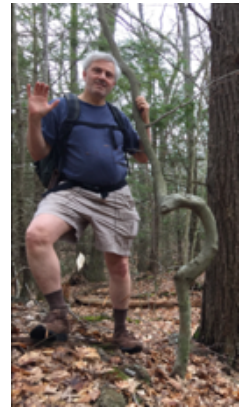


North Shore Community College
Danvers, Massachusetts
Department of Science, Technology, Engineering, and Mathematics
BIO 212 O01 (CRN: 60218) – Anatomy and Physiology II
Summer II 2025 (May 27, 2025 – August 2, 2025)

Welcome

Welcome to Anatomy and Physiology II. My name is Noel Ways. I am a biologist by training, and for ~33 years, I have had the privilege to teach both A&P I and A&P II hundreds of times. Oddly, the content never gets old. The material is the same, but what breathes life into the classroom every semester is the student. We work together, and we learn together. As you begin your journey into this segment of your academic career, I am here to help guide and encourage you to be the best you can be. Welcome to the class.



Course Information

BIO 212 O01 - Anatomy and Physiology II

Course Number: Bio 212 O01 **CRN:** 60218

Credits: 4 Credit Hours. 3 Lecture hours, 2 Lab hours

Dates: May27 – Aug 2 (~10 weeks)

Presentation Modality: Fully asynchronous/online

Prerequisites: BIO 121 Anatomy and Physiology I

Instructor Contact Information

Instructor: Noel Ways

Email: nways@northshore.edu

Virtual Office Hours: As our schedules vary dramatically, specific “office hours” that works for all can be challenging. If you would like to meet, email me, and we will schedule a meeting using the Zoom video teleconferencing software program during a mutually acceptable time. You will find a “Zoom Office Hours” link on Blackboard.

College Course Description

Continuation of Anatomy and Physiology 1. Topics include the digestive, respiratory, urogenital, and circulatory systems and the endocrines. Laboratory work is designed to supplement the lecture material

and includes dissection of the fetal pig. Fulfills open, liberal arts, and with BIO103, laboratory science sequence electives (3 hours of lecture and 2 hours of lab per week.)

General Course Description

Human Anatomy and Physiology II is considered a "gateway course," and is designed to provide an anatomical and physiological foundation for further coursework for students pursuing careers in the allied health fields. We will explore the human body, how it is put together, and how the various parts work together. This course is a continuation of Human Anatomy and Physiology I, and will proceed on a system-by-system basis.

The course will begin with a study of the cardiovascular system, followed by an in-depth look at the immune and respiratory systems. Other organ systems, such as the digestive, urinary, and reproductive systems, will also be examined. Other subjects of particular relevance will be discussed at appropriate points in the lecture sequence.

The course's laboratory component is designed to give the students a "hands-on" appreciation of the anatomical considerations discussed in the lecture and to familiarize them with some of the more basic physiological concerns related to gross anatomy. All course components (Lectures and Labs) will be delivered online using online and video resources.

Course Delivery – 10 weeks, online

This particular section of A&P II is presented in an accelerated format with largely intact and unabridged course content. The exception will be the Urinary system which we will approach in an overview format through laboratory study. This course is accelerated as the content covered in a typical 16-week semester will now be covered in 10 weeks. Therefore, modules may be presented twice weekly, resulting in two assessments (exams) per week. Such frequency is helpful as it reduces the overall content for any one exam. Given the accelerated nature of the course and the fact that students work independently, significant time must be set aside to master the material.

Course content is divided into topic-specific modules, and each module will be accompanied by content-specific outlines and handouts. Videos for all content have been prerecorded and are almost identical to an in-class, face-to-face modality. You will find the course to be organized, and it is easy to follow the flow of information.

Correspondence between the instructor and the class is frequent, typically at least twice per week. I am also available to meet with students through Zoom. Student–student interactions may occur on a discussion board on Blackboard.

General Course Objectives

As we endeavor to prepare you for a career in the allied health professions, specific goals and benchmarks have been established toward this aim. Looking toward this end, the general course objectives listed below expand on the overall course description. As the flow of the course ensues, you will find that the course topics and laboratory work will align with these objectives.

Module - Blood

- Distinguish between the formed elements of the blood by name and function.
- Describe erythrocyte production and regulation.
- Describe hemostasis and the control of blood clotting.
- Illustrate the CO₂ gas transport as it involves erythrocytes.
- Compare and contrast leukocyte functions in fighting infection.

Module - Heart

- Identify the name and functions of the structures of the heart.
- Explain the cardiac cycle, integrating electrical activity, pressure issues, EKG, heart sounds, and blood flow.
- Describe how cardiac output is controlled.

Module – Vessels and Routes

- Compare and contrast the tissues of blood vessels and how tissue differences affect the specific functions of various vessel types.
- Identify specific major blood vessels in the body.
- Describe the vessels of and function of the hepatic portal system and the hypothalamic hypophyseal portal system.
- Describe the fluid exchange of capillaries and fluid return to the heart.
- Illustrate blood pressure regulation.

Module – Lymphatic System

- Identify the name and functions of lymphatic organs.
- Describe the relationship of various organs to the particular functions in the immune response and other blood maintenance activities.

Modules – Nonspecific Host Immunity *and* Adaptive Immunity

- Explain the essential components of both nonspecific and specific host immune responses.
- Critique the complement system and place of interferon in the immune system.

Module – Respiratory System

- Identify the major organs of the respiratory system and their functions.
- Explain the mechanism of gas transport.
- Describe the anatomy and physiology of the larynx and sound production.
- Explain how lungs are “inflated” and what happens in pneumothorax.

- Explain the mechanisms that affect the oxygen-carrying capacity of hemoglobin.

Module – Digestive System

- Identify the major organs of the digestive system and their functions.
- Describe gastric regulation
- Describe the process of lipid digestion and transport
- Describe the process of deglutition

Module – Urinary System

- Identify the major organs of the urinary system and their functions.
- Compare and contrast nephron components in terms of their anatomy and physiology

Modules – Male Reproductive System *and* Female Reproductive System

- Identify the structures and functions of major organs of the reproductive system
- Describe the hormonal regulation of spermatogenesis
- Describe and integrate the physiology of both the uterine cycle and the ovarian cycle
- Illustration of several examples of hormonal regulation in the body

Course Materials

- **Textbook (Required):** Text Registration Link:
<https://connect.mheducation.com/class/n-ways-bio-212-001> Note, that the textbook is obtained as a free online resource and can be accessed at
- **Supplemental Online Text** - Anatomy & Physiology, by OER Commons. Note that the textbook is obtained as a free online resource and can be accessed at:
<https://www.oercommons.org/courses/anatomy-and-physiology-4/view>
- **Videos:** YouTube Lecture Videos with Closed Caption
- **Handouts:** Accessible and downloadable PDFs
- **Internet:** Websites that feature animations explaining complex physiology

Aside from the required text, other course material resources are linked on Blackboard.

Zoom Link: “Office Hours”

Office Hours

NOEL WAYS is inviting you to a scheduled Zoom meeting.

Topic: Anatomy and Physiology II (Office Hours)

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://northshore-edu.zoom.us/j/98590288536>

Meeting ID: 985 9028 8536

One tap mobile

+13017158592,,98590288536# US (Washington DC)

+13126266799,,98590288536# US (Chicago)

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 9128 US (San Jose)

Meeting ID: 985 9028 8536

Find your local number: <https://northshore-edu.zoom.us/j/98590288536>

Join by Skype for Business

<https://northshore-edu.zoom.us/skype/98590288536>

Course Presentation – 10 weeks, Asynchronous/Online Modality

This course is delivered Asynchronously online, where the students work independently, outside a traditional classroom and laboratory setting. The delivery of course curricular content will utilize resources available through Blackboard and the instructor’s website, to which Blackboard is linked. The course content is organized into modular components to facilitate accessibility, clarity, and the organization of this process.

Each module will have the following components:

- **Module (or Lecture) Home Page** – The Module Home Page serves as a resource hub for the instructional unit. The Module Home Page will contain a lecture outline, supportive handouts, laboratory considerations, videos, and other resources. This Module Home Page is located on Blackboard and can also be accessed on the website: www.noelways.com.
- **Learning Guide** - A Learning Guide will guide the student through the supportive readings, videos, animations, and other media under consideration for any particular lecture/module. This document provides tips on approaching the material and issues of specific concern relating to the associated exams.
- **Lecture Outline** - A lecture outline organizes the course content and guides the student through the material in preparation for associated assessments. In addition, the outline is designed for student note-taking.
- **Handouts** – Handouts highlight points in the lecture sequence requiring special attention, comment, or visual support. These tend to revolve around more complex physiological topics.
- **Video Support** - Videos of the lectures will follow a lecture outline closely. The goal of this media is to cover all content, both in the lecture setting as well as in the laboratory.
- **Laboratory** - In a traditional educational setting, the laboratory lends itself to a “hands-on” approach to understanding course content. As this course has a laboratory component but is entirely online, rich image banks compensate for this aspect with accompanying video support.

- **Exams** are usually given on a module-by-module basis and are administered on Blackboard. The exams cover material on the outlines, handouts, and videos. The exams are noncumulative, but any lecture topic assumes a working knowledge of previous lecture topics.

For additional details of the module week, see “Course Walkthrough” in the Getting Started folder on Blackboard.

Course Workload for a 10-week Accelerated Online Course

We all come from different backgrounds and have varying employment obligations, family relationships, and responsibilities that we must maintain. With the various pulls on our time and resources, scheduling another major activity into one's daily routine can sometimes be difficult. Scheduling several hours daily for study can be a daunting prospect for some. But this must be looked at immediately and requires a quality decision to ensure success.

As this course endeavors to cover a typical 16-week semester course in 10 weeks, the course is accelerated, and therefore, students must anticipate 3-6 hours daily to master the material. However, this is highly individualistic, but it is crucial to determine your unique learning requirements.

I also encourage you to talk to those important in your life about your educational needs at this juncture in your career. I encourage you to look carefully at all the time-demanding activities in your life and make appropriate adjustments in light of your essential career aspirations. The word "priorities" comes to mind here.

Assignments

Anatomy and Physiology is a content-heavy course. Your primary assignment for each lecture topic is to build a foundation that will carry you through the rest of your developing career. So, with the beginning of a module/lecture topic, your assignment is to gain a working knowledge of the body of material being presented. To start, each Module will have a **Learning Guide** that will walk you through the particular goals and points worthy of consideration in preparation for an assessment. The module content is outlined in the “**Lecture Outline.**” The Lecture Outline will have the following functions:

- The “Lecture Outline” is designed for note-taking purposes.
- The “Lecture Outline” is your study outline.
- The “Lecture Outline” is also the exam outline. If something is on the outline, you will need to know it. If something is not on the outline, you do not need to know it, even if it is in the textbook.

As Anatomy and Physiology II is a laboratory course, many topics are presented and assessed in a laboratory context. For example, we will discuss the heart in a lecture context and have an appropriate assessment. We will also study a heart dissection and models of the heart. This laboratory component will be assessed using another assessment format, the laboratory practical, where the material is visually presented. Having alternative methods of studying the material and alternative forms of assessment not only provides students with different ways to access the content and demonstrate mastery but also reinforces essential topics.

To begin the learning process, start with the ***Learning Guides***. These documents provide insight into approaching the material on a module-by-module basis and point out matters that require special attention or preparation. The ***lecture outline*** will then systematically guide you through the text and lecture content. Handouts and videos will supplement and reinforce key concepts.

Regarding the ***Video Support***, I will talk through the lecture content following the outline closely. Note, if something is on the outline you are responsible for it, even if I do not discuss it. With this in mind, it will require TIME to review the outlines, view associated videos, and study the handouts to understand the material. Regarding laboratory material, mastery of the anatomical characteristics of tissue, bones, organs, etc., and associating appropriate functions with them will be necessary.

Proctored Exams, the Testing Center, and Make-up Work

The assignment of a final semester grade will depend upon completing all exams listed on the syllabus below, of which the lowest grade may be dropped (except for the last few units). These exams will cover material from online assignments, handouts, and video presentations. The nature of each exam is non-comprehensive. However, any particular module will assume a working knowledge of previous modules.

Blackboard exams are also timed, and there is no backtracking. You will have enough time to read the question, pause, and put down an answer. To ensure this process goes well, master the material well before the exam date. Again, there is no backtracking for Blackboard exams, and the exams must be done in one sitting. For details, see the "Assessments" document online.

Assessments consist of a variety of question types listed below.

- True and False
- Matching
- Fill in the Blanks
- Illustrations
- Guided Essays
- Short Answers

Exam Answers – Answers on exams must reflect the working knowledge of the content as presented in the module. Occasionally, an answer may be correct, but it was not covered in

the module, or the answer was presented in a manner that does not reflect the module's content as presented. Here, questions arise as to the source of the answer, and therefore, it would be incorrect for the purposes of the exam. Answers on exams must reflect a working knowledge and understanding of the vocabulary and concepts as presented in the module.

Makeup Exams and Documentation - Makeup Exams are to be avoided! But if a makeup is needed, documentation is required to certify that the need is legitimate. If documentation is not presented, a makeup is still permitted, but an adjustment to the grade is made at the instructor's discretion. This adjustment typically reduces extra points that would otherwise bolster your grade. You will never get a grade lower than your earned grade. But if there is to be a makeup, this task should be accomplished within one week of the student's return to school. See the document, ["Exam Makeup"](#) for more clarification. If you do need to do a makeup, contact me so that a time and a date can be coordinated.

Exam Retention - Completed exams are retained as a record of student performance. Exams are not returned as having exam content in general circulation compromises the academic integrity of the assessment process.

Exam Administration - Most exams are taken on **Blackboard**. Check the course schedule for exam dates and times. Exams are timed, and there is no backtracking. Exams administration is through the college **Testing Center**. The exams are to be taken on the day listed below and during the testing center's normal hours of operation. In addition, the testing center offers Proctored Testing. Therefore, you will be responsible for contacting the Testing Center to schedule your exam during the time designated on the syllabus. The Registration Form can be located at:

<https://www2.registerblast.com/northshore/Exam/List>

Procedure for taking Proctored Exams Online (and comments):

1. Note exam date on the syllabus, below
2. Complete the registration form (link is above). Please do this well in advance.
 - As the testing center closes at 5 pm, you will want to schedule your exam early enough so that you can use the whole time allotted to the exam. For example, if an exam is 1 hour long, you will want to schedule a time before 4 pm. (I suggest giving yourself even extra time allowing for any issues)
3. By the time you are ready to do the exam, the Testing Center will have sent you a confirmation and a Zoom link.
4. Please make sure all background applications are closed (they can interfere with the exam, you do not want the computer to freeze up in the middle of the exam.) Only have what is necessary open.
5. Open the exam on Blackboard.

6. Connect with the Testing Center via Zoom.
7. The testing center will give you the exam password.
8. Put in the password and take the exam.

TESTING CENTER STATEMENT OF RULES:

The student must have a PC, laptop or Chromebook with a camera and microphone. iPads and smartphones can NOT be used.

- I understand that if I am late to my scheduled appointment, I will not be able to enter the test and I will have to reschedule.
- I understand that although I'm taking this test in a private environment, the test proctor will be viewing my activities via ZOOM
- I understand that I will be required to show the test proctor various parts of the room I'm in prior to testing to ensure no unauthorized aids are around me.
- I understand that taking this test in a private environment may require my proctor to access my computer screen.
- I understand that a photo ID is required (license, school ID, passport). You will need to show the test proctor your ID before you start testing. If you do not have a photo ID you can not test.
- Only aids authorized by my instructor are allowed for this test. Cell phones, watches, books, notes and all other devices and materials should be removed from the area of testing.
- If your instructor allows scrap paper, you must show the test proctor both sides of the paper before testing, and you will be required to tear up the scrap paper into very small pieces before your results will be released.

I understand that if my test proctor feels that I have not followed any of the rules above, my test session will be terminated and my results will be invalid.

Makeup Exams at the NSCC Testing Center – If you need to do a makeup exam, contact me so that I can adjust Blackboard for you. Then you must contact the testing center to coordinate a proctored makeup date.

Communication and Interactions

Throughout the semester, I will be contacting you on a weekly/biweekly basis to offer you advice, provide comments, and give reminders. If your questions have class-wide import, the questions may be answered and shared with the class. Another avenue for communication is the "Student Interaction Board" on Blackboard. By using this, all students will profit from the questions and the answers. Another venue may be scheduling a meeting using Zoom. Students are also encouraged to form online study groups. I have found that students who study together and talk through the material tend to excel.

Blackboard Announcements



Please make sure to log in to the Blackboard site daily. Announcements, class resources, and all assessments will be handled through Blackboard. I will also regularly broadcast emails to the class through Blackboard. In such cases, Blackboard will send the email to your NSCC student account.

Email

Please check your student email daily. You can also forward your student mail to any other email account. Contact the help desk for instructions. Turnaround time is usually less than 24 hours.

Email: nways@northshore.edu

Required Information - When you send me an email, always include:

- Your name
- Your class (either course number or title, day, and time)
- A relevant subject

Email Client – Only use your NSCC mail! If you use your personal email, the email may not be read as the source is coming from outside the college community and there will be warnings, flags, and the email may be quarantined. So, if you do not receive an answer from me, please resend the message using the NSCC email client.

Email Turnaround Time – The email turnaround time is generally 24 hours. Should you not receive a response from me within 24 hours, please resend the email as it may have gotten “buried” or lost.

Video Conference Software – The Zoom video conference software is use for getting together and chatting should after class time not be available. Contact me by email so that we can establish a mutually acceptable time to meet. The Zoom link is on Blackboard.

Student Interaction Board – The Student Interaction Board is a discussion board that may be used to communicate with the class at large. Communication etiquette is required to use this class-wide facility.

Grading Criteria

As mentioned above, this course aims to build a foundational knowledge base so that you may become a competent medical professional. Committing time and hard work go a long way toward realizing your career goals. Further, when one receives good grades on exams, it gives a certain satisfaction of a job well done.

Exams - Grading criteria are presented in the Learning Guides available on Blackboard. See the Learning Guides for specifics on the criteria for grading, suggestions on where to focus, and special exam activities. Exams are given bi-weekly. Exams will be found in the appropriate Blackboard folder at the bottom of the list.

Exam #1	Blood	100 points
Exam #2	Heart	100 points
Exam #3	Vessels and Routes	100 points
Exam #4	Lymphatic and Non-specific Host Immunity	100 points
Exam #5	Non-specific Host Immunity	100 points
Lab Exam #1	Lab Practical #1 (Heart and Vessels)	100 points
Exam #6	Respiratory System, Part #1 and Part 2	100 points
Exam #7	Digestive System, Part #1	100 points
Exam #8	Digestive System, Part #2	100 points
Exam #9	Male Reproductive System	100 points
Exam #10	Female Reproductive System	100 points
Lab Exam #2	Lab Practical #2 (Lymph, Resp, Dig, Uri. Sys)	100 points

All exams are weighed equally. Always record your grades! You will want to do this not only to ascertain how you are doing in the class but also to be alerted if there is something that appears questionable (there rarely is). Of course, you can always email me if you have a question.

Grade Calculation - The assignment of a final semester grade will depend upon the completion of all lecture exams and lab practicals. All exams are weighted equally. The lowest grade may be dropped except for the last unit(s) of all the exams given. Calculating your current standing in the class is simple: drop the lowest grade, do a simple average, and then use the Number/Grade Equivalency chart (below). You will know where you stand in the class regarding your grade at any particular time.

NSCC Grading System

Number/Letter Equivalency:

A	4.0	93-100	C-	1.7	70-72
A-	3.7	90-92	D+	1.3	67-69
B+	3.3	87-89	D	1.0	63-66
B	3.0	83-86	D-	0.7	60-62
B-	2.7	80-82	F	0	Below 60
C+	2.3	77-79	W	0	Withdrawal
C	2.0	73-76	IP	--	In progress

Accessibility/Learning Disabilities

Accessibility Services Statement - "As a student at North Shore Community College (NSCC), you are invited to engage in an interactive, collaborative partnership with Accessibility Services and your professor to meet any disability-related need for reasonable academic accommodations in this course.

- To begin this process, please visit www.northshore.edu/accessibility_services and follow the outlined procedure to request services.
- If you have already received approval for accommodations from Accessibility Services at NSCC, please present your professor with your Faculty Notice of Academic Accommodations during the first week of the semester or as soon as possible. Accommodations go into effect once you hand-deliver this notice to your professor.
- If you will require assistance during an emergency evacuation on campus, please notify your professor immediately. For your reference, evacuation procedures are posted in all classrooms."

As your instructor, I feel I have a responsibility to do everything within reason to actively support a wide range of learning styles and abilities. As such, I have taken training and applied the principles of Universal Design for Learning (UDL) to this course. Feel free to discuss your progress in this course with me at any time. In addition, if you require any accommodations, submit your verified accommodations form to me during the first two weeks of the course.

Statement of Plagiarism and Academic Integrity

As students pursuing a career in the allied health professions, you will someday be in a position with medical or other important responsibilities. The health and well-being of the people you work with and for are paramount. A strong foundation in anatomy and physiology is essential to operate competently in such positions. Towards this end, exams serve as weigh-points along your road to success. They indicate that your progress is progressing well, and you are now succeeding in your career goals. However, to ensure that this process proceeds well, academic integrity and ethical behavior are vital. To receive a grade that does not accurately reflect your knowledge and skill undermines your academic progress and puts you at risk of not fulfilling your goals or potentially harming others in your care. All future coursework and clinical activity will stand squarely on the shoulders of the knowledge base you are laying down now.

Artificial Intelligence (AI) Technology – Use of Artificial Intelligence is encouraged to the degree that it can enhance your understanding of course content. However, the use of Artificial Intelligence for any and all assessments is prohibited.

Exam Answers – exam answers must represent an understanding of course content as presented in the lecture sequence. An answer that is correct but was not covered in a similar manner as in the course sequence presented will be considered wrong for exam purposes. Answers must reflect a working knowledge of the vocabulary and content as presented.

All work done on assessments and practicals must be your own. You are encouraged to work together, prepare together, and collaborate, but the work must be your own when an exam is done. Therefore, the following guidelines are established to help guide you in an ethical and legitimate approach to your assessments.

1. When exams are taken, no electronic devices may be on.
2. No web browsers or other sources of information may be used.
3. Violation of the above will result in one of the following:
 - a “0” on the exam
 - an “F” for the Course
 - a meeting with the dean of students who would assess the infringement and follow college disciplinary procedures.

Getting Help

I am here to help you with this course and to make this an enjoyable and successful experience. If you would like assistance regarding study tips, progress, or other issues, please send me an email. We can also collaborate through an appointment on Zoom. Please do not wait until the last moment to ask for help. Remember, I am just an email away.

Additional Educational Services

Tutoring: NSCC also offers FREE tutoring and other services at:
<https://www.northshore.edu/support/tutoring/index.html>

Lecture Syllabus

North Shore Community College

Anatomy and Physiology II - Bio 212-O01

SCHEDULE - 2025, Summer – (“1st”) 10 Week

Below is a tentative but probable schedule of topics and dates. The schedule may be modified according to the progress of the lecture or unforeseen circumstances.

Exam Administration - Exams are administered on Blackboard and proctored by the NSCC [Testing Center](#). They are available during the testing center's regular operating hours.

Register Blast – The student must register to take all exams with the testing center using the [Registerblast](#) website at least a week before the exam date.

Testing Center Hours – Click [HERE](#) to view the "Zoom Testing" and "On Campus Testing" hours.

Exam Availability – Exams are generally available over two days. For example, on the schedule below, July 11 (Thurs) is the Exam on the blood. Note that when you register for the exam, you will have the option to do it on either July 11 or 12. All exams are similar except for Exams offered on Saturdays. Exams on Saturday are not proctored and will be available to you on Blackboard from 7 am to 12 midnight.

NOTE: The lowest exam grade may be dropped, except for the last three exams:

- Reproductive Exams (male and female)
- Final Exam (Lab Practical #2)

May 27 (T) → **Start Module - Blood**

June 3-4 (T-W) Exam – Blood (BLACKBOARD)
 → **Start Module – Heart**

June 10-11 (T-W) Exam – Heart (BLACKBOARD)
 → **Start Module - Vessels and Routes**
 * Continue review for Lab Practical #1

June 16-17 (M-T)	Exam – Vessels and Routes (BLACKBOARD) → Start Module - Lymphatic * Continue review for Lab Practical #1
June 23-24 (M-T)	Exam – Lymphatic (BLACKBOARD) → Start – Non-Specific Host Immunity * Continue review for Lab Practical #1
June 30- July 1 (M-T)	Exam – NonSpecific Host Immunity (BLACKBOARD) * Continue review for Lab Practical #1
July 2-3 (W-R)	Lab Practical #1 – Heart and Vessel Lab Practical (BLACKBOARD) → Start - Respiratory System, Part #1
July 8-9 (T-W)	Exam – Respiratory System, Part #1 (BLACKBOARD) → Start - Respiratory System, Part #2
July 14-15 (M-T)	Exam – Respiratory System, Part #2 (BLACKBOARD) → Start - Digestive System, Part #1 * Continue review for Lab Practical #2
July 17-18 (R-F)	Exam – Digestive System, Part #1 (BLACKBOARD) * Continue review for Lab Practical #2
July 21-22 (M-T)	Exam – Digestive System, Part #2 (BLACKBOARD) → Start - Male Reproductive System * Continue review for Lab Practical #2

NOTE: The exams that follow are non-droppable

July 26 (SAT)	Exam – Male Reproductive System (BLACKBOARD) (NOT PROCTORED) <i>Exam available one day only: Saturday 7 am – 12 midnight</i> → Start - Female Reproductive System * Continue review for Lab Practical #2
---------------	--

