

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number BIOL 292 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

This is an application to have this course added to the Life and Physical Sciences menu of the ACU General Education curriculum. See the attached application and syllabus.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
③	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

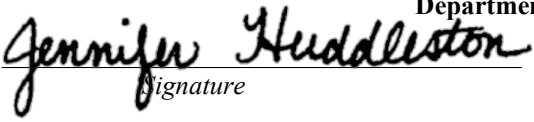
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	09/09/2022 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for Life and Physical Sciences Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Life and Physical Sciences Description

Courses within this domain use the methods and models of the natural sciences to describe, explain, and predict phenomena in the physical world; they employ empirical evidence, scientific principles, and interactions among natural phenomena to understand the world around us.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	BIOL 292, Anatomy & Physiology II
Terms offered:	Fall, Spring, and Summer
Catalog description:	A systems approach to human anatomy and physiology emphasizing the endocrine, cardiovascular, lymphatic and immune, respiratory, digestive, urinary, and reproductive systems.
Course prerequisites:	BIO 291, BIOL 293
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	BIOO 292
Other general education menus on which the course appears or you are applying for:	

Prerequisites

The council understands that many of the courses on this menu will have corequisites and that the second course in a sequence may also have a prerequisite.

1. Is the course a lower-division (100- to 200-level) course in astronomy, biology, chemistry, physics, agricultural science, environmental science, or geology?

☒ Yes ☐ No

If yes, continue to 2. If no, please explain how this course meets the description of life or physical sciences above. Applications for courses originating in other disciplines will be considered.

2. Does the course have more than one prerequisite and/or more than one corequisite?

☒ Yes ☐ No

If no, continue to 3. If yes, please explain why an exception should be made to include this course in the Life and Physical Sciences menu.

Anatomy & Physiology II is an entry-level biology course focusing on the relationships between the organ systems of the human body and how they maintain homeostasis. The only prerequisites are the foundational lecture and lab courses.

3. If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

Anatomy & Physiology II is the second lecture course in a sequence of two entry-level biology lecture courses that serve as a requirement for various health science majors. The purpose of the course is to understand how the different organs and structures interrelate with each other, and how they produce the physiological processes that compose the human body. There are several health sciences disciplines that benefit from this multidisciplinary course.

Relevant Outcomes

- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.
- C3: Interpret mathematical and/or logical models such as formulas, graphs, tables and schematics, and draw inferences from them; and
- C4: Integrate new data into their existing knowledge.

Describe how the course meets the C2 outcome (100 words or less).

In Anatomy & Physiology II, students analyze quantitative data and published writing while preparing and writing a pathophysiology paper on an assigned pathology topic by gathering information from peer-reviewed documents. The students are required to interpret and think critically about the documents.

Describe how the course meets the C3 outcome (100 words or less).

In Anatomy & Physiology II, students are required to interpret data from graphs and tables and draw conclusions regarding the data from their textbook. Students also calculate various equations.

Describe how the course meets the C4 outcome (100 words or less).

In Anatomy & Physiology II, the course is taught from a systemic approach and students must use prior taught information to integrate with new information to think critically and answer applicable and analytical questions.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome C2	Pathophysiology Paper
Outcome C3	Final Exam
Outcome C4	Final Exam

Please use the following rubric to perform assessment each year.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome C3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
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Interpret mathematical and/or logical models such as formulas.	Little to no demonstrated ability to interpret relationships and/or data in models.	Demonstrates ability to interpret relationships and/or data in models.	Exceptional ability to interpret relationships and/or data in models.
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Student Learning Outcome C4

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Integrate new data into their existing knowledge	Shows little to no grasp of new information and/or does not demonstrate adequate connection to previous learning.	Grasps new information and makes connections to previous learning.	Exceptional grasp of new information and/or demonstrates outstanding ability to connect to previous learning.

Syllabus
BIOL292 Anatomy & Physiology II Lecture
Fall 2022

"Be careful for nothing, but in everything by prayer and supplication with thanksgiving let your requests be made known unto God. And the peace of God, which passeth all understanding, shall keep your hearts and minds through Christ Jesus." *Philippians 4:6-7*

Course Information:

Section: BIOL292.01

Time: MWF 8:00-8:50am

Location: Onstead Science Center, Room 269

Textbook: Fundamentals of Anatomy & Physiology, 11th Edition, by Martini, Nath, and Bartholomew

Faculty Information:

Name: Kelly Washington, M.A., Associate College Professor

Office: HAL 214

Office hours: Fridays 1-3pm, or by appointment

Email: kcw21b@acu.edu

Conference: <https://calendly.com/kcw21b-1/15min>

Department of Biology Mission

The Department of Biology educates students for Christian service and leadership by preparing them to become biological scientists, pre-college teachers, and health care professionals.

Course Description

This course is a continuation of BIOL291, Anatomy & Physiology I lecture. A study of the structure and function of the body is continued by examining the endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. The roles of water, electrolytes, and acid-base balance, as well as nutrition and metabolism, are also explored. This course accompanies BIOL294, Anatomy & Physiology II - Laboratory which is an independent course designed to be taken concurrently with BIOL292.

Learning Outcomes

- Apply terminology to communicate information related to anatomy and

physiology.

- Identify the key anatomical and physiological features of human cells.
- Differentiate anatomical structures and functions of select body systems.
- Differentiate the multiple mechanisms required to maintain homeostasis of select body systems.
- Distinguish relationships between anatomical and physiological systems of the human body.
- Identify mechanisms responsible for pathophysiologies of select body systems.

Assignment Schedule (Tentative)

Assignment	Weight (%)	Points	Due Date
Exam 1	12.5	125	09/19/22
Exam 2	12.5	125	10/10/22
Exam 3	12.5	125	10/31/22
Exam 4	12.5	125	11/21/22
Final Exam	20	200	12/16/22
Quizzes	15	150	As Assigned
Pathology Paper/Discussion	15	150	12/04/22
Total	100	1000	

Grading Scale:

A = 90.0 – 100%	900 – 1000 points
B = 80.0 – 89%	800 – 900 points
C = 70.0 – 79%	700 – 800 points
D = 60.0 – 69%	600 – 700 points
F = Below 60%	Below 600 points

Attendance Policy:

It is the student's responsibility to immediately notify the appropriate faculty if there is an unavoidable problem resulting in an absence. If you are absent more than seven (7) times, I will contact the dean and you will be dropped from the course with a "withdraw failing" (WF) grade. Three (3) tardies will equal one (1) absence.

Make-up Exam/Quiz Policy:

Students are expected to take all exams and quizzes as scheduled. A student who will miss an exam or quiz is expected to notify faculty in advance and must have an extenuating circumstance (with documentation) as a cause. A technical difficulty is not a justifiable cause. The decision to offer a make-up exam or quiz will be at the discretion of the course faculty member in collaboration with the department chair.

Assignments Policy:

All assignments are expected to be submitted by the due date. Late assignments, with faculty consultation and consent, may result in a penalty of 5% per school day for up to two days. After two days and/or without faculty consent, will result in a grade of zero (0%). No assignments will be accepted after the official term end date. Discussions and pathology papers will be penalized according to the rubric.

CAS Academic Integrity Policy

- Rational for Policy

The most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

- Definition of Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, homework assignments, assessments, and examinations, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

Violations of academic integrity and other forms of cheating, involve the intention to deceive or mislead or misrepresent and therefore, are a form of lying. Specific examples of academic dishonesty in this course include, but are not limited to, the following:

- Submitting for credit, in whole or part, the work of others.
- Receiving, giving, or using unauthorized aid on an examination.
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Allowing other members of a group to provide a disproportionated fraction of a required group project or activity.
- Submission of paper(s) or project(s) obtained from any source, such as a friend, research service, or club paper file, as one's own.
- Claiming credit for an attendance or service activity without attending or performing the activity.

- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.

Note:

Without a doubt this is a challenging course, but an essential course for students interested in the allied health professions (nursing, occupational therapy, physical therapy, kinesiology, nutrition, and others). A robust understanding of human physiology provided by this course will help you be well prepared for future courses and make you a better practitioner within your future field. My goal is for you to be successful in this class. There is a lot of information, and at times, it will feel like we are moving fast. So please ask for help and guidance if you are struggling as soon as possible so we can get you the help and resources you need to excel.