to gain a fundamental working knowledge of human anatomy and physiology. Specific areas of student development include achieving an understanding of:

- the endocrine system
- the circulatory system
- the respiratory system
- the digestive system
- the excretory system
- the reproductive system

6. Instructional Methods:

1. **Lecture and Discussion.** I will lecture, and we will discuss the basic concepts of Human Anatomy and Physiology. An important source for this information is from written material contained in the text, ***Principles of Anatomy and Physiology, 11th Edition*** (GJ Tortora, B Derrickson 2006, ISBN: 0-471-68934-3). Earlier or later editions may be acceptable, although any page references given will be for the assigned text. The Dedicated Book Companion Website

   http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0471689343&itemTypeId=BKS&bcsId=2209

   is a useful supplement, although there will be no assigned use of this resource.

   Material presented in lecture will cover some but not all of the course subject matter. You are expected to read the assigned textbook chapters, to attend the lectures, laboratories and tutorial sessions. The textbook and the lectures together define the **material covered in the quizzes. In total, the lecture component of the course will contribute 50% toward the final grade with scores acquired through participation, quizzes and one assignment.**

   Class Participation is required. If for any reason you are not able to attend a specific class meeting, you will be responsible for catching up with the material covered during the absence. I will make a **subjective** assessment of each student's class participation, and assign a grade (5% of the final grade) during final evaluation. This assessment will be based on the results of **several unannounced, single-question quizzes administered throughout the semester.** Tardiness, absenteeism, inattentiveness, and unfamiliarity with course material will all negatively impact this subjective assessment. If you are required to participate in either (a) military or (b) UAF-required activities that will cause you to miss class,

you must notify me as soon as possible before your absence. Of course, these will not negatively impact the subjective assessment of class participation.

2. **Blackboard Page.** Several learning resources will be available on the course Blackboard Page:
   a. A copy of my lecture slides will be posted just prior to their presentation.
   b. Answers to the quiz questions will be posted on Blackboard after the quizzes have been taken.
   c. The course Blackboard Page will contain links to other instructional and informative pages related to class material.
   d. A copy of this syllabus is posted on Blackboard.

3. **Quizzes.** There will be four quizzes during the semester. They will not be cumulative. They will test your knowledge of the lecture subjects to the depth covered in the text. You need access to text material to be fully prepared for all tests. Each quiz will be composed of multiple choice and short answer questions. One full lecture period will be allotted for each quiz. A student's 3 best quiz scores will each count 7.5 % toward their final grade. **If a student is unable to take a quiz at the designated time**, they will have the opportunity to take the quiz the following Monday during the lecture period. No other make-up opportunities will be given.

4. **Assignment.** Each student will write a **500-word essay on biomedical research and public policy**. The specific topic will be their choice. Sample topics and essays will be posted on the Blackboard page. The essay is due Monday April 28th. The assignment grade will contribute 5% toward the final grade.

5. **Laboratory.** Students are required to attend weekly laboratory sessions. During these sessions the students will complete practical exercises, which are designed to complement lecture material. **In total, the laboratory component of the course will contribute 50% toward the final grade with scores acquired through participation and exams.** There will be four laboratory exams throughout the semester, and each exam will contribute 10% toward the final grade. The Teaching Assistants coordinating each laboratory session will make a **subjective** assessment of each student's laboratory participation, and assign a grade (10% of the final grade) during final evaluation.

6. **Final Exam.** The final exam will be held **Friday, May 9 from 1:00-3:00pm.** The final exam will be a cumulative test of your knowledge of course material. The exam may consist of multiple choice and short answer questions. The final exam will contribute 17.5% toward the final grade.

7. Course Calendar (these dates to be announced and subject to change)

Date	Topic	Reading	Lab Topic
Jan 25	Introduction to the semester, Endocrine System	Ch. 18, 616-624	
Jan 28	Endocrine system hypothalamus, pituitary, thyroid	625-637	No labs
Jan 30	Endocrine system, parathyroid, adrenal	638-645	
Feb 1	Endocrine system, pancreas	645-650	
Feb 4	Additional endocrine tissues	650-656	Endocrine lab
Feb 6	Cardiovascular System, blood, plasma, erythrocytes	Ch. 19, 666-675	
Feb 8	Leukocytes	676-679	
Feb 11	Hemostasis, blood types, blood disorders	679-688	Blood lab
Feb 13	Cardiovascular system, heart anatomy	Ch.20 696-704	
Feb 15	**Quiz 1**	**Chapters 18-19**	
Feb 18	heart histology, conduction system	704-714	**Lab Exam**
Feb 20	cardiac cycle, cardiac output	716-724	
Feb 22	Cardiovascular System, blood vessels, blood pressure	Ch. 21,637-796	
Feb 25	blood flow, capillary exchange		Heart lab
Feb 27	vascular beds		
Feb 29	Lymphatic System	Ch. 22, 804-815	
Mar 3	Immunity non-specific defenses	815-820	Blood vessels & pressure lab
Mar 5	Immunity, specific defenses, cell-mediated immunity	820-828	
Mar 7	Immune system, antibody-mediated immunity	828-836	
Mar 10-14	***Spring Break***		
Mar 17	Respiratory System, anatomy, pulmonary ventilation	Ch. 23, 846-869	**Lab Exam**
Mar 19	Respiratory system, gas exchange, control	870-885	
Mar 21	**Quiz 2**	**Ch. 20-22**	
Mar 24	Digestive system, overview, mouth, esophagus	Ch. 24, 895-910	Respiratory system lab
Mar 26	Digestive system, stomach	911-915	
Mar 28	Digestive system, small intestine, liver, pancreas	916-931	
	Digestive system, large intestine, chemical digestion, absorption	931-940	Digestive System lab
Mar 31	Nutrition	Ch.25, 980-986	
Apr 2	Metabolism, glycolysis, Kreb's cycle, electron transport chain	950-964	
Apr 4	**Quiz 3**	**Ch. 23-25**	
Apr 7	lecture cancelled		**Lab Exam**
Apr 9	Metabolism, lipid metabolism, absorptive, postabsorptive state	964-980	
Apr 11	Urinary System, anatomy, glomerular filtration	Ch. 26, 992-1008	Metabolism /Nutrition lab
Apr 14	reabsorption, secretion	1008-1016	
Apr 16	urine formation, transport, elimination	1016-1028	
Apr 18	**Springfest**		
Apr 21	Fluid and electrolyte balance	Ch. 27, 1036-1046	Urinary System lab
Apr 23	Acid base balance	1046-1052	
Apr 25	**Quiz 4**	**Ch. 26-27**	
Apr 28	Meiosis, male reproductive system	Ch. 28, 1056-1070	Reproductive System lab
Apr 30	Female reproductive system, anatomy,	1070-1084	
May 2	ovarian cycle	1084-1094	
May 5	TBA		**Lab Exam**
May 9	**Final Exam, comprehensive**		**No lab final**

8. Course Policies

As a UAF student, you are subject to the Student Code of Conduct. In accordance with Board of Regents' Policy 09.02.01, UAF will maintain an academic environment in which the freedom to teach, conduct research, learn, and administer the university is protected. Students will enjoy maximum benefit from this environment by accepting responsibilities commensurate with their role in the academic community. The principles of the Code are designed to facilitate communication, foster academic integrity, and defend freedoms of inquiry, discussion, and expression among members of the university community. You should become familiar with campus policies and regulations as published in the student handbook.

UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or that violates the rights of others is prohibited. Students and student organizations will be responsible for ensuring that they and their guests comply with the Code while on property owned or controlled by the university or at activities authorized by the university.

Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:

A. cheating, plagiarism, or other forms of academic dishonesty;
B. forgery, falsification, alteration, or misuse of documents, funds, or property;
C. damage or destruction of property;
D. theft of property or services;
E. harassment;
F. endangerment, assault, or infliction of physical harm;
G. disruptive or obstructive actions;
H. misuse of firearms, explosives, weapons, dangerous devices, or dangerous chemicals;
I. failure to comply with university directives;
J. misuse of alcohol or other intoxicants or drugs;
K. violation of published university policies, regulations, rules, or procedures; or
L. any other actions that result in unreasonable interference with the learning environment or the rights of others.

This list is not intended to define prohibited conduct in exhaustive terms, but rather to set forth examples to serve as guidelines for acceptable and unacceptable behavior.

Honesty is a primary responsibility of you and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless permission is granted by the instructor of the course. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regent's policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the Dean of Student Services or web www.alaska.edu/bor/ or refer to the student handbook that is printed in the back of the class schedule for each semester. Students are encouraged to review the entire code.

A Few Words on Plagiarism: In general, DO NOT present someone else's ideas or data as your own: you are expected and required to give credit where credit is due. Plagiarism is a violation of the law and may lead to serious repercussions! Please follow the following guidelines: for any written assignments, if you use someone else's ideas, data, or other information, write it in your own words and include the reference in parentheses directly following that information. Avoid copying someone else's text. If, however, you feel you have to include an exact copy of that text, put it in quotation marks followed by the reference in parentheses. Of course, include all cited references in the Literature Cited section. During oral presentations, please acknowledge the sources by mentioning their name(s) and year of publication or by printing them on overheads, slides, or handouts. Also be aware that you need to cite earlier work by yourself. Any substantial use of any written or other materials that was used for another course or that was generated in any other circumstances will not be accepted for credit in this course. Only minor contributions from earlier work with appropriate citation(s) will be accepted.

9. Evaluation:

The final grade will be based on the average of all assignment marks according to the following fixed scale:

	Required Component	% value of final grade
1.	Class Participation	5
2.	Quizzes (3)	22.5 (7.5 each)
3.	Assignment	5
4.	Final Exam	17.5
5.	Laboratory Participation	10
6.	Laboratory Exams (4)	40 (10 each)
Total		100

The class will be graded on a straight percentage basis: 90-100% is an A, 80-89.9% is a B, 70-79.9% is a C, 60-69.9% is a D, and < 60% is an F. **I will not grade on a curve.** This means that in principle it will be possible for everyone to get an A in this course (but of course it will also be possible for everyone to get an F). Supplemental assignments may be provided at the discretion of the instructor.

Missed assignments and quizzes:
Times for assignments and quizzes will be designated well in advance. Completion of assignments and quizzes at the designated time will be the responsibility of the student. Exceptions are highly unlikely.

10. Disabilities Services:

At UAF, the Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.