

ESSEX COUNTY COLLEGE
Course Outline
STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT SUMMARY SHEET

COURSE PREFIX & NUMBER: BIO 121

COURSE TITLE: Anatomy and Physiology I

CREDIT HOURS: 4.0

CONTACT HOURS: 6.0

NAME OF PERSON COMPLETING THIS FORM: Dr. Jill Stein

TYPE OF COURSE: (Check **all** that apply.)

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| <input type="checkbox"/> Developmental | <input type="checkbox"/> Not required for any program (not a major or additional requirement)/Other | |
| <input type="checkbox"/> AA program major requirement | <input checked="" type="checkbox"/> AS program major requirement
(General Science & Biology/Pre-Medicine) | <input checked="" type="checkbox"/> AAS program major requirement
(Radiography) |
| <input type="checkbox"/> AA program additional requirement | <input type="checkbox"/> AS program additional requirement | <input checked="" type="checkbox"/> AAS program additional requirement
(Dental Hygiene) |
- General Education affirmed course – if so, indicate the foundation category/ies the course is affirmed as addressing:
- | | |
|--|---|
| <input type="checkbox"/> Written and Oral Communication | <input type="checkbox"/> Humanistic Perspective |
| <input type="checkbox"/> Quantitative Knowledge and Skills | <input type="checkbox"/> Historical Perspective |
| <input checked="" type="checkbox"/> Scientific Knowledge and Reasoning | <input type="checkbox"/> Global and Cultural Awareness of Diversity |
| <input type="checkbox"/> Technological Competency/Information Literacy | <input type="checkbox"/> Ethics |
| <input type="checkbox"/> Society and Human Behavior | |

STUDENT LEARNING OUTCOMES (SLOs):

	Detailed Goal (SLO)	Assessment Method	Introduction (I) or Mastery (M) of SLO
Course Goals	Explain some of the fundamental concepts and theories that are the basis of the fields of biochemistry, cell biology and histology.	Blueprinting questions on short-answer tests, which may include multiple choice, fill-in-the-blank, matching, and diagram identification. (Tests 1, 2, and 3) Histology slide identification scored with a checklist rubric.	N/A
	Explain the concept of complementarity of structure and function. Use this concept to identify the basic structures and functions of the integumentary, skeletal, muscular, and nervous systems.	Blueprinting questions on short-answer tests, which may include multiple choice, fill-in-the-blank, matching, and diagram identification. (Tests 3, 4, 6, 7, and 8) Blueprinting laboratory practical exam. (Test 5)	
	Explain the concept of homeostasis. Describe how homeostasis can be used to illustrate wellness and illness in the integumentary, skeletal, muscular, and nervous systems.	Blueprinting questions on short-answer tests, which may include multiple choice, fill-in-the-blank, matching, and diagram identification. (Tests 3, 4, 6, 7, and 8)	
Program Goals* (if course is a major requirement)	Utilize critical thinking and problem-solving skills, including the scientific method and methods of scientific conversion. (General Science & Biology/Pre-Medicine programs)		
	Demonstrate a mastery of the fundamental concepts of biology, chemistry, and physics. (General Science program – partially addressed)		M
	Perform scientific investigations using proper scientific and laboratory safety protocols. (General Science & Biology/Pre-Medicine programs)		
	Demonstrate a mastery of the fundamental concepts of inorganic chemistry, organic chemistry and biochemistry. (Biology/Pre-Medicine program)		M
	Demonstrate a mastery of the fundamental concepts of biology at the genetic, molecular, cellular, tissue, organ, and organismal level. (Biology/Pre-Medicine program – partially addressed)		M

Gen Ed Goals* (if course is a Gen Ed course)	Scientific Knowledge and Reasoning: Students will use the scientific method of inquiry through the acquisition of scientific knowledge.		
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* addressed by **THIS** specific course