

**Core Curriculum
Course Proposal Cover Sheet**

Department: Biological Sciences
College: Science & Technology
Department Head: Dr. John Calahan

Course Prefix & Number: BIOL 220

Course Title: Human Anatomy & Physiology [Part 2]

Course Description: Basic human anatomy and physiological principles focusing on the endocrine, digestive, respiratory, cardiovascular, immune, urinary, and reproductive organ systems.

LIFE AND PHYSICAL SCIENCES

FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM

Rationale: Please provide a rationale for the course which explains how the course being proposed fits into this component based on the component's description. For your convenience, the overall description and rationale for this component are included below.

Life and Physical Sciences (from THECB Chapter 4: 4.28)

- Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.
- Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.
- The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork.
 - Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
 - Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
 - Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;
 - Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Rationale for Inclusion in this Category:

Human Anatomy & Physiology II is a basic science focusing on the anatomy and physiological principles of the endocrine, digestive, respiratory, cardiovascular, immune, urinary, and reproductive organ systems. It includes the chemical, cellular, and tissue levels of structural organization and their incorporation into the various organ systems. This course offers students the knowledge necessary to make basic health decisions in their lives and is intended to introduce science students to human anatomy and physiology.

STUDENT LEARNING OUTCOME ALIGNMENT FORM
Life and Physical Sciences

Course Prefix/Number: BIOL 220

Course Title: Human Anatomy & Physiology

Core Objective: Critical Thinking CT1: Students will evaluate evidence in analysis, interpretation or arguments

Course SLO(s): CT1: Students will evaluate evidence in analysis, and interpretation.
Learning Activities: Students will use a variety of observations to correctly identify anatomical structures that correspond to the various organ systems.

Means of Assessment: Exam questions related to identification.

Core Objective: Critical Thinking CT2: Students will synthesize varied components of information to form a rational conclusion.

Course SLO(s): CT2: Students will synthesize varied components of information to form a rational conclusion.

Learning Activities: Students will be taught structures orally and in a two dimensional format. Using this information the students will then develop an understanding of the structures on a three dimensional model or dissection specimen.

Means of Assessment: Exam questions targeted to a three dimensional model or dissection specimen.

Core Objective: Communication C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s): C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Learning Activities: Students will receive written and oral instructions which they then must discuss in groups and come to a consensus and apply the data to various specimen and/ or models.

Means of Assessment: Targeted exam questions on the preserved specimen will assess vocabulary recognition and listening skills.

Core Objective: Empirical and Quantitative EQS1: Students will gather, interpret or use numerical data/observable facts to arrive at an informed conclusion.

Course SLO(s): Students will gather, interpret or use numerical data/observable facts to arrive at an informed conclusion.

Learning Activities: Students will use phenotypic/genotypic ratios, obtained by doing genetic problems, to determine the probabilities of offspring phenotypes/genotypes.

Means of Assessment: Embedded exam questions.

Core Objective: Teamwork TW1: Students will work in coordination to complete specific tasks.

Course SLO(s):
Students will work in coordination in labs to complete specific tasks.

Learning Activities
Coordination within lab groups which will be assigned for each lab.

Means of Assessment
Impact of group work will be evaluated by assessing individual performance versus group performance on lab scores.

As department head, I will ensure that all faculty that teach this course are aware of the requirements that these core objectives and learning strategies be incorporated into the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Signature_____

We, the undersigned faculty, support the proposed changes to this course and agree to incorporate them into our section of the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

(Signed document should be kept in department office, listing names below on the electronic document implies acceptance)

Brian Scoggins