Curriculum Change Proposal Form

1) Unit proposing the change: **Department of Health Science**

2) Please check all appropriate items:

<table>
<thead>
<tr>
<th>New Course:</th>
<th>Course Change:</th>
<th>Course Deletion:</th>
<th>Program Changes:</th>
<th>New Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□Number (within level), title, description, pre-req change</td>
<td>□Remove a Course</td>
<td>□Change to Major</td>
<td>□New Degree</td>
</tr>
<tr>
<td>□Course to be Cross Listed</td>
<td>□Add to LAE</td>
<td>□Remove a course that is currently in the LAE</td>
<td>□Change to Minor</td>
<td></td>
</tr>
<tr>
<td>□Course to be included in LAE</td>
<td>□Remove from LAE</td>
<td></td>
<td>□Change to LAE (change to the LAE itself)</td>
<td>□New Program in principle</td>
</tr>
<tr>
<td>□Course Included in Major/Minor Requirements</td>
<td>□Change in Cross-List Status</td>
<td></td>
<td></td>
<td>□New Program with curriculum</td>
</tr>
<tr>
<td>□Special Course or non-credit workshop</td>
<td></td>
<td></td>
<td>□Delete a Major or Minor</td>
<td></td>
</tr>
</tbody>
</table>

1. Curriculum Committee receive & report to faculty
2. 30 day faculty review required
3. LAE assessment plan with assessment committee review required prior to CC consideration
4. Full faculty approval required
5. Curriculum Committee for action, approval published to faculty

3. Proposed term of initial offering or implementation date: **Spring, 2013**

4. Please provide the following information here or attached:
   a. recommended level: **FR SO JR SR**
   b. credit hours: **4**
   c. title: **HLSC 131: Human Structure and Function**
   d. requirements it will satisfy: (major, minor, LAE, licensure): **None at the present time.**
   e. prerequisites or other special conditions: **None**
   f. description of change:

This will add a new course to the Health Science Department offerings. It is expected that this course will become a requirement for both the Physical Education and Health Education majors. In fact it is being designed to serve that function with a curriculum mapped onto National Association for Sport and Physical Education (NASPE) Standard 1: Elements 1.1, 1.2, and 1.3 and American Association for Health Education (AAHE) Standard I: Key Elements A, C, D, and E. This mapping is summarized in the overview of the course which appears in the syllabus: The focus of the course is on the structure and functions of the human body. Students develop an understanding of the physiological and biomechanical concepts, motor learning and psychological/behavioral theories, and motor development theories and principles related to skillful movement, physical activity, and fitness. In addition, students develop a knowledge-base of the theoretical foundations of health behaviors as they relate to the human body; disease etiology and prevention practices as they affect the human body; and practices that promote and behaviors that compromise the health and safety of the human body.
g. proposed catalog description:
HLSC 131: Human Structure and Function (4) focuses on the levels of body organization, body support and movement, structural physiology and disease. Topics include the chemical and cellular basis of human life, the integration of body functions and homeostasis, and the structure and function of the various body systems including nervous, endocrine, musculoskeletal, cardiovascular and integumentary. Disease etiology, prevention practices as they affect the human body, and practices and behaviors that promote, as well as compromise, health and safety are also examined.

h. justification for change:
The Education Department was informed in the report from the NCATE SPA (AAHE) that their program in Health Education was nationally recognized, but “with conditions.” The National Recognition Report (PART F - ADDITIONAL COMMENTS, Section F.1. Comments on Section I (Context) and other topics not covered in Parts B-E) included the statement, “There is a heavy emphasis in biology for the required courses.” The Education Department has interpreted this statement as a mandate to reduce the number of credit hours in Biology the students are required to take.

The Department of Education has voted to replace BIOL 121/122 with a new course for the PE and Health Ed majors which would be aligned more closely with the professional association guidelines and have a focus on the content knowledge needed to be held by health and physical education teachers as opposed to that needed by biology majors or nursing students. Requiring the proposed Health Science Department alternative would also serve to alleviate the “heavy emphasis in biology” that was noted in the report. Additionally, having this new course taught by a faculty member with a terminal degree and/or appropriate expertise in the field of health alleviates a second “condition” noted in the NCATE SPA report. At the present time, the only University faculty member with terminal credentials in health is in the Health Science Department with joint appointment in Health Education.

i. staffing considerations:
   (1) can be taught by present staff X
   (2) will require additional staff __

j. anticipated frequency of offering:
   (1) every semester X
   (2) once a year __
   (3) alternate years__

k. resources (facilities, equipment, supplies, library materials, etc.):
Requires no additional resources than those presently available from University, Division or Department sources.

5. Signatures:
   Department Chair: ____________________________
   (please attach department discussion summary)
   Date: 8/21/2012
   Department Vote:
   in favor 2  opposed 0  abstentions 0

The Health Science Department has worked closely with the Education Department and with Bob Hite, Senior Associate to the President for Educator Preparation, to develop this course. To help ensure the
continued ability to offer licensure in Multi-Age Health Education, the Education Department has decided to replace the year-long anatomy and physiology sequence of courses with this proposed one-semester course, HLSC 131. Doing so will serve to alleviate the “heavy emphasis in biology” that was noted in the SPA report by reducing the number of required biology credit hours from 12 to 4. The replacement course is also aligned more closely with the professional association guidelines, which will serve better the needs of our students majoring in either Health Education or Physical Education. Human Structure and Function will also serve as a solid elective for other students wishing a course with health and fitness oriented content.

Senior Associate Dean, Muskingum Adult Program (MAP): (if applicable) ________________________________
in favor or opposed or abstain (circle one)
(please attach comments)
Date: __/__/____

Teacher Preparation Programs [Initial Licensure]: (if applicable) ________________________________
in favor or opposed or abstain (circle one)
(please attach comments)
Date: __/__/____

Division Coordinator: ____________________________
(please attach department and division discussion summaries)
Date: 8/24/2012
Division Vote:
in favor ___ opposed ___ abstentions ___

The Division appreciates how important this course is for the Physical Education and Health Education majors and associated licensure areas. The Division also knows that this course will be required in a proposed new major the Health Science Department is creating. The Division is fully supportive of this new course.

Committee Chair (VPAA): ________________________________
Date: __/__/____
Curriculum Committee vote:
in favor ___ opposed ___ abstentions ___

6. Date of Resolution:
(a) 30-day approval period ends ______________________
(b) date of faculty meeting for consideration ___________________
HLSC 131: Human Structure and Function

Course/Instructor Information
Credit Hours: 3  
Semester:  
Days/Times of Class  
Meetings:  
Class Location:  
Instructor Name: Steven B Wootton DC  
Office Location: Cambridge Hall Rm 238  
Phone Number: 740-826-6101  
Email Address: swootton@muskingum.edu  
Office Hours: Tues 1-4/Thurs 1-2

The Mission of the Undergraduate Teacher Preparation Unit:
The mission of the Muskingum University undergraduate initial teacher preparation program is to develop teacher-leaders who encourage, equip, and empower all students.

Course Description:
HLSC 131: Human Structure and Function (4) focuses on the levels of body organization, body support and movement, structural physiology and disease. Topics include the chemical and cellular basis of human life, the integration of body functions and homeostasis, and the structure and function of the various body systems including nervous, endocrine, musculoskeletal, cardiovascular and integumentary. Disease etiology, prevention practices as they affect the human body, and practices and behaviors that promote, as well as compromise, health and safety are also examined.

Course Rationale:
The purpose of HLSC 131 is to give students an understanding of the structure and function of the human body as a base of knowledge for specific application in areas such as kinesiology and exercise physiology.

By the conclusion of HLSC 131, the student/candidate is expected to demonstrate s/he is developing/meets the following competencies as articulated in the conceptual framework of the undergraduate initial teacher preparation program:

a. The teacher candidate knows and understands the content knowledge necessary to provide effective instruction for all students.

b. The teacher candidate knows and understands the pedagogical knowledge necessary to provide effective instruction for all students.

c. The teacher candidate understands the relationship of knowledge within the discipline to other content areas.

In addition, by the conclusion of HLSC 131, the student/candidate is expected to demonstrate s/he is developing/meets the following competencies as articulated in the specialized professional association (SPA).
a. Candidates describe the theoretical foundations of health behavior and principles of learning.

b. Candidates describe practices that promote health or safety

c. Candidates describe behaviors that might compromise health or safety

d. Candidates describe disease etiology and prevention practices

e. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

Furthermore, by the conclusion of HLSC 131, the student/candidate is expected to demonstrate s/he is developing/meets the following competencies as determined by the course instructor.

a. Students should be able to identify the major organ systems and how they contribute to homeostasis of the body.
b. Student should be able to identify the major muscles of the body and identify their actions.
c. Student should be able to identify the osseous structures of the body and prominent landmarks.

**Required Field Work:**

NONE

**Key Program Assessment(s) administered in HLSC 131:**

NONE

**Key Licensure Assessment(s) administered in HLSC 131:**

NONE

**Additional Assessment(s) administered in HLSC 131:**

(list or indicate NONE)

**Final Grade for Course:**

The final grade for the HLSC 131 will be calculated as follows:

- 16 quizzes @ 10 points - 160
- 16 short answer @ 10 points - 160
- 4 tests @ 100 points - 400

Letter grades for the course will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B</td>
<td>87-89%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C</td>
<td>77-79%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>67-69%</td>
</tr>
<tr>
<td>D-</td>
<td>60-66%</td>
</tr>
</tbody>
</table>

**12. The Tentative Schedule**

<table>
<thead>
<tr>
<th>Class</th>
<th>Dates of Instructional Events</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Class Sessions</td>
<td>for Next Class Session</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| 1    | Chapter 1- The Human Body  
      | Chapter 2- Basic Chemistry |                        |
| 2    | Chapter 2- Basic Chemistry  
      | Chapter 3- Cells and Tissues |                      |
| 3    | Chapter 3- Cells and Tissues  
      | Chapter 4- Skin and Body Membranes |            |
| 4    | Chapter 4- Skin and Body Membranes  
      | Chapter 5- The Skeletal System |                    |
| 5    | Chapter 5- The Skeletal System  
      | Chapter 6- The Muscular system |                      |
| 6    | Chapter 6- The Muscular system |                        |
| 7    | Chapter 7- The Nervous System |                        |
| 8    | Chapter 8- Special Senses  
      | Chapter 9- The Endocrine System |                    |
| 9    | Chapter 9- The Endocrine System  
      | Chapter 10- Blood |                    |
| 10   | Chapter 11- Cardiovascular System |                |
| 11   | Chapter 12- The Lymphatic System and Body Defenses | |
| 12   | Chapter 13- The Respiratory System |                        |
| 13   | Chapter 14- The Digestive System and Metabolism | |  |
| 14   | Chapter 14- The Digestive System and Metabolism | |
| 15   | Chapter 15- The Urinary System  
      | Chapter 16- The Reproductive System | |
| Final| Final Exam 8:30 AM | |

**Instructional Materials**

*Title:* Essentials of Human Anatomy and Physiology (10th ed.)  
*Author:* Elaine N Marieb  
*Publisher:* Pearson 2012  
*ISBN# 13:* 978-0-321-69598-7

**Commitment to Diversity**

*describe*

**Commitment to Technology**

*describe*

**Academic Dishonesty/Plagiarism Policy as noted in Undergraduate Course Catalog**

Plagiarism, cheating, and other forms of academic dishonesty are serious offenses at Muskingum University, and the faculty member has the prerogative of invoking the severest penalty for an initial offense. Each department is responsible for developing its definition of
plagiarism, but in general, plagiarism is the verbal, written, graphic, or three-dimensional presentation of borrowed material without citing its source. Students must cite the source for quotations, paraphrases, or borrowed ideas, models, information, or organization of material. Students who are uncertain about the need for citation should consult the faculty member for whom the work is being prepared. For a first offense, the minimum penalty for plagiarism and/or cheating is a failing grade on the assignment, paper, or examination; the maximum penalty in this instance is a failing grade in the course. In either case, the faculty member should submit a written report of the offense to the Office of the Vice President for Academic Affairs; the incident will be recorded in the student’s file. The student guilty a second time may be suspended or expelled from the University. Plagiarized work is filed in the office of the Vice President for Academic Affairs. A grade given for academic dishonesty shall supersede any withdrawal.”

Muskingum University makes necessary accommodations for persons with documented disabilities in order “to provide appropriate access to the learning environment and the opportunity to demonstrate academic achievement.” Any student with a documented disability should see the instructor individually within the first two weeks of the class about addressing individual learning styles and needs for this course. Any student who wishes to request an accommodation is responsible for contacting the Disability Education Office (DEO) to discuss his/her specific needs and the process to receive reasonable accommodations. Please contact DEO, located in the Center for the Advancement of Learning in Walter Hall or call 740-826-8280 to arrange an appointment as soon as possible. At the appointment, the procedure to coordinate accommodations will be discussed. You may also find information about the process for accommodations on the web at http://www.muskingum.edu/home/cal.ada.html