

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: \_\_\_\_\_ Date revised 4/8/25

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 for Transcripts (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) \_\_\_\_\_

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): Accuplacer scores/ Other courses

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

Co-requisite:

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)

Lecture topics:

1. Sensory, Motor, and Integrative Systems
2. Special Senses
3. Autonomic Nervous System
4. The Endocrine System

Cardiovascular system:

1. Blood
2. Heart
3. Blood vessels
4. Lymphatic system and Immunity

5. Respiratory System
6. Digestive System
7. Metabolism
8. Urinary System
9. Fluid, Electrolyte, and Acid-Base Homeostasis
10. Reproductive System
11. 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.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Describe how the general senses and the special senses function to provide essential information to the central nervous system.	B, C	1, 6
2. Explain the functions of the endocrine and autonomic nervous system and their role in the maintenance of homeostasis.	B, C	1, 6
3. Analyze the role of the circulatory system in maintaining a constant internal environment.	B, C	1, 6
4. Discuss the role of the respiratory system in gas exchange in the human body.	B, C	1, 6
5. Evaluate the role the excretory system plays in maintaining fluid and chemical balance in the body.	B, C	1, 6

6. Demonstrate basic dissection and laboratory techniques relevant to the field of anatomy and physiology.	B, C	1, 6
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#### **WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
  2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
  3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
  4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
  5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
  6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
  7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

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

Goal Area(s): 3

#### **MnTC Goal Area 3: Natural Sciences**

**Goal:** To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

**Students will be able to:**

- Demonstrate understanding of scientific theories.
- Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.
- Communicate their experimental findings, analyses, and interpretations both orally and in writing.
- Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

17. Are there any additional licensing/certification requirements involved?

\_\_\_\_\_Yes\_\_X\_\_\_\_No

Provide the required documentation to show course meets required licensing/certification standards.

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