

GOODHEART-WILCOX PUBLISHER QUESTIONNAIRE

Course: Health Science Anatomy & Physiology (8417100)

Title: *Introduction to Anatomy and Physiology* , Edition: 1st

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Grade Level: 9 - 12

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

Susan Hall is Deputy Dean of the College of Health Sciences at the University of Delaware. She is a fellow of the American College of Sports Medicine and the AAHPERD Research Consortium, and she has served as President of the Biomechanics Academy of AAHPERD, President of the AAHPERD Research Consortium, and Vice President of the American College of Sports Medicine. She is also the author of several successful textbooks and has served on several journal editorial boards. After graduating from Duke University, Hall began her career as a high school biology teacher. She earned a master's degree from Texas Woman's University and a PhD from Washington State University. She has been teaching at the college level for more than 30 years.

Michelle A. Provost-Craig is an Associate Professor in the Department of Kinesiology and Applied Physiology at the University of Delaware, where she has taught graduate and undergraduate courses in physiology, clinical exercise physiology, and electrocardiogram interpretation for more than 20 years. She is the recipient of the University's most prestigious awards for Excellence in Teaching and Excellence in Advising and Mentoring. She also received a University grant from the Center for Teaching Effectiveness to develop innovative approaches to teaching anatomy and physiology to college students. While at the University of Delaware, she served as the graduate coordinator of the Masters in Exercise Science program and was the founder of their Cardiopulmonary Rehabilitation Program. Dr. Provost-Craig has served in numerous leadership roles for the United States Figure Skating Association (USFSA) and has performed physiological assessments of national and international elite ice figure skaters. She was the Vice President of the Mid-Atlantic Chapter of the Regional American College of Sports Medicine (ACSM) and has participated in several ACSM committees. Dr. Provost-Craig earned a Masters degree from the University of Delaware and a PhD in Exercise Physiology from the University of Maryland.

William C. Rose is an Assistant Professor in the Department of Kinesiology and Applied Physiology at the University of Delaware, where he has taught anatomy and physiology for more than ten years. He is a member of the American Physiological Society and the American College of Sports Medicine. He is the author of textbook chapters and research articles in the fields of cardiovascular physiology and biomechanics. He has served as a grant proposal reviewer for the National Science Foundation and as a manuscript reviewer for scientific journals such as *Circulation* and the *American Journal of Physiology*. After graduating from Harvard University with a degree in physics, Rose earned a PhD in biomedical engineering from Johns Hopkins University. He completed a postdoctoral fellowship in cardiology at Johns Hopkins Hospital, and he worked in research and development for the DuPont Company before joining the University of Delaware.

Students: Describe the type(s) of students for which this submission is intended.

This submission was developed for anatomy and physiology students at all high-school grade levels (9–12). It presents thorough coverage of the human body systems in an easy-to-navigate format and in a student-friendly writing style that promotes understanding and retention of complex health science concepts.

1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Introduction to Anatomy and Physiology offers an engaging, scientifically sound, skills-based approach that provides beginning students with a solid foundation in the basic structure and functions of the human body systems. Up-to-date, evidence-based, comprehensive information about anatomy and physiology is presented in a manner that addresses the complexity of health science education and helps teachers develop educational plans that fully meet students' needs. The clear, accessible language in *Introduction to Anatomy and Physiology* is appropriate not only for students without subject-matter background knowledge but also for students of diverse

academic backgrounds and ability levels. The material is supported by rich, scientifically accurate illustrations that captivate students' interest and reinforce their understanding of anatomy and physiology concepts. Through appealing, research-based features, *Introduction to Anatomy and Physiology* presents the study of the human body as dynamic and relevant to students' lives and prepares students for continuing study in the health sciences. Thorough coverage of the Florida Department of Education standards for Health Science Anatomy and Physiology is reinforced throughout the book with reading strategies, key concept features, tools for differentiated learning, and a variety of methods for assessing students' performance. *Introduction to Anatomy and Physiology* helps develop valuable problem-solving skills through activities that engage students in communicating about essential concepts, analyzing and evaluating data, and performing laboratory investigations. Extensive use of instructor's resources, including lesson plans and assessments, help reinforce core anatomy and physiology concepts and create a rich learning experience by teaching students to access information, improve decision-making skills, and set goals. Classroom-tested activities engage students as they study key concepts. *Introduction to Anatomy and Physiology* provides the foundation for lifelong learning about the human body systems and enables students to make educated judgments and decisions about their own health.

Major Tool - Student Components Describe each of the components, including a format description.

1. *Introduction to Anatomy and Physiology* student textbook (printed, hardcover, full-color textbook with 630 pages).
2. G-W Learning companion and mobile websites for *Introduction to Anatomy and Physiology* are online study references that contain audio glossary of key terms, interactive art labeling activities, vocabulary practice, laboratory activities, posttests, and animations.
3. Online Student Center for *Introduction to Anatomy and Physiology* provides the foundation of instruction and learning for digital and blended classrooms. An easy-to-manage, shared classroom subscription makes it a hassle-free solution for both students and instructors. An online student text and workbook, along with rich supplemental content, brings digital learning to the classroom. All instructional materials are found on a convenient online bookshelf that is accessible at home, at school, or on the go.

4. *Introduction to Anatomy and Physiology* Bundle combines a printed text and an Online Student Center. All student support materials are available online in a six-year classroom subscription.

Major Tool - Teacher Components Describe each of the components, including a format description.

(N/A - see Ancillary Materials - Teacher Components below)

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials - Student Components Describe each of the components, including a format description.

(N/A - see Ancillary Materials - Teacher Components below)

Ancillary Materials - Teacher Components Describe each of the components, including a format description.

Online Instructor Resources include Answer Keys, Lesson Plans, Instructor's Presentations for PowerPoint®, ExamView® Assessment Suite, and more.

3. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

Introduction to Anatomy and Physiology was developed with the Florida course description in mind. The result is relevant and rigorous content that offers flexibility of implementation and allows instructors to teach a curriculum that addresses all of the standards. The product features a pacing chart that offers suggestions for dividing the chapter content for a 36-week course.

4. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

In-service/staff development training is available during the life of the adoption in various formats upon request. Training support documentation can be provided in print or webinar and is available at no cost for the hours needed. Please contact G-W Educational Consultant Irene deVarona (877.327.4209 phone, idevarona@g-w.com e-mail) to arrange mutually-agreed upon in-service dates and formats.

5. WHAT HARDWARE/EQUIPMENT IS REQUIRED? Briefly list and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

For Online Materials: • Operating System: Microsoft Windows XP/VISTA/7/8, Mac OS 10.4 or later, or Mac iOS 4.3 or later. • Minimum Hardware: 600 MHz processor; 128 MB RAM; monitor or touch screen display. • Online Access: Internet or Wi-Fi connection is required; cookies and JavaScript enabled for full functionality. • Recommended Web browsers: Firefox, Internet Explorer, Chrome, or Safari.

6. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

Not Applicable

7. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

Idaho, Oklahoma, and Texas.

8. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

Not Applicable