

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	Allied Health	College/School	UAF/CTC
Prepared by	Christa Bartlett	Phone	455-2887
Email Contact	clbartlett@alaska.edu	Faculty Contact	Christa Bartlett

1. COURSE IDENTIFICATION: As the course now exists.

Dept Course # No. of Credits

COURSE TITLE

2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course If Change, indicate below what is changing. Drop Course

NUMBER	TITLE	DESCRIPTION
PREREQUISITES*		FREQUENCY OF OFFERING

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution) **COURSE CLASSIFICATION**

STACKED (400/600) Dept. Course #

Include syllabi.

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

ADD NEW CROSS-LISTING	Dept. & No. <input type="text"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	Dept. & No. <input type="text"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<input type="text"/>	

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 X

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

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

4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES NO

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).

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. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)
3 Credits

Offered As Demand Warrants

~~Case-study~~ Comparative approach in assessing ~~Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

HLTH F114 Fundamentals of Anatomy and Physiology

4 Credits

Provides a basic understanding of human anatomy and physiology. Recommended for individuals interested in health careers or students desiring an introduction to anatomy and physiology prior to taking in-depth course work in this field. Recommended: HLTH F100; high school biology and chemistry. ~~(3+3)~~ (4+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

HLTH F114 Fundamentals of Anatomy and Physiology

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

LETTER: PASS/FAIL:

9. **ESTIMATED IMPACT**

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

No impact of facility or faculty. If anything, it would free up facility space since the lab component is being dropped. There will be approx. \$800 savings per year due to lab supplies that we will not have to purchase.

10. **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 Library services not relevant to dropping lab component

11. **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)

EMS/Paramedic Programs, Chuck Kuhns. Chuck was emailed on 4/2/13 regarding the proposed change. He indicated that his students take BIOL F100x to meet the A&P component, so this change would not affect the EMS/Paramedic programs.

Allied Health Dental Assisting AAS program, Jenifer Filotei. Jenifer and I talked on 4/2/13 regarding the change and she was very supportive of the change. Jenifer shared with me that many of her dental assisting students do not go on and get their AAS degree due to the fact that HLTH F114 has the lab component and does not meet the needs of these students. She was also very supportive of developing the class for distance as most of her students work full time once they complete the certificate.

12. **POSITIVE AND NEGATIVE IMPACTS**

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

This change will have a positive impact on the Health Care Reimbursement Program in the Allied Health Dept. We have wanted to add an A&P course to this certificate, but the offered courses have been above the required level of a coder. By dropping the lab component in HLTH F114, we can now offer the course to this certificate.

UAA Medical Assisting program does not require an A&P with lab, therefore, when a student transfers to UAF, they must repeat A&P in order to meet our standards. With this change, we will align with UAA's medical assisting program. We will also be able to develop and offer this course via distance education much easier without the lab, therefore serving many rural campuses, including UAA, who has indicated the need for a distance A&P without lab.

No negative impacts are anticipated.

13. **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.

HLTH F114 was developed to meet curriculum standards for the Nationally accredited Medical Assisting Certificate at UAF/CTC. The course was developed as a 4 credit course with lab (3+3.) After many conversations with other accredited programs across the United States, as well as UAA, I would like our program more accurately reflect what our accreditation requires. The national standard for A&P for a medical assisting student is (a) Anatomy & Physiology of all body systems, (b) Common Pathology/diseases, and (c) Diagnosis/treatment modalities. The material presented in the class will not change. Dropping the lab, will allow more class time for lecture and explanations, which provides a greater opportunity for students to process and understand the dynamics of A&P and how it relates to their career field.

It will also allow us to offer the course to other health programs that currently do not include A&P due to the lab component. The Healthcare Reimbursement Certificate is one example. Coders do not need the depth of an A&P class with lab, but do however need a basic A&P course. This change will allow us to offer the course to a larger audience and meet the needs across the state. This change will not impact those students who do require an A&P course with lab because BIOL F100x Human Biology is a 4 credit course with lab, if anything, it will separate the two courses so that we are not duplicating courses. Primary reason for change is to reflect current changes in accreditation standards for the medical assisting program while meeting the needs of the students.

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

Christa Bartlett Date *2/5/14*
 Signature, Chair, Program/Department of: Allied Health

Ed [unclear] Date *2-7-14*
 Signature, Chair, College/School Curriculum Council for: CTC

Michelle Stalder Date *2/10/14*
 Signature, Dean, College/School of: UAF CTC

Offerings above the level of approved programs must be approved in advance by the Provost: *Pete [unclear]* *excd* *2/20/14*

Signature of Provost (if applicable) Date

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

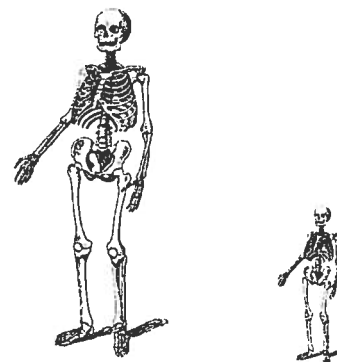
Signature, Chair Date

Faculty Senate Review Committee: ___ Curriculum Review ___ GAAC
 ___ Core Review ___ SADAC

Fundamentals of Anatomy and Physiology
Health F114
UAF Community and Technical College
Dept. of Allied Health

Instructor: TBA

Office hours: by appointment



COURSE DESCRIPTION: This course introduces the student to the basic concepts of anatomy (the structure) and physiology (the function) of the human body. The course is designed for students wishing to pursue careers in health care. It is recommended that you complete medical terminology and high school-level biology and chemistry before taking HLTH 114. This class fulfills the anatomy and physiology requirement for the Associate Degree in Medical Assisting (and Certificate), Dental Assisting, and Emergency Medicine (Paramedic) I.

COURSE OBJECTIVES: On completion of this course the student will be able to:

1. Understand and be able to use basic medical terminology for body areas, planes, surfaces and directions.
2. Understand and be able to give examples of homeostasis.
3. Understand basic regulatory patterns of negative and positive feedback, providing examples of each.
4. Understand the structure of the atom, and the formation of chemical bonds.
5. Differentiate between organic and inorganic molecules, giving examples of each.
6. Explain the four major groups of organic molecules, and their primary uses and locations in the body.
7. Explain the basic structure and function of cells and their internal organelles.
8. Describe the four basic tissues of the body, and provide examples of their locations.
9. Describe the basic anatomy and physiology of the following body systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, immune, lymphatic, respiratory, digestive, urinary, and reproductive.

Required TEXT: *Anatomy and Physiology for Health Care Professionals*

Author: Jahangir Moini

Publisher: Jones & Bartlett

**** Use of your Alaska.edu email ONLY for contact to and from instructor/ PA****

Recommended TEXTS: Anatomy Coloring Workbook, ISBN 978-0-375-76342-7 (0-375-76342-2)

Author: Alcamo, Publisher: The Princeton Review

An Introduction to Chemistry for biology students, ISBN978-0-8053-9571-6

Author: Sackheim, Publisher: Pearson Education, Inc.

A Visual Analogy Guide to Human Anatomy& Physiology, 978-089582-801-9

Author: Krieger, Publisher: Morton Publishing Company

GRADING: Your grade will be based on the percentage of points you accumulate during the semester. T

Letter grades will be assigned as follows:

A= 90%-100%
B= 80%-89%
C= 70%-79%
D= 60%-69%
F= 59% and lower

Total grade comprisal:

Quizzes	25%
Assignments	15%
Attendance	10%
Homework	25%
Final exam	25%

Quizzes: Quizzes are scheduled on the course schedule. These will focus mainly on the chapters covered since the previous quiz, however, they are cumulative. There will also be a **final comprehensive exam** that is scheduled during final exam week. The final will be comprised mostly (approximately 80%) from previous quizzes, homework and participation pages. Therefore, *keep and correct your handouts* and use them to study / review. The final exam is worth 25% of your grade. Each written exam will include multiple choice, true or false, matching, fill in the blank questions and diagrams to label or draw.

Homework: Assigned as indicated on the course calendar or during class.

ATTENDANCE POLICY: It is expected that you will attend all classes and that you will come **on time** and ready to participate and with all needed materials. If for any reason you must be absent, please get notes from a friend, and make up all of your work. If you are late to an exam, we cannot, in fairness to other students, give you extra time to complete the exam. If you must miss an exam due to illness or emergency, you must notify me within 24 hours, and schedule a make-up exam that must be completed within one week of the missed exam. If you fail to notify me, 5 points will be deducted from your grade for each day you fail to contact me to schedule the make-up exam. Make-up exams may be entirely essay, at my discretion. All exam and assignment materials help comprise the majority of the cumulative final exam. You have one week maximum to make up an excused exam.

WITHDRAWAL FROM CLASS: If you want to drop a class, you must withdraw officially from the class. You may complete an Add/Drop form and return it to the Registrar's Office. Please be aware of the deadline for student-initiated withdrawals.

ACADEMIC HONESTY: I will not tolerate cheating. If I find that you have cheated on any assignment, you will receive a grade of zero for that assignment. If you cheat a second time, you will receive a grade of F for the course, and may be referred to the University Honor Board for further disciplinary action. This means that all work submitted by you, needs to be wholly completed by you. Directly copying answers constitutes plagiarism and will be treated in accordance to the academic honesty rules for this course and University.

CLASSROOM BEHAVIOR: It has become necessary for me to establish certain rules of classroom behavior in order for all of us to enjoy our time together and successfully address the subject matter.

- You may have a closed topped beverage in lecture, but you must clean up after yourself.
- **No food** is allowed in class. It is a distraction to your participation and to those around you.
- You must **turn off cell phones** and pagers during class time and during lab time, unless otherwise directed. If there is an emergency that requires you to keep your phone on, speak to us prior to class and leave the phone on silent.
- Please do not disturb your fellow students or the instructor by arriving late or leaving the room during lecture. Attend to your personal needs before or after class.
- You may not bring your children or friends to class with you.
- You must demonstrate respect for all members of the class and staff.
- You must participate fully in group activities.
- You may not engage in any activity that disrupts class or disturbs your fellow students. This includes but is not limited to: chatting, passing notes, texting, use of smokeless tobacco and sleeping during class.
- If you need to stand during lecture, please move quietly to the rear of the room
- **Failure to follow classroom guidelines will result in your being asked to leave for the remainder of class and you will receive a zero for the entire days' work and/ or participation.**

ACCOMODATIONS FOR DISABILITIES: Students with documented disabilities will be provided reasonable accommodations to ensure equal access to education at UAF. If you have a disability that requires special accommodations, please speak with the Disability Services program, located at the Center for Health and Counseling. (474-7043). Services are free of charge.

Emergency Information:

CTC=Emergency phone and pull station located across from elevator, outside room 304.

Automatic External Defibrillator is outside of room 111 and near room 440

In the case of an emergency, necessitating exiting the building, take your jacket (and any medications if there is time) and use the stairwells to exit and then proceed to:

CTC= the first floor of the Barnette parking garage to gather with your class for roll call.

STUDY SUGGESTIONS:

- 1) Check your syllabus, and read, or at least skim over, the material to be covered **before** attending lecture.
- 2) Make an outline of the major topics to see how the information fits together.
- 3) Listen carefully and take notes during lecture.
- 4) As soon after class as possible, go over your notes, filling in missing details, referring to page numbers in your text, etc.
- 5) Add minor topics into your outline of the major topics to better see “the whole picture” of each system.
- 6) Spend time with your notes deciding why each element is important, and determining how you will remember it.
- 7) Use a variety of tools. For instance:
 - a) attach the new information to something you already know,
 - b) use pneumatic devices to memorize lists,
 - c) flashcards and coloring books may help
 - d) Use repetition to solidify the knowledge.
- 8) Review notes frequently throughout the semester. Cramming will not integrate the information into usable long term memory.
- 9) Try to relate the information to a real life situation of yours, a friend or family member.
- 10) Study alone before you study with a friend – but do both. Quiz each other. Teach each other.
- 11) Correct your exams- include the correct answer and **WHY** it is the correct answer.
- 12) Periodically review your corrected exams and homework- the final is cumulative and worth 25% of your overall grade.

Course Schedule

Tentative – Fall 2014

Date (class meets 2x per week for a total of 5 hours)	In Class Discussion	Homework
Week 1	Ch. 1 “Introduction to Human Anatomy & Physiology”	Read Ch. 1 and complete homework assignments given.
Week 2	Ch. 2 “Chemical Basics of Life” and Ch. 3 “Cells”	Read Ch. 2 & 3 and complete homework assignments given.
Week 3	Ch. 4 “Cellular Metabolism” and Ch. 5 “Tissues”	Read Ch. 4 & 5 and complete homework assignments given.
Week 4	Quiz on Chapters 1-5. Review Ch. 6 “Integumentary System”	Read Ch. 6 and complete homework assignments given.
Week 5	Ch. 7 “Skeletal System” and Ch. 8 “Muscular System”	Read Ch. 7 & 8 and complete homework assignments given.
Week 6	Ch. 9 “Nervous System” and Ch. 10 “The Senses”	Read Ch. 9 & 10 and complete homework assignments given.
Week 7	Quiz on Chapters 6-10. Review Ch. 11 “Endocrine System”	Read Ch. 11 and complete homework assignments given.
Week 8	Ch. 12 “Blood” and Ch. 13 “Cardiovascular System”	Read Ch. 12 & 13 and complete homework assignments given.
Week 9	Ch. 14 “Lymphatic System” and Ch. 15 “Respiratory System”	Read Ch. 14 & 15 and complete homework assignments given.
Week 10	Quiz on Chapters 11-15. Review Ch. 16 “Urinary System”	Read Ch. 16 and complete homework assignments given.
Week 11	Ch. 17 “Fluid, Electrolyte, and Acid-Based Balance”	Read Ch. 17 and complete homework assignments given.
Week 12	Ch. 18 “Digestive System”	Read Ch. 18 and complete homework assignments given.
Week 13	Ch. 19 “Reproductive System”	Read Ch. 19 and complete homework assignments given.
Week 14	Ch. 20 “Pregnancy & Development”	Read Ch. 20 and complete homework assignments given.
Week 15	Final Exam	