1. **Prepared by:** __________________________________________________________

2. **Date submitted:** ______________________________________________________

3. Date approved: __________ Date revised: 10/14/2014

4. **Department/discipline:** Biology

5. **Department(s) endorsement(s):** _________________________________________
   
   *(Signatures of the person(s) providing the endorsement are required.)*

6. Course Title: **Human Anatomy & Physiology II**
   
   Abbreviated course title (25 characters or less):

7. Course Designator: **BIOL**

8. Course Level: **2021**

9. Number of Credits: Lecture: 3 Lab: 1

10. **Control Number (on site):** 72/24
   
    **Control Number (online):** 0

11. Catalog/Course description:

   Structural and functional aspects of selected human body systems with a strong emphasis on laboratory dissection and study. Designed for students majoring in nursing and health related sciences as well as physical education and liberal arts.

12. **Course prerequisite(s) or co-requisite(s):**

    **Prerequisite(s):** BIOL 2020 Human Anatomy & Physiology I or consent of instructor

    **Co-requisite:** N/A

13. **Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).**

    Course materials including a textbook will be selected by faculty based on relevance to the study of anatomy and physiology course objectives.
14. **Course Content** (Provide an outline of major topics covered in course)

1. Sensory, Motor, and Integrative Systems
2. Special Senses
3. Autonomic Nervous System
4. The Endocrine System
5. Cardiovascular system
   a. Blood
   b. Heart
   c. Blood vessels
6. Lymphatic system and Immunity
7. Respiratory System
8. Digestive System
9. Metabolism
10. Urinary System
11. Fluid, Electrolyte, and Acid-Base Homeostasis
12. Reproductive System
13. Development and Inheritance

Lab topics to closely follow lecture material

15. **Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course learning outcomes will fulfill the identified competencies:*

*Course Learning Outcomes:*

Upon completion of this course, students will be able to:

1. Describe how the general senses and the special senses function to provide
essential information to the central nervous system. (B, C)
2. Describe the functions of the endocrine and autonomic nervous system and their role in the maintenance of homeostasis. (B, C)
3. Describe the role of the circulatory system in maintaining a constant internal environment. (B, C)
4. Describe the role of the respiratory system in gas exchange in the human body. (B, C)
5. Describe the role the excretory system plays in maintaining fluid and chemical balance in the body. (B, C)
6. Demonstrate basic dissection and laboratory techniques relevant to the field of anatomy and physiology. (B, C)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

   See [www.mntransfer.org](http://www.mntransfer.org)

   Goal Area(s): 3

   Goal and Outcomes:
   - Goal: Natural Sciences
   - Outcome:
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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