COURSE ABBREVIATION  BIOL 1612
CREDIT HOURS  3 semester hours
COURSE TITLE  Human Anatomy and Physiology II
PREREQUISITES  BIOL 1611 and BIOL 1611L, each with a "C" or better.
COREQUISITE  BIOL 1612L

COURSE DESCRIPTION
This course is a continuation of BIOL 1611 and covers the concepts of human anatomy and physiology that were not considered in BIOL 1611. Topics include metabolism, and the digestive, cardiovascular, respiratory, urinary, endocrine, and reproductive systems.

EXPECTED EDUCATIONAL RESULTS
As a consequence of completing this course, the student will be able to:
1. Identify, describe, explain, and compare and contrast the structures and functions of human endocrine glands.
2. Identify, describe and explain the structures and functions of the cardiovascular system.
3. Identify, describe and explain, the structures and functions of the lymphatic and immune systems.
4. Identify, describe and explain the structures and functions of the respiratory system.
5. Identify, describe and explain the structures and functions of the digestive system.
6. Describe and explain the mechanisms and functions of metabolism.
7. Identify, describe, and explain the structures and functions of the excretory systems.
8. Identify, describe, explain, and compare and contrast the structures and functions of the male and female reproductive systems.
9. Identify, describe and explain the structure and action of genes.
GENERAL EDUCATIONAL OUTCOMES

I. OUTCOME: "The student should be able to communicate effectively through listening, reading, writing and speaking."

<table>
<thead>
<tr>
<th>Skill</th>
<th>Method</th>
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<tbody>
<tr>
<td>A. Listening</td>
<td>note-taking in lecture</td>
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<tr>
<td>B. Reading</td>
<td>textbook assignments, instructions for tasks.</td>
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<tr>
<td>C. Writing</td>
<td>writing assignments and discussion test questions.</td>
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<td>D. Speaking</td>
<td>oral response to questions</td>
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II. OUTCOME: "The student should be able to recognize and apply scientific inquiry in a variety of settings."

Through class participation, writing assignments, and testing, the student will demonstrate the ability to apply the scientific method. They will be able to form testable hypotheses, explain natural phenomena, interpret experiments, and make conclusions from data. The student should also be able to distinguish between well-supported scientific conclusions and poorly-supported assumptions and beliefs.

COURSE CONTENT

I. The endocrine system
II. The cardiovascular system
   A. Blood
   B. Heart
   C. Blood vessels and hemodynamics
III. The lymphatic System
   A. Nonspecific resistance to disease
   B. Immunity
IV. The respiration system
V. The digestive system
VI. Metabolism
VII. The urinary system
VIII. Fluid, electrolyte, and acid-base homeostasis
IX. The reproductive system
X. Development and inheritance
ASSESSMENT OF EXPECTED EDUCATIONAL RESULTS

A. Course Grade
   1. Each instructor according to the guidelines presented in the instructor's course syllabus
      will determine students' grades. Methods will include quizzes, tests, projects, library
      assignments or homework as developed by each instructor. Each student will be
      expected to demonstrate knowledge and application of the scientific method. Evaluation
      will require the student to demonstrate skills in writing.
   2. The final exam will be comprehensive, which will include questions from all the sections
      of the course covered.
   3. It is recommended that critical thinking (require, synthesis, reasoning) questions be
      included in the exams to promote critical thinking and writing.

B. DEPARTMENTAL ASSESSMENT
   This course is part of the Nursing, Dental Hygiene, and Physical Education programs and
   will be addressed in their program assessments. Biol 1612 will be assessed by regular
   consultation between instructors and other members of the Anatomy and Physiology
   Committee and Nursing, Dental Hygiene, and Physical Education faculty.

C. USE OF THE ASSESSMENT FINDINGS
   Instructors will consult the assessment results and each other to determine which educational
   approaches are working well, and which could be improved. They will continue what works
   and explore improved approaches to instruction where that is needed.

Effective Date: November 2000                  Approved Date: November 2000
REVIEW DATE: April 2004