Document N: Course and Program Development:
IMPACT AND APPROVAL SIGNATURES
See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL:  √ LAW  MSB  √ CAS  CPA

CONTACT NAME: Ronald Castanzo  PHONE: x1927

DEPARTMENT/DIVISION: Science, Information Arts and Technologies  DATE PREPARED: 3/21/12

PROPOSED SEMESTER OF IMPLEMENTATION:  √ fall  √ spring  YEAR: 2013

TYPE OF ACTION:  √ add (new)  √ deactivate  √ modify  √ other

LEVEL OF ACTION:  √ noncredit  √ undergraduate  √ graduate  √ other

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

**COURSE ACTIONS**

Original Subject Code/Course Number: BIOL 111

Original Course Title: Human Biology

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

<table>
<thead>
<tr>
<th>COURSE ACTIONS</th>
<th>PROGRAM ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experimental Course</td>
<td>10. Program Requirements</td>
</tr>
<tr>
<td>2. Course Title</td>
<td>11a. Undergraduate Specialization (24 credits or fewer)</td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
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<td>12. Minor (add or delete)</td>
</tr>
<tr>
<td>6. Pre- and Co-Requisite</td>
<td>13. Closed Site Program</td>
</tr>
<tr>
<td>7. Course Description</td>
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<td>8. New Course</td>
<td>15. Program Reactivation</td>
</tr>
<tr>
<td>9. Deactivate Course</td>
<td>16a. Certificate Program (UG/G) exclusively within existing degree program</td>
</tr>
<tr>
<td>✓ 22. Other</td>
<td>16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)</td>
</tr>
<tr>
<td></td>
<td>17. Off-Campus Delivery of Existing Programs</td>
</tr>
<tr>
<td></td>
<td>18a. Undergraduate Concentration (exceeds 24 credits)</td>
</tr>
<tr>
<td></td>
<td>18b. Master's Concentration (exceeds 12 credits)</td>
</tr>
<tr>
<td></td>
<td>18c. Doctoral Concentration (exceeds 18 credits)</td>
</tr>
<tr>
<td></td>
<td>19. Program Title Change</td>
</tr>
<tr>
<td></td>
<td>20. Program Termination</td>
</tr>
<tr>
<td></td>
<td>21. New Degree Program</td>
</tr>
</tbody>
</table>

**ADDITIONAL DOCUMENTATION** (check all appropriate boxes of documents included; review the list of necessary documents):

- ✓ summary proposal (O)
- ✓ course definition document (P)
- ✓ full five-page MHEC proposal (Q)
- financial tables (MHEC) (R)
- ✓ other documents as may be required by MHEC/USM (S)
- other (T)
IMPACT REVIEW (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Impacted Entity</th>
<th>Signature</th>
<th>Date</th>
<th>Comment</th>
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<tbody>
<tr>
<td>a. Library</td>
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<tr>
<td></td>
<td>no impact</td>
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<td></td>
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<tr>
<td></td>
<td>impact statement attached</td>
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<td>b. OTS</td>
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<td>c. University Relations</td>
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<td>d. Admissions</td>
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 formulas

APPROVAL SEQUENCE (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Approval Level</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Department/Division (Chair)</td>
<td>Dorothee Kohler</td>
<td>March 26, 2012</td>
</tr>
<tr>
<td>B. General Education (for No. 7, 8)</td>
<td></td>
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</tr>
<tr>
<td>C. Final Faculty Review Body Within Each School (Chair)</td>
<td></td>
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</tr>
<tr>
<td>D. Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. University Faculty Senate (Chair)</td>
<td>Daniel F. Pope</td>
<td>June 13, 2012</td>
</tr>
<tr>
<td>F. University Council (Chair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Provost and Senior Vice President for Academic Affairs</td>
<td>Beverly Schnell</td>
<td>September 2, 2013</td>
</tr>
<tr>
<td>H. President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Board of Regents (notification only)</td>
<td></td>
<td></td>
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<tr>
<td>J. Board of Regents (approval)</td>
<td></td>
<td></td>
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<tr>
<td>K. MHEC (notification only)</td>
<td></td>
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<tr>
<td>L. MHEC (approval)</td>
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<tr>
<td>M. Middle States Association notification</td>
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<tr>
<td>Required only if the University’s mission is changed by the action</td>
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1 University Council review (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University’s mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.
Document O: Course and Program Development: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: LAW ☐ MSB ☐ CAS ☐ CPA

CONTACT NAME: Ronald Castanzo
PHONE: x1927

DEPARTMENT/DIVISION: Science, Information Arts and Technologies
DATE PREPARED: 3/21/12

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Original Course Title:
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For changes to existing courses:

OLD TITLE

NEW TITLE

SUBJECT CODE/COURSE NO. CREDITS

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Summer 2010
As part of an initiative of the Office of the Provost, SIAT is revising the learning goals of its general education biological/natural science courses to bring them more in line with COMAR and to make outcomes more assessable.

The original learning goals for BIOL 111 are as follows:

I. to understand the basic terminology, fundamental concepts, and significant persons in the fields paleoanthropology, genetics, cell biology, and human anatomy and physiology;
II. to be able to extract and summarize information from a peer review journal article dealing with evolutionary biology, genetics, cell biology, and human anatomy and physiology;
III. to understand how science is conducted (including the construction and testing of hypotheses) and what distinguishes scientific fields from other types of disciplines;
IV. to understand the connection between fundamental principles and concepts of human biology and their own bodies and health.

New learning goals:
1. Discriminate science from non-science, especially including the attribute of testing of hypotheses about natural phenomena through observation.
2. Define the fundamental terminology and concepts and identify the significant historic figures in human anatomy and physiology.
3. Access scientific information on an assigned topic from specified internet and other sources.
4. Apply technology and data collection and quantitative methods commonly used in human anatomy and physiology.
5. Make judgments about conclusions reached from data obtained in peer-reviewed and other scientific investigations of natural phenomena.

Learning goals for several general education courses are in need of revision to make them more assessable and to bring them more in line with state guidelines.
1. DATE PREPARED: 3-21-12

2. PREPARED BY: Ronald Castanzo

3. DEPARTMENT/DIVISION: SIAT

4. COURSE NUMBER(S) with SUBJECT CODE(S): BIOL 111

5. COURSE TITLE: Human Biology

6. CREDIT HOURS: 4.0

7. CATALOG DESCRIPTION

Provides an overview of the structure and essential processes of the human body, including digestion, blood circulation, and the brain and senses. Human evolution, reproduction, early development and aging, and immunity to disease are discussed. The laboratory component of the course focuses on the design, practice and reporting of science. It includes exercises and experiments dealing with light microscopy, cell biology, genetics, and human anatomy and physiology. Laboratory fee required.

8. PREREQUISITES: none

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.): general education

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.): GSCI

11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; this must match PeopleSoft 9.0 coding. So check with your dean’s office if you... Summer 2010
are unsure of the correct entry: lecture/laboratory

12. FACULTY QUALIFIED TO TEACH COURSE: Kemp, Pecher, Castanzo

13. CONTENT OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to human biology; chemistry of life</td>
</tr>
<tr>
<td>2</td>
<td>Cell structure and metabolism</td>
</tr>
<tr>
<td>3</td>
<td>Nutrition and digestion</td>
</tr>
<tr>
<td>4</td>
<td>Blood and the circulatory system</td>
</tr>
<tr>
<td>5</td>
<td>Respiratory system; urinary system</td>
</tr>
<tr>
<td>6</td>
<td>Nervous system and the senses</td>
</tr>
<tr>
<td>7</td>
<td>Skeleton and muscles</td>
</tr>
<tr>
<td>8</td>
<td>Endocrine system</td>
</tr>
<tr>
<td>9</td>
<td>Immune system</td>
</tr>
<tr>
<td>10</td>
<td>Infectious disease; mitosis and meiosis</td>
</tr>
<tr>
<td>11</td>
<td>Genetics; DNA structure</td>
</tr>
<tr>
<td>12</td>
<td>Human reproduction, development, and aging</td>
</tr>
<tr>
<td>13</td>
<td>Our primate and early hominid ancestors;</td>
</tr>
<tr>
<td>14</td>
<td>Evolution of <em>Homo sapiens</em></td>
</tr>
<tr>
<td>15</td>
<td>Human impact on the environment</td>
</tr>
</tbody>
</table>

14. LEARNING GOALS

1. Discriminate science from non-science, especially including the attribute of testing of hypotheses about natural phenomena through observation.

2. Define the fundamental terminology and concepts and identify the significant historic figures in human anatomy and physiology.

3. Access scientific information on an assigned topic from specified internet and other sources.

4. Apply technology and data collection and quantitative methods commonly used in human anatomy and physiology.

Summer 2010
5. Make judgments about conclusions reached from data obtained in peer-reviewed and other scientific investigations of natural phenomena.

15. ASSESSMENT STRATEGIES

Possible assessment strategies include:

I. frequent quizzes and/or short assignments (e.g. observational studies, completion of take-home questions, etc.);
II. at least two exams, including a final exam;
III. writing assignments (stressing scientific format and writing) that require students to utilize, on a limited basis, the peer review literature (articles chosen by the instructor are suggested);
IV. field trip reports, oral presentations, and other kinds of assessment tools are possible, but not essential, for the instruction of the course.

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)


Other appropriate texts:

17. SPECIAL GRADING OPTIONS (if applicable)

18. SUGGESTED CLASS SIZE: 32

19. LAB FEES (if applicable): required