

### 2009-2010 Instructional Program Review and Planning Supplemental Form

Please complete this form for each priority you identified in the 2008-2009 progress report (review these at <http://www.palomar.edu/irp/IPRPSupplementalReport.htm>). Please list at the end of this form the faculty and staff who participate in this report. Forward (1) a hard copy to Instructional Services and (2) email a Microsoft Word copy to [jdecker@palomar.edu](mailto:jdecker@palomar.edu) no later than 3/05/2010.

<b>Department</b> Life Sciences	<b>Department Priority #</b> 7	<input type="checkbox"/> <b>No funding/resources are being requested</b>
<b>Program/Discipline:</b> Zoology - Human Anatomy - Laboratory	<b>Program/Discipline Priority # FOR 2010-2011:</b> 3	

To establish a priority, use the current Program Review and Planning (PRP) document submitted Spring 2009 (posted at <http://www.palomar.edu/irp/IPRPSupplementalReport.htm>) for this program or discipline. Identify from Box #2 in the PRP a priority for the upcoming academic year or develop a priority based on the data analysis discussed in Box #2.

<b>*2. Data Analysis (restate or summarize the data analysis from the PRP):</b> We have a cadaver as of Fall 2009 that will need replacement Summer 2011.					
<b>*3.a/b. Describe your goal (priority) based on data analysis from the PRP:</b> From 2008/09 Progress Report The ZOO 200 cadaver plans include a new cadaver every two years. The cadaver will be procured from the UCSD Anatomical Services Program. The cadaver will be used for frequent small-group demonstrations during each of the four ZOO 200 laboratory sections and for a proposed summer cadaver prosection course in which students prepare a new cadaver for the fall term. The prosection class will need to be initiated through the Curriculum Committee					
<b>Resources requested: Identify all the resources you are requesting to support the implementation of this priority. These resources would be additional funding needed beyond what is already provided to the discipline through the base resource allocation process.</b>	<b>Describe the resource(s) requested</b>	<b>Cite page(s) that provide rationale for this priority request</b>	<b>Estimated Amount of Funding Requested</b>	<b>New, one-time funding</b>	<b>New, on-going funding</b>
<b>*4.a. Equipment – Per unit cost is ≥\$500 (microscopes, table saw, etc.)</b>	On going planned replacement of human cadaver on a 2 year cycle		4000 /2 yr		4000 / 2 year
<b>*4.a. Technology (computers, data projectors, document readers, etc.)</b>					
<b>*4.b. Budget for 4000s - Per unit cost is ≤\$500 (supplies)</b>					
<b>*4.b. Budget for 5000s – Printing, maintenance agreements, software license, accreditation fees, etc.</b>					
<b>*4.c. Facilities</b>					
<b>*4.d. Faculty position</b>					
<b>*4.e. Classified staff position (contract)</b>					
<b>*4.e. Classified staff position (hourly)</b>					
			<b>TOTAL</b>		

\*Numbering parallels sections in original Program Review and Planning document  
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 Reviewed by SPC on 02/02/2010

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**How will you evaluate whether or not you have met your goal/priority with the requested resources?**  
**a. Key student learning outcomes for this course are: i. Basic organization of histology, specifically the relationships between tissue-level organization and the eleven organ systems ii. Proper application of directional and regional terminology to describe anatomical features. iii. Relationship between structures and functions of the organ systems. iv. Detailed comprehension of the gross anatomy of the organ systems. v. Comprehension of the evolutionary significance of anatomical differences between components of various organ systems.**

**What evidence will you provide to reflect the impact these resources had on student learning?**  
**Increased laboratory skills with the cadaver will lead to detailed comprehension of gross anatomy.**

<p><b>*5. Strategic Plan goal or objective addressed by this priority:</b>  <a href="http://www.palomar.edu/strategicplanning/Strategic%20Plan%202009/Strategic%20Plan%202009_book%20as%20printed.pdf">http://www.palomar.edu/strategicplanning/Strategic%20Plan%202009/Strategic%20Plan%202009_book%20as%20printed.pdf</a></p>	<p><b>Course(s) &amp; SLO(s) addressed by this priority:</b> <a href="http://www.curricunet.com/Palomar/">http://www.curricunet.com/Palomar/</a>  <b>a. Key student learning outcomes for this course are: i. Basic organization of histology, specifically the relationships between tissue-level organization and the eleven organ systems ii. Proper application of directional and regional terminology to describe anatomical features. iii. Relationship between structures and functions of the organ systems. iv. Detailed comprehension of the gross anatomy of the organ systems. v. Comprehension of the evolutionary significance of anatomical differences between components of various organ systems.</b></p>	<p><b>Program(s) and SLO(s) addressed by this priority (program is defined as a certificate, degree, or discipline):</b>  <a href="http://www.curricunet.com/Palomar/">http://www.curricunet.com/Palomar/</a></p>
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**6. Reflect on the progress your discipline and/or department is making on defining, implementing, and assessing course, program, GE/Institutional level SLOs. What have been the benefits and what have been the challenges?**

**Individuals completing this Program Review and Planning Supplemental document:**

<b>Name(s):</b>	<b>Signatures:</b>	<b>Date:</b>
Gene Gushansky		
Carey Carpenter		
Ralph E. Ferges, Department Chair		

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