Instructor Information
Dr. Pat Clark
office: SL 370
e-mail: Canvas email is preferred
If you use my IUPUI email, patclark@iupui.edu, be sure you list N207 in the subject line.
Office phone: 317.278.9532 (you may leave a voicemail)

"I am, somehow, less interested in the weight and convolutions of Einstein’s brain than in the near certainty
that people of equal talent have lived and died in cotton fields and sweatshops." Stephen J. Gould

“A university is a place where the universality of the human experience manifests itself.” Albert Einstein

Whites. This leads to the feeling that all members of each such group think and act the same. That results in
prejudice. Lumping entire groups of people together is RACISM, because it denies the fact that everyone is
an individual. Even our own brothers and sisters or parents are not exactly like we are. So how do we lump
entire groups of people together?” Miep Gies

In the spirit of Gould’s, Einstein’s, and Gies’s statements, it is my intent to present materials and activities
that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and
culture. In this class, we will cover topics in physiology common to the human population and discuss some
variations of physiology and pathophysiology that may be representative of subsets of the human
population. It is my intent to serve students from all diverse backgrounds and perspectives, address
learning needs in and out of classroom, and utilize the diversity students bring to this class as a resource
and benefit. Your contributions and suggestions are encouraged and appreciated. Please let me know of
ways to improve the effectiveness of the course for you personally or for other students or student groups.
Division of Diversity, Equity, and Inclusion

IUPUI acknowledges our location on the traditional and ancestral territory of the
Miami, Potawatomi and Shawnee people. We honor the heritage of Native
peoples, what they teach us about the stewardship of the earth and their
continuing efforts today to protect the planet. Founded in 1969, IUPUI stands on
the historic homelands of Native peoples and, more recently, that of a vibrant
Black community, also displaced. As the present stewards of the land, we honor
them all as we live, work and study at IUPUI.
My Approach to This Course

Whether this course is a requirement for your major, a prerequisite for a professional program, or an elective, one of my goals for this semester is that you see this course as much more than just a requirement or credit hours. While you may not be seeking a pre-med degree, many of you will be working in the medical field or at least have interactions with individuals in the medical field that require knowledge of physiology. It is just as important that everyone have knowledge of the human body and its functions for their own health and the health of those for whom they are responsible. I would like to have this course be as much of a dialogue about physiology as possible. I will be providing lectures, and it is imperative that you prepare yourself to watch/listen to those lectures and to interact with your classmates as well as with me. I want you to feel free to discuss and problem solve material with each other as well as with me. Because the majority of an online course does not involve face-to-face contact, it can be easy to forget that there are real people behind the computers. Please feel free to interact in an appropriate way with your classmates and with me.

My expectations of you:

- Be prepared for class. Read the assigned readings and watch the lecture presentations.
- Be prepared to participate. Do not work through the class in isolation. There will be group activities and homework, and you will be working with partners/groups online and in person if you choose and are able.
- Set aside enough time to learn the material to the point of understanding and being able to apply it. Since this is an online class and you do not have the in-person classroom learning time, you should include time for watching/listening the lectures in your study plan. The established rule of thumb for college courses is for every 1 credit hour, you should spend approximately 3 hours of study time per week outside of classroom time. At 3 credit hours you should expect to spend a minimum of 9 hours per week studying N207 material in addition to the time spent watching/listening to lectures. The amount of time per week you need to spend will also vary among chapters depending upon with how familiar you are with the chapter material and the difficulty of that material.
- Consider yourself a part of a team. You and your classmates have something in common. You are all in this class. You will have the opportunity to form great study groups, and you will be asked to do just that for some of the course activities and homework. Consider me as a member of your team as well. I am an active participant in the course. I will be participating in the class discussions with you. I am also available to assist you with class material and assignments.
- Don’t wait until the last minute to complete your assignments, especially the group assignments. In the case of the group assignments, communicate, communicate, communicate. Remember that others are waiting for you to complete your part in order to complete the assignment. And just like you, they have other demands on their time.
- Don’t wait until the last minute to study for quizzes and exams. You simply cannot cram for physiology.
- Ask questions when you are unclear. You will be participating in weekly chapter discussions. These will be a place that you can both ask questions and answer questions. You can also contact me directly through the Canvas email to ask question.
- Read the information in the syllabus, the Canvas page, and in announcements before emailing a question regarding course mechanics.
- Do your best!
What you can expect of me:

- I acknowledge that we are individuals with multiple sociocultural identities. These identities intersect and have uniquely shaped each of our world views. This gives us all different perspectives that have been shaped by our experiences of privilege and oppression. As your instructor, I will seek to maintain a safe and inclusive learning environment. We will work to minimize systemic oppressions in the class including ableism, classism, racism, sexism, transphobia, and heterosexism. I will ask that each participant in this class also do the same. In doing so, we can build a safe and secure class environment that promotes respect and community building.
- I will guide you through the information via Kaltura recorded lectures. I will be presenting material from the etext chapters and will explain the more complicated and integrated material in each of the chapters. Consider the lectures as your base material. I will test you over the topics covered in these lectures and my associated PowerPoints.
- I will provide you with the clearest explanations I can in your instructions, but if you are unsure of instructions or directions or have questions about information, I will try to clarify the information and answer your questions. Remember, I am also a participant in this course.
- I am willing to set up regular meeting times via the Zoom tool, but I expect participation in these meetings. If there is no participation, there is no point of the meetings.
- Grading times will vary with assignment. Online homework based on the publisher’s material as well as online quizzes and exams will be graded on the due date. Homework that requires submitted material and hand grading will be graded within one week of the submission due date.
- I am willing to go over quizzes. I am also willing to answer questions regarding the homework. This will occur either in a live Zoom meeting or in an in-person meeting if possible and if you prefer.
- You can expect me to answer emails normally within 24 hours during the work week: **9:00 am Monday - 4:00 pm Friday.**
- I will do my best.

**Help Hours & email Access**

Help Hours are an opportunity for you to connect with me, a chance for you to ask questions to help you understand class material, find support material and services, and discuss your educational and career plans. Help Hours are currently to be determined (TBD). I am willing to hold online Help Hours at regularly scheduled times using Zoom. The time of the online Help Hours will be determined based upon a class poll of your availability and my availability. You will have a Zoom link located in your Canvas Home Page that will link you to the office hours meetings. It will be helpful but not necessary to have a microphone and headset – earbuds with a built-in microphone will work, or you can use the Zoom chat function. It is up to you whether you want to use a webcam during the Help Hour meetings. A webcam can be handy to show your work to me and to other students. It may also be helpful in some of the group homework assignments.

You may also make an appointment to meet individually with me online. If you need to contact me, please do so via Canvas mail. I do not open email that is not from an IUPUI or an IU account. Emails will be answered in a timely manner (usually within 24 hours) during the workweek: 9:00am and 4:00pm, Monday – Friday. Please keep in mind that I teach multiple classes and am not always available to answer emails immediately, particularly on Mondays and Wednesdays. Email or questions you send or submit on some weekdays may not be addressed until the following day.
weekends may not be addressed until the following week. Please refer to the syllabus for questions regarding the mechanics of the course before sending an email that is answered in the course information you already have.

**Canvas**

Physiology for Healthcare Management (BIOL-N207) will use the Canvas internet-based learning platform as the delivery system. Lectures (PowerPoint slides and Kaltura recordings), exams, online homework, topic discussions and lab exercises, as well as course announcements will be posted and facilitated via the N207 Canvas page throughout the semester. Communication with me should be through Canvas Inbox. Exams will also be taken online.

Any messages sent through Canvas as attachments utilizing a word processing program should be saved in a Word format (.doc, .docx, or .pdf) so that the instructor is able to open the document.

For general information on how to use Canvas, a [Canvas Student Guide](#) is available online and through the Help button in your Canvas navigation tools. You can also search the Canvas information in the [IU Knowledge Base](#).

**Course Description**

This course is a 3-credit course designed to provide you with a beginning but solid foundation in physiology. The study of physiology is challenging, but it is also extremely interesting and rewarding. This course has been developed and designed to help guide you through this introduction to physiology and to successfully meet these challenges and ensure that your career requirements regarding the knowledge of physiology are met.

Physiology for Healthcare Management BIOL-N207 will focus on the study of internal and external structures, and the physical relationships between these structures. Physiology in this course will be studied at many levels, from molecular through microscopic to whole body, and we will also analyze some physiological concepts from a pathophysiology perspective.

Be sure BIOL-N207 fulfills the requirements of any program you are planning to apply to. **This course is NOT an approved substitute for Human Physiology, BIOL-N217, which is a laboratory and on-site lecture-based course for Allied Health Students.**

**Profiles of Learning for Undergraduate Success (IUPUI+)**

- Communicator: Evaluates Information, Listens Actively, Builds Relationships, Conveys Ideas Effectively
- Problem Solver: Thinks Critically, Collaborates, Analyzes, Synthesizes, and Evaluates
- Innovator: Investigates, Confronts Challenges, Makes Decisions
- Community Contributor: Behaves Ethically, Anticipates Consequences

This course utilizes all components of IUPUI+ with a focus on Communicator and Problem Solver. The ability to comprehend, interpret, analyze, and apply information presented in a variety of formats is key to the understanding of physiology. It is also essential to assess and question information, seek additional information when necessary, make decisions and develop solutions as well as communicate those solutions to others. As future members of the healthcare community, it is also essential that we consider community, consequences of actions, and ethical treatment of all.
BIOL-N207 Course Learning Objectives and Goals

Upon successful completion of the course, you will be able to:

1. Explain the role of homeostasis in human physiology.
2. Identify and describe physiological functions from the level of cell to the level of organism including the chemical basis of cell structure and physiology.
3. Compare and contrast the effects of properly and improperly functioning organs and systems of the human body.
4. Identify and describe modifications of the organs and organ systems and the effects of the modifications on the functioning of the organs, organ systems and the body.
5. Identify and describe the integration that occurs within and among cells, tissues, organs, and organ systems.
6. Identify and use the scientific methods and principles of physiology testing.

Indiana Statewide General Education Core

Upon successful completion of the course, you will be able to complete the following Statewide Transfer General Education Core learning outcomes, Competency 4. Scientific Ways of Knowing:

4.1 Explain how scientific explanations are formulated, tested, and modified or validated.
4.2 Distinguish between scientific and non-scientific evidence and explanations.
4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.

Required Text


When you registered for this course, you were automatically provided with and registered for access to the e-Text as well as all the necessary associated online learning materials and resources. These materials may all be accessed in your N207 Canvas site.

Computer Requirements

Be sure your computer meets the requirements for Canvas and Zoom.

- View Canvas’s list of internet browser requirements
- Zoom is a free software available to all Indiana University students through https://one.iu.edu/task/iu/zoom. For additional information regarding Zoom, see About Zoom at IU.
General Technology Problems
Potential problems include connecting to the internet, computer crashing, running your internet browser, installing plug-ins. Please note that IU is not responsible for solving all your computer issues — some problems will have to be solved using a private company. If you have a problem with technology
- Contact the IUPUI & IU associated campus help
  - Live Chat
  - Phone: 317-274-HELP (4357)
  - Email: ithelp@iu.edu
  - Online: IU Knowledge Base
- View Canvas’s list of internet browser requirements
- If you have any questions regarding the computer requirements, contact the UITS: University Information and Technology Services support center.

Internet Access
IMPORTANT: Not having computer access at home or off campus does not excuse missed assignments, quizzes, or exams. Technology can be unpredictable at times. Please plan ahead for the unexpected. No late assignments, quizzes, or exams are accepted without prior arrangement with the instructor. Technology difficulties, including Internet connectivity, do not qualify as an excuse. Technical difficulties require an IT ticket as proof of a system error.
If you are accessing materials from home utilizing your own internet provider, you will still need to log in using IUPUI’s VPN connection (or Windows Authentication). If you do not already have this installed, it is available at IUWARE. Any issues with access to the IUPUI website and to Canvas should be resolved through UITS at 274-HELP (4357). Be aware that issues brought to the attention of UITS may take over 24 hours to fix. Please be sure you plan ahead.

Additional Computer Programs
IMPORTANT: Exams are currently taken in Canvas. If necessary, exams will be transitioned to a testing service that provided real-time exam proctoring. There are some system requirements: a computer with a camera and a microphone. The camera and microphone may be built in or external. Your internet connection must be at least 2 Mbps upload and download speed. You can only take the exams in a private space.
When a third-party teaching and learning tool is used through Canvas, the company and the application have been selected by IU and vetted for compliance with IU’s policies regarding privacy and data security. As part of the vetting process, all third parties must ensure that 1) they are only accessing data they require to perform the service, and 2) they are securing that data appropriately during both transfer and storage. For more information on data classifications, see Data Classifications at IU.
When using a third-party proctoring service for online exams, government IDs, security questions, and video feeds of the test-taking environment are encrypted to ensure the data is protected from unauthorized access. Only properly authorized people, instructors and the service administrators, have access to the information and the videos that are stored. All videos are saved for a prescribed period of time and then deleted. The individual proctors work in proctoring centers with supervisors overseeing them, and everything they do is recorded on video and audio.
Course Specifics

BIOL-N207 point distribution

- Personal Introduction 10 pts
- Code Statement 10 pts
- WileyPLUS Assignments 150 pts
  - A variety of chapter assignment types will be available; any combination of these homework types may be used to reach the WileyPLUS Assignment 150 point total.
    - Animation with questions @ 5 pts each, 2 attempts allowed
    - 3-D Physiology with questions @ 5 pts each, 2 attempts allowed
    - Adaptive Practice assignments @ 5 pts each, 2 attempts allowed
  - Assignments are available for an extended period of time; no late assignments will be accepted.
- Canvas Online Discussions
  - 23 Chapter Discussions @ 2 pts each 40 pts
    - The lowest 3 Discussions will be dropped
  - 4 Topic/Group Discussions @ 10 pts each 40 pts
    - No Topic/Group Discussions will be dropped
  - No make-up discussions will be accepted
- Canvas Online Quizzes 200 pts
  - 25 quizzes @ 10 pts each
    - The lowest 5 quizzes will be dropped
  - No make-up quizzes will be given.
- Unit Exams 450 pts
  - 8 Unit Exams @ 50 points each (25 questions)
  - Comprehensive Component of Exam 8 @ 50 pts (25 questions)
  - All exams must be taken, a missed exam will result in a grade of I (Incomplete) or FN
- Total Points Possible 900 pts
Discussions, Assignments, Quizzes, and Exams

**General information:** Discussions, assignments, quizzes, and exams are scheduled and linked in Canvas within each of the ‘Unit X, Week X’ modules. They are listed in your syllabus and due dates are posted on the Canvas calendars. All discussion, assignment, quiz, and exam due dates and times are Eastern Time Zone. Some discussions are completed on your own, and some may involve group work. The specific details of discussions are contained within that discussion assignment. The WileyPLUS assignments within the etext provide immediate feedback. Feedback for other assignments will be provided when the assignments are graded. Feedback for discussions will be ongoing during the time the discussion is open. Late assignments, discussions, and quizzes will not be accepted. You have the opportunity to drop multiple low quiz and chapter discussion scores. A missed quiz or chapter discussion will be considered a low score and a make-up quiz or discussion will not be provided. A maximum of 150 WileyPLUS assignment points will count towards your final grade. However, there are approximately 300 points available, so missed WileyPLUS assignments will not be reassigned.

**Canvas Online Discussion Information:** You will have a Chapter Discussion for each chapter (23) and 4 additional Topic/Group Discussions. Most Chapter Discussions will be due on the Saturday of the week the chapter is assigned (see the specific instructions within each Chapter Discussion concerning due dates for discussion questions versus discussion answers). Please be sure to check your Canvas calendar and the Unit Schedule (follows). Discussions will be open and available for contributions in Canvas for an extended period of time.

The purpose of the Chapter Discussions is to provide a place for you to ask and answer questions regarding the chapter material. This is a great way to clarify details you don’t understand and to solidify your understanding of material by providing answers and explanations for the questions of your classmates. I will be monitoring these discussions and will provide additional information and corrections if necessary. Please be sure to read through all the discussions as these provide another valuable resource for your learning. The Topic/Group Discussions will address material associated with class either providing additional (short) readings or a task to complete and present to the class. The goal of these discussions is to have some application of the material you are learning. Details for each Discussion will be provided in the specific Discussion assignment. No make-up discussions will be given.

**WileyPLUS Homework Information:** All WileyPLUS homework will be completed online through Canvas. There are approximately 300 WileyPLUS homework points assigned, but only 150 points will count towards your grade. The Chapter WileyPLUS Assignments are graded for accuracy, but you do not have to achieve perfect scores on all assignments, and you may miss some assignments. You have the opportunity to accumulate homework points in a variety of assignment areas, so if you miss an assignment, you may compensate by completing other assignments. Your individual assignment scores will be recorded in the Canvas gradebook, and Canvas will keep track of your assignment total points. Although these scores will be posted in the Canvas gradebook, these scores will not be calculated into your course grade until the end of the semester. At the end of the semester I will adjust your WileyPLUS homework total score to the 150 points total. Most WileyPLUS homework will be due on the Monday following the week the chapter is assigned. Please be sure to check your Canvas calendar and the Unit Schedule (follows). WileyPLUS
homework will be open and available to complete in Canvas for an extended period of time. There is no time limit for completing the WileyPLUS homework other than completing it by the due date.

The purpose of the WileyPLUS homework is to augment and check your knowledge. The Animation Practice, 3D Interactive, and 3D Physiology assignments can help you visualize a more abstract process and illustrate processes that have multiple steps. Once you watch the animations, you open the assignment to answer questions covering the topic. The Adaptive Practice assignments are designed to assess your knowledge and direct you to the material you need more practice with. I recommend doing these assignments after you feel you have studied the material sufficiently. If you successfully answer topic questions, you will move on to the next topic. For topics that you do not answer successfully, you will be asked additional questions that help you go back and cover the material better. Basically, if you have a good mastery of the information, the Adaptive Practice assignments are relatively short. If you do not have a good mastery of the information, the Adaptive Practice assignments will continue to give you questions until you demonstrate a mastery of the subject matter.

- **Canvas Online Quiz Information:** You will have a Chapter Quiz for each chapter (23) and 2 additional quizzes, a Course Introduction Quiz and a Syllabus Quiz. Most quizzes will be due on the Monday following the week the chapter is assigned. Please be sure to check your Canvas calendar and the Unit Schedule (follows). Quizzes will be open and available to take in Canvas for an extended time, but you will be limited to 15 minutes to take the quiz once the quiz has been opened. Once you open a quiz, the time begins to count down, and the quiz will be submitted automatically at the end of 15 minutes. Quizzes are open note, open book, and you may work with other classmates, but it is expected that you will not share quiz questions or answers with other students before they have taken the quiz.

The purpose of the quizzes is to test your ability to answer questions similar but not identical to questions on the exams. I recommend that you study for a quiz as if it were an exam. Try to answer the questions without looking at your notes or book or discussing with your classmates but then take some time to check your answers with your notes, book, or by discussing the questions and course material with other classmates before submitting the quiz. No make-up quizzes will be given.

- **Exam Information:** You will have a Unit Exam for each of the 8 Units in the course. Like the quizzes, exams are taken through Canvas. Unit Exams 1 – 7 will be available for a 48-hr period, Tuesday and Wednesday (as scheduled below). Unit Exam 8 along with the Comprehensive Component Exam will be scheduled during Finals Week (as scheduled below). You have the choice of taking these assessments together or separately. Each exam consists of 25 multiple choice questions. You will have 45 minutes for each of the components, Unit Exam 8 component and the Comprehensive component. Once you open an exam, the time begins to count down, and the exam will be submitted automatically at the end of 45 minutes. Exams are open note, open book, but they are to be done on your own. You may not work with other classmates, and it is expected that you will not share exam questions or answers with other students.
A make-up exam will only be given if it has been pre-arranged with the instructor. You are required to take all exams. A missed exam will result in a grade of I (Incomplete) or FN depending upon the specific circumstances. You will receive additional information regarding taking exams as we approach the first exam.

Exams Dates:

- **Unit 1, Exam 1**  
  Chapters 1 – 4  
  1/25 – 1/26
- **Unit 2, Exam 2**  
  Chapters 5 – 7  
  2/8 – 2/9
- **Unit 3, Exam 3**  
  Chapters 8 – 10  
  2/22 – 2/23
- **Unit 4, Exam 4**  
  Chapters 11 – 13  
  3/8 – 3/9
- **Unit 5, Exam 5**  
  Chapters 14 – 16  
  3/29 – 3/30
- **Unit 6, Exam 6**  
  Chapters 17 – 18  
  4/12 – 4/13
- **Unit 7, Exam 7**  
  Chapters 19 – 21  
  4/26 – 4/27
- **Unit 8, Exam 8 & Comprehensive component**  
  Chapters 22 – 23  
  5/3 – 5/6

**Course Grading Scale**
Grading for this class will be determined by a point system. Points will be earned by completing the required homework, discussions, quizzes, and online exams. Scores will be posted in the Canvas Gradebook. Grades will be calculated as a percentage of total points possible (earned score divided by points possible). Your minimum course grade will be determined as follows:

- A: 100% - 90%;  
- B: 89% - 80%;  
- C: 79% - 70%;  
- D: 69% to 60%;  
- F: less than 60%

**Class Resources:**

**Material I provide:**
This material is accessed through your Canvas page. Some resources may be files within the Canvas page. Some material will be shared with you through your Google at IU account. To access the Google documents, you must be logged in to your Google at IU account. Others will be links to the internet.

Material I provide includes

- PowerPoint slides with Learning Outcomes
- Kaltura Lecture recordings
- Helpful External Links

These resources are all linked in the individual Chapter Overview pages found in the Unit/Week/Chapter modules.

**Material associated with the etext:**
This material is located in the Wiley Course Resources navigation tool and in the Unit/Week/Chapter modules.

**Weekly eText Readings & Kaltura Lecture Recordings with Associated PowerPoints**
It will be impossible to cover all the text material in my recorded lectures, so I will focus on the key material and the material that requires the most integrated thought. You have the PowerPoints I have created available to you to follow along with the lectures. These PowerPoint slides are in outline form that follow the etext. I highly recommend that you take notes on the PowerPoints or using whatever system works for
you as you listen to the Kaltura lecture recordings. You can add to these notes from your etext reading as well. This is also a great place to write down questions you have concerning the material. These questions may be useful in your Chapter Discussions. In your notes, write the information in your own words and link information and concepts together. In your studying, I recommend you focus on the material I cover in the lectures. The lectures explain some of the more difficult, integrated, and key material. You may be tested on material assigned in the text but not explicitly covered in the recorded lecture, but the majority of material tested on in exams will be explained in the recorded lectures. I have provided some internet resources that give general overviews of the topic as well as some that explain material in more detail. It is tempting to spend a large portion of time looking up resources on the internet, but it is also very easy to become side-tracked and spend a lot of unproductive time doing so. That does not mean there are no other good resources out there, but the majority of your time should be spent concentrating on the etext, lectures, and PowerPoints.
Unit 1 Schedule: Unit 1 Exam, Ch. 1-4, available 1/25 – 1/26

1. **Week #1: Chapter 1 & Chapter 2**
   1. **Ch. 1 Introduction to Physiology**
   2. Chapter 1 Discussion
   3. Chapter 1 Online Homework
   4. Chapter 1 Quiz
   5. **Ch. 2 Chemical Composition of the Body**
   6. Chapter 2 Discussion
   7. Chapter 2 Online Homework
   8. Chapter 2 Quiz

2. **Week #2: Chapter 3 & Chapter 4**
   1. **Ch. 3 Cells**
   2. Chapter 3 Discussion
   3. Chapter 3 Online Homework
   4. Chapter 3 Quiz
   5. **Ch. 4 Metabolism**
   6. Chapter 4 Discussion
   7. Chapter 4 Online Homework
   8. Chapter 4 Quiz

Unit 2 Schedule: Unit 2 Exam, Ch. 5-7, available 2/8 – 2/9

3. **Week #3: Chapter 5 & 6**
   1. **Ch. 5 Transport Across the Plasma Membrane & Ch. 6 Cell Signaling**
   2. Chapter 5 Discussion
   3. Chapter 5 Online Homework
   4. Chapter 5 Quiz
   5. **Ch. 6 Cell Signaling**
   6. Chapter 6 Discussion
   7. Chapter 6 Online Homework
   8. Chapter 6 Quiz

4. **Week #4: Chapter 7**
   1. **Ch. 7 The Nervous System and Neuronal Excitability**
   2. Discussion 7: Chapter 7
   3. Online Homework: Chapter 7
   4. Chapter 7 Quiz
Unit 3 Schedule: Unit 3 Exam, Ch. 8-10, available 2/22 – 2/23

5.  **Week #5: Chapter 8 & Chapter 9**
   1.  **Ch. 8 The Central Nervous System**
   2.  Chapter 8 Discussion
   3.  Chapter 8 Online Homework
   4.  Chapter 8 Quiz
   5.  **Ch. 9 Sensory Systems**
   6.  Chapter 9 Discussion
   7.  Chapter 9 Online Homework
   8.  Chapter 9 Quiz

6.  **Week #6: Chapter 9 continued & Chapter 10**
   1.  **Ch. 9 Sensory Systems continued**
   2.  Chapter 9 Discussion
   3.  Chapter 9 Online Homework
   4.  Chapter 9 Quiz
   5.  **Ch. 10 Autonomic and Somatic Nervous Systems**
   6.  Chapter 10 Discussion
   7.  Chapter 10 Online Homework
   8.  Chapter 10 Quiz

Unit 4 Schedule: Unit 4 Exam, Ch. 11-13, available 3/8 – 3/9

7.  **Week #7: Chapter 11 & Chapter 12**
   1.  **Ch. 11 Muscle & Ch. 12 Control of Body Movement**
   2.  Chapter 11 Discussion
   3.  Chapter 11 Online Homework
   4.  Chapter 11 Quiz
   5.  **Ch. 12 Control of Body Movement**
   6.  Chapter 12 Discussion
   7.  Chapter 12 Online Homework
   8.  Chapter 12 Quiz

8.  **Week #8: Chapter 12 continued & Chapter 13**
   1.  **Ch. 12 Control of Body Movement continued**
   2.  Chapter 12 Discussion
   3.  Chapter 12 Online Homework
   4.  Chapter 12 Quiz
   5.  **Ch. 13 Endocrine System**
   6.  Chapter 13 Discussion
   7.  Chapter 13 Online Homework
   8.  Chapter 13 Quiz
Unit 5 Schedule: Unit 5 Exam, Ch. 14-16, available 3/29 – 3/30

9. **Week #9: Chapter 14 & Chapter 15**
   1. **Ch. 14 The Cardiovascular System: The Heart & Ch. 15 The Cardiovascular System: Blood Vessels and Hemodynamics**
   2. Chapter 14 Discussion
   3. Chapter 14 Online Homework
   4. Chapter 14 Quiz
   5. **Ch. 15 The Cardiovascular System: Blood Vessels and Hemodynamics**
   6. Chapter 15 Discussion
   7. Chapter 15 Online Homework
   8. Chapter 15 Quiz

10. **Week #10: Chapter 15 continued & Chapter 16**
    1. **Ch. 15 The Cardiovascular System: Blood Vessels and Hemodynamics continued**
    2. Chapter 15 Discussion
    3. Chapter 15 Online Homework
    4. Chapter 15 Quiz
    5. **Ch. 16 The Cardiovascular System: The Blood**
    6. Chapter 16 Discussion
    7. Chapter 16 Online Homework
    8. Chapter 16 Quiz

Unit 6 Schedule: Unit 6 Exam, Ch. 17-18, available 4/12– 4/13

11. **Week #11: Chapter 17**
    1. **Ch. 17 The Immune System**
    2. Chapter 17 Discussion
    3. Chapter 17 Online Homework
    4. Chapter 17 Quiz

12. **Week #12: Chapter 18**
    1. **Ch. 18 The Respiratory System**
    2. Chapter 18 Discussion
    3. Chapter 18 Online Homework
    4. Chapter 18 Quiz
Unit 7 Schedule: Unit 7 Exam, Ch. 19-21, available 4/26 – 4/27

13. Week #13: Chapter 19 & Chapter 20
   1. Ch. 19 The Urinary System
   2. Chapter 19 Online Homework
   3. Chapter 19 Discussion
   4. Chapter 19 Quiz
   5. Ch. 20 Fluid, Electrolyte, and Acid-Base Homeostasis
   6. Chapter 20 Online Homework
   7. Chapter 20 Discussion
   8. Chapter 20 Quiz

14. Week #14: Chapter 20 continued & Chapter 21
   1. Ch. 20 Fluid, Electrolyte, and Acid-Base Homeostasis continued
   2. Chapter 20 Online Homework
   3. Chapter 20 Discussion
   4. Chapter 20 Quiz
   5. Ch. 21 The Digestive System
   6. Chapter 21 Online Homework
   7. Chapter 21 Discussion
   8. Chapter 21 Quiz

Unit 8 Schedule: Unit 8, Ch. 22-23 & Comprehensive, Ch. 1-21, Final Exam available 5/3 – 5/6

15. Week #15: Chapter 22 & Chapter 23
   1. Ch. 22 Metabolic Adaptations, Energy Balance, and Temperature Regulation
   2. Chapter 22 Online Homework
   3. Chapter 22 Discussion
   4. Chapter 22 Quiz
   5. Ch. 23 The Reproductive Systems
   6. Chapter 23 Online Homework
   7. Chapter 23 Discussion
   8. Chapter 23 Quiz

The above schedule and procedures are subject to change in the event of extenuating circumstances.
Additional Information

General Class Policies, Student Services, and University Policies

The [IUPUI Academic Calendar](#) will be followed. Please refer to the calendar for important dates.

There are a number of campus-wide policies governing the conduct of courses at IUPUI.

- **Class announcements**
  Announcements regarding class material and assignments as well as answers to student questions will be posted on Canvas.

- **Right to revise**
  The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

- **Academic Support Services**
  Depending upon tutor availability, the Bepko Learning Center may be able to offer appointments or open video sessions to work with a tutor online. Please contact the center or me for information.

- **Student Support Services**
  A variety of student support services are available on campus as well as on line. The Division of Student Affairs has a complete list of campus services available to you. Some of the specific resources that may be of help to you are:
  - Health and Wellness
  - Student Advocate
  - Student Conduct

- **Accommodations for Students with Disabilities**
  Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision, neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities prior to receiving any accommodations. Note that services are confidential, may take time to put into place, and are not retroactive.
  Students needing assignment, quiz, and/or exam accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations can be given. AES students must provide the proper AES paperwork to the instructor at least 1 week prior to the first exam (preferably the first or second day of classes). AES administered exams must be scheduled within the regular exam period identified within the syllabus.
    Adaptive Education Services (AES)
    Taylor Hall, UC 100
    815 W. Michigan St.
    Indianapolis, IN 46202
    aes@iupui.edu
    Telephone: (317) 274-3241
    Video phone: (317) 278-2052

Captions and alternate media for print materials may take three or more weeks to be produced. Please contact your campus [ADA resource office](#) as soon as possible if accommodations are needed.
Technology Accessibility Information
For accessibility information for persons using adaptive technology with Canvas, please visit Canvas Product Accessibility.

Adverse weather
Since this is an online course, campus closures due to weather is not expected to be an issue for participants. However, if you need information on potential weather closings, information regarding a closure will be posted on the IUPUI home page in the ‘News’ section.

Religious holidays
Since this is an online course, holidays are not expected to be an issue for participants. General information regarding IUPUI policy on religious holidays can be found on the IUPUI Religious Holidays page.

IUPUI Administrative Policy on Attendance, Student Engagement Roster, Withdraws (W), Grade of Incomplete (I), and Grade Replacements

Class Attendance
Based upon the University attendance policy, after the conclusion of the 100% refund period for the relevant term or session, all individuals attending classes on a regular basis must be officially enrolled in the class, attending the class based on formal arrangements to make up a prior grade of Incomplete, or enrolled as an auditor. Based upon the University policy, one time visitors to class may be allowed only on an exception basis with prior permission of the instructor. This policy does not apply to individuals who provide assistance to a student with a documented disability, such as Adaptive Education Services sign language interpreters, individuals who are involved in the course in an instructional role, or administrative personnel.

FLAGS Early Student Performance Alert
This semester I will be using the Student Engagement Roster to provide real-time feedback on your performance in this course. Periodically through the semester I will be entering data on factors such as your class attendance, participation, and success with coursework, among other things. This information will provide feedback on how you are faring in the course and offer you suggestions on how you might be able to improve your performance. You will be able to access this information in the student center: ONE.IU > SER-Student Engagement Roster (Student).
• Administrative Withdrawal
A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. Since this is an online course, participation is determined by completion of homework, quizzes, and exams. Keep in touch with me if you are unable to participate or complete an assignment on time. If you miss more than half the required activities within the first 25% of the course without contacting me, you may be given an Administrative Withdrawal from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

• Withdrawal from classes
Withdrawals with a grade of W will be given based upon dates in the Official Academic Calendar.

• Late Withdrawal
Requests for withdrawal after 50% of the time period in which the course is taught requires the approval of the instructor, advisor and the student’s dean. These late requests are considered only in extraordinary situations which are beyond the student’s control and rarely are granted. Poor performance in a course is not considered grounds for a late withdrawal.

The School of Science Dean’s Office will not endorse a late withdrawal for School of Science majors unless a documentable excuse is established.

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes for the term/session. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process.

The student is advised to continue attending the class(es) as the withdrawal request may not be approved. The student must consider that a withdrawal from a course may impact other aspects of their student status (i.e., financial aid, enrollment requirements for international students or student athletes, expected graduation term, etc.). It is the responsibility of the student to contact the appropriate office on campus regarding any other issues that may arise as the result of a late withdrawal from a course.

Late Withdrawal Request using Paper Drop/Add Forms
1. The student must complete the following information on a paper Drop/Add Form: Name - Student ID # - Course Information – Signature
2. The student must prepare a written statement (1-2 paragraphs), explaining the extenuating circumstance(s) that prevented withdrawal from the course before the deadline for late withdrawal prior to meeting with his/her academic advisor and the instructor for the course. The student should include a phone number and an email address in this document.
3. The student must obtain documentation supporting the written statement (e.g. doctor’s note in case of illness) prior to meeting with his/her academic advisor and the instructor for the course.
4. The student must first meet with his/her academic advisor, explain the reason for the request and provide all documentation listed in items 1, 2 and 3 above. The advisor’s approval is required on the Drop/Add Form.

5. The student must then meet with the course instructor, explain the reason for the request and provide all documentation listed in items 1, 2 and 3 above. The instructor’s approval is required on the Drop/Add Form and the instructor has the option to assign a grade of W or a grade of F.

6. If the student is pursuing a degree program from another school, final approval for a late withdrawal must be provided by the Dean’s Office of the student’s school. All students in science classes, regardless of their major or school, will be expected to follow the procedures outlined above, but must contact their Dean’s Office for final approval.

7. If the student is a major in the School of Science, all documents (including the completed Drop/Add Form or Forms) must be submitted by the student to the School of Science Dean’s Office (LD 222).

8. For School of Science students, the Science Dean’s Office will review the request and notify the student within 72 hours of the decision. The contact information provided by the student in the written statement will be used for this notification.

Late Withdrawal Request using eDrop in ONE.

1. The student initiates a withdrawal request via eDrop.

2. The advisor will receive a notification in their Action List in ONE. If the student has not contacted the advisor, the advisor must contact the student at this point.

3. The student must prepare a written statement (1-2 paragraphs), explaining the extenuating circumstance(s) that prevented withdrawal from the course before the deadline for late withdrawal prior to meeting with his/her academic advisor and the instructor for the course. The student should include a phone number and an email address in this document.

4. The student must submit documentation supporting the written statement (e.g. doctor’s note in case of illness).

5. Upon receipt of the statement and documentation, if the advisor approves they will approve the eDoc and forward information to the course instructor. If not approved, the advisor will disapprove the eDoc and include a note explaining the reason(s).

6. The instructor will review all information. If the instructor approves, they will approve the eDoc and forward information to the School of Science Dean’s Office for review. If not approved, the instructor will disapprove the eDoc and include a note explaining the reason(s).

7. If the student is pursuing a degree program from another school, the eDoc will be routed to the Dean’s Office of the student’s school. All students in science classes, regardless of their major or school, will be expected to follow the procedures outlined above.

8. If the student is a major in the School of Science, the School of Science Dean’s Office will review the request and make a decision as to whether or not the withdrawal request is approved. The student will be notified within 72 hours of the decision. The contact
information provided by the student in the written statement will be used for this notification. If approved, The School of Science Dean’s Office will approve the eDoc. If not approved, the Dean’s Office will disapprove the eDoc and include a note explaining the reason(s).

- Incomplete grade
  The School of Science policy states that a Grade of Incomplete (I) can only be given when all of the following conditions have been met:
  1. a student has completed 75% of the course work,
  2. the student is earning a passing grade, and
  3. the student has a “hardship that would render it unjust to hold the student to the time limits previously fixed for the completion of the work” (IUPUI Academic Calendar).

- Grading Information
  Information regarding grading at IUPUI, including incomplete grades, withdrawals, or grade replacements is available online.

**Academic Conduct and Integrity**

**University and Faculty Expectations**
There are five fundamental values that this academic community (your virtual classroom) expects: honesty, fairness, respect, responsibility and trust. You can expect these traits from me, and I will expect to see them demonstrated in your behavior as a student in this course.

It is important for students to be aware of the expectations of IUPUI regarding individual course work. I have high expectations and will hold you to those expectations. You need to be aware of the rules which govern your behavior both on and off campus. Should you make a poor choice, you should be aware of the consequences of those actions. Lastly, you should know that IUPUI has tools available through Canvas which enable monitoring of your activity within the virtual classroom. These tools can provide evidence of academic misconduct. Please consider that the information offered to you in this class will likely be important to you in some way in your future. Academic dishonesty limits the amount of actual learning you can accomplish and, therefore, may affect your job performance in the future - regardless of whether you are "caught" or not. Academic and personal misconduct by students is defined and dealt with according to the procedures outlined in the Code of Student Rights, Responsibilities, & Conduct and will be used as the guideline for this course.

**Academic Misconduct**
As a student at an institution of higher learning, you must conduct yourself in an honest and trustworthy fashion both within and outside of the classroom. Any attempt to circumvent these basic requirements constitutes academic misconduct. The details can be found at Code of Student Rights, Responsibilities, & Conduct (The Trustees of Indiana University).

By taking this class you are agreeing to comply with this code of behavior, and we will treat it as a contract between us. It is your responsibility to pursue these issues further if you do not understand them fully! The university policy for academic misconduct is in effect. I will assume that you have read it and understand it.
Course Conduct
The University has certain expectations as to the conduct of our campus community. Among those values is fostering a climate of consideration and mutual respect regardless of race, gender, age, or status in the institution. IUPUI has achieved much of its promise as an urban university because we all work together toward common ends. Because the university is so complex and diverse, however, we will not always agree with one another. When we disagree it must be done with respect and consideration. We encourage everyone to speak and act judiciously and with respect for one another.

Also among our values are academic freedom and an open exchange of ideas and opinions. However, when there are messages displayed that promote divisiveness in our academic community; we have an obligation to identify those messages as being antithetical to our university ideals and sense of shared responsibility for each other’s welfare. If we are to be true to our commitment to diversity and be welcoming to all, everyone must do his or her part. We know the terrible legacy of unopposed statements of racial divisiveness and diatribe. If we don’t discourage such statements, they become insidiously acceptable and poison the climate of trust and respect we strive to maintain. When apathy leads us to permit discrimination or harassment because we ourselves are not objects of such behavior, we have failed our community. No set of rules or policies can wholly govern human conduct. Civility is a fragile construct that each of us must cherish and preserve.

There are a number of University Policies governing the conduct at IUPUI.

Title IX and IU’s Sexual Misconduct Policy
As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU’s Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- **Counseling & Psychological Services** (CAPS) at 317-274-2548 (counseling services)
- **Interpersonal Violence Prevention & Response** at 317-274-5715 (advocacy and advice services)
- **Emergency Resources** at 317-274-4431 (advocacy & resources)
- **IUPUI Student Medical Services** at Student Health at Campus Center and Campus Health at Coleman Hall

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU’s Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit [Stop Sexual Violence](#) to learn more.

Distance Education Environment
To be successful in a distance learning environment students must be proactive contacting the teaching team with questions and participating in online (virtual) office hours with instructors, as needed.
Communicating in an online environment requires a certain amount of Netiquette or online etiquette. It is very important to be aware of how communications may be perceived by the recipient or recipients involved. Inappropriate discussion responses will NOT be tolerated; disciplinary action will be taken according with the guidelines outlined in the Code of Students Rights, Responsibilities, and Conduct.

Netiquette information should be reviewed from the site of Netiquette:
Review the website for the appropriate rules for utilizing web and email. General common courtesy will be expected. Respect for each individual is critical. Appropriate and professional behavior is expected in the use of informal and formal communications, see the IUPUI Cultural Statement.

Student Advocate Office
The Student Advocate provides objective, impartial and confidential assistance to students, faculty and parents in situations involving students. Anyone who has a student-related question, complaint, conflict or general concern may contact the Student Advocate Office as an initial, neutral, and confidential first step. The Student Advocate Coordinator is at (317) 278-7594, and the office is located in the Campus Center, Suite 270 (stuadvoc@iupui.edu).

Technical Assistance for Distance Learning Students
General Technology Problems
Problems include connecting to the internet, computer crashing, running your internet browser, installing plug-ins. Please note IU is not responsible for solving all your computer issues—some problems will have to be solved using a private company. If you have a problem with technology

- Contact the IUPUI & IU associated campus help
  - Live Chat
  - Phone: 317-274-HELP (4357)
  - Email: ithelp@iu.edu
  - Online: Knowledge Base
- View Canvas’s list of internet browser requirements

If you encounter a problem such as the Lecture will not play for you or you cannot access an assignment or module:
1. Click on your internet options and clear out your browsing history.
2. Reboot your computer from the power source.
3. Reenter Canvas and go back to the location you wanted to access.
4. If that does not resolve the problem, contact UITS

If your computer fails altogether, you should immediately locate another computer where you can complete your assignment. At the beginning of the semester, you should identify a back-up computer you can use. Consider computers available at these places:
- UITS can provide details about campus lab locations and hours.
- A local library. Most have public computers or free wireless connections. All local libraries are listed in the front of your phone book.
- FedEx Kinkos: Most Kinko’s are open 24 hours and offer computer usage for a fee (~$10/hr)
- Cybercafes: A limited number of coffeehouse shops around Indianapolis also offer for fee computer usage.
Technology Problems

In this online course, you have discussion, homework, quiz, and exam submissions that are due by the deadlines provided. If you are having a problem accessing the Canvas site prior to when an assignment, quiz, or exam is due, contact UITS Tech Support. Remember to get an IT Ticket to verify your technology issue. If UITS is unable to resolve the problem for you, contact me. I strongly encourage you to complete your assignments well in advance of the closing of the 24-hr window order to avoid last minute technology issues.