# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## **Cover page** scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted, please put “none” in each A. 7 category.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **BIOL 204 Anatomy and Physiology II Laboratory** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **Faculty of Arts and Sciences** |  |
| A.2. [Proposal type](#type) | **Course: creation** **Program:**  |  |
| A.3. [Originator](#Originator) | **Eric Hall** | [Home department](#home_dept) | **Biology** |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery.  |  **This proposal is for the second laboratory course in the new Biology anatomy and physiology sequence, BIOL 204 Anatomy and Physiology II Laboratory.****This new course, alongside its companion course BIOL 203 Anatomy and Physiology II Lecture, will offer students a hands-on systems level survey of human anatomy and physiology which is typical for a college level Anatomy and Physiology course.** |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | **Offers students greater flexibility in taking their anatomy and physiology courses.** |
| A.6. [Impact on other programs](#impact)  | **These new courses would allow School of Education programs (CHCP, HED, PED, WES) that currently require BIOL 108, BIOL 231 and BIOL 335 to also switch to these new courses and reduce their credits.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **We will need to hire additional PT faculty to serve the large number of laboratory sections required for this course (up to 15 per semester)** |
| [*Library*:](#library) | **None** |
| *Technology (for in person delivery)*The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **\_\_\_RIC Campus \_\_\_NEC \_\_\_Other X None****Projector already in classroom** |
| *Technology: (for online delivery. Must be RIC supported)*The VP of Information Services should be consulted prior to submission and their approval signature included. | **n/a**  |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2024** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C%3A%5CUsers%5CSAbbotson%5CDocuments%5CCurriculum%5CManualandWebsite%5Ctransfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. |

**B.** [**NEW OR REVISED COURSES**](#delete_if) **FOR WHICH FULL CONTACT HOURS ARE MET IN PERSON and listed as such in the catalog. If the course will be also taught in other modes just fill out the questions that are noted at the top of sections C and/or D, as applicable.**

**Delete section B. if the proposal does not include a new or revised IN-PERSON course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **BIOL 204** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Anatomy and Physiology II Laboratory** |
| B.4. [Course description](#description)  |  | **Students will experience a hands-on exploration of the anatomy and physiology of human organ systems including sensory, endocrine, cardiovascular, respiratory, digestive and renal systems.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **BIOL 201 and BIOL 202, and concurrent enrollment or prior completion of BIOL 203.** |
| B.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. |  | **Fall | Spring | Summer |** |
| B.7. [Contact hours](#contacthours)  |  | **3** |
| B.8. [Credit hours](#credits) |  | **1** |
| B.9. [Justify differences if any](#differences) | 3 hour laboratory provides needed time for completion of hands-on demonstrations and gathering of physiological data. |

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| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Type of cours](#instr_methods)e  |  | **Laboratory**  |
| B.12. CATEGORIES 12. a. [How](#required) to be used |  | **Required for Nursing, (most) Medical Imaging, and all Health Science majors. Free elective** |
|  12 b. Is this an Honors  course? |  | **NO** |
|  12. c. [General Education](#ge) N.B. Connections must include at  least 50% Standard Classroom instruction. |  | **No** |
|  12. d. Writing in the  Discipline (WID) |  | **NO** |
| B.13. [How will student performance be evaluated?](#performance)  |  | **Attendance | Exams | Quizzes**  |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **24** |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured?**](#measured) |
| --- | --- | --- |
| Understand how sensory systems workLearn about the autonomic nervous system and central integrationLearn about the special sensesExplore the endocrine systemLearn about the components of bloodLearn about the structure and function of the human heartUnderstand blood vessel anatomy, capillary bed function and blood flow dynamicsUnderstand the role of lymphatic circulationUnderstand the respiratory systemExplore the anatomy and physiology of digestionLearn about energy metabolism, nutrition and energeticsStudy the renal system anatomy and physiologyUnderstand the regulation of acid-base balance.Reproduction and early human development |  | Quizzes, examination and laboratoryQuizzes, examination and laboratoryQuizzes, examination and laboratoryQuizzes, examination and laboratoryQuizzes, examinationQuizzes, examinationQuizzes, examination and laboratoryQuizzes, examination and laboratoryQuizzes, examinationQuizzes, examinationQuizzes, examination and laboratoryQuizzes, examination and laboratoryQuizzes, examination Quizzes, examination and laboratory |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| Organization of the Nervous System Somatic Nervous system Sensory pathways Autonomic Nervous systemSpecial Senses Cutaneous and gustation Vestibular apparatus Audition VisionEndocrine system Role of the hypothalamus Anterior and posterior pituitary Target glands/organsThe Blood Composition Cells HemostasisThe Heart Structure Conduction pathways Myocardial Autorhythmic cells and pacemaker potentials Myocardial Contractile cells  Cardiac cycleCirculation and capillary exchange Arteries Blood Pressure and regulation Venous return and blood volume regulationLymphatics and Immune System Lymphatic drainage Innate Immunity Adaptive ImmunityRespiratory System Anatomy Ventilation Gas exchange and transportThe Digestive System Gastrointestinal tract anatomy Gastric and intestinal motility Gastric and intestinal secretions Chemical digestion and absorption Colon anatomy and functionMetabolism Cellular respiration and nutrition Energy utilization Regulation of metabolismUrinary System Kidney, ureter, urinary bladder and urethra anatomy Renal filtration and regulation of GFR Renal reabsorption and the renal tubules Renal secretion and acid-base regulationReproduction Wolffian and Mullerian duct origins Male reproductive anatomy and spermatogenesis Female reproductive anatomy, oogenesis and ovarian and uterine cycles Fertilization and early development |
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## **G. Signatures**

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

##### G.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Dana Kolibachuk | Chair of Biology |  |  |
| Quenby Hughes | Dean of FAS |  |  |

##### G.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Sharron Galloway | Chair of Nursing |  |  |
| Justin DiLibero | Dean of Nursing |  |  |
| Susan Clark | Chair of HPE |  |  |
| Carol Cummings | Interim Dean of School of Education |  |  |
| Eric Hall | Program Director of HSCI |  | 1/29/24 |