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

|  |  |  |  |
| --- | --- | --- | --- |
| A.1.Program | **B.A. Biology / Secondary Education** | |  |
| A.2. [Proposal Type](#type) **Program** [**Revision**](#revision) | | |
| A.3. [Originator](#Originator) **Paul Tiskus** | | [Home Department](#home_dept) **Educational Studies** | |
| A.4. [Context and Rationale](#Rationale) | **Delete: BIOL 335: Human Physiology (4 cr) from the SED Biology Major, and add in its place: BIOL 213: Introductory Physiology of Plants and Animals (4 cr)**  **BIOL 213 includes topics in plant physiology not covered in other required courses.**  BIOL 335: Human Physiology has always been a required course in the Secondary Biology program. As a required course for biology and nursing majors, Human Physiology approaches topics with a more clinical approach to physiology, diseases, and function. Secondary biology teachers will benefit with this substitution in that Biology 111 set the stage for the unifying biochemical, cellular, and genetic principles of biology. Biology 112 explored the diversity of life and the connections between organisms from both ecological and evolutionary perspectives. In Biology 213, the course expands on these to include the physiological processes on the shared life challenges of plants and animals and their diverse solutions.  More specifically the goals of Biology 213 include the following:   * Appreciate the challenges organisms confront in environmental response, nutrition, growth, regulation, transport, absorption, gas exchange, and reproduction. * Build a knowledge base about plant and animal adaptations to those challenges. * Apply knowledge from cell biology to understand cell specialization and how cells are organized into tissues, organs and organ systems. * Trace the evolutionary history of certain anatomical features and physiological mechanisms. * Gain experience in how knowledge in biology is acquired and disseminated by conducting experiments and practicing scientific reading and writing. | | |
| A.5. Student impact | **BIOL 213 is the third course in introductory biology (BIOL 111, 112) sequence. Revision to Academic Rhode Map is required.** | | |
| A.6. Impact on other programs | **None** | | |
| A.7. Resource impact | [*Faculty PT & FT*](#faculty): | **None** | |
| [*Library*:](#library) | **None** | |
| [*Technology*](#technology) | **None** | |
| [*Facilities*](#facilities): | **None** | |
| A.8. Semester effective | **Fall, 2018** | | |

### [Program Proposals](#program_proposals)

|  | Old | New/revised |
| --- | --- | --- |
| C.4. [Course requirements](#course_reqs) for each program option | **BIOL 335: Human Physiology** | **BIOL 213: Introductory Plant and Animal Physiology** |
| C.5. [Credit count](#credit_count) for each program option | **Biology major: 33**  **Program: 130** | **Biology major: 33**  **Program: 130** |

APPROVALS

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Rebeka Merson | Chair of Biology |  |  |
| Earl Simson | Dean of Arts & Sciences |  |  |
| Lisa Owen | Associate Dean of FSEHD |  |  |