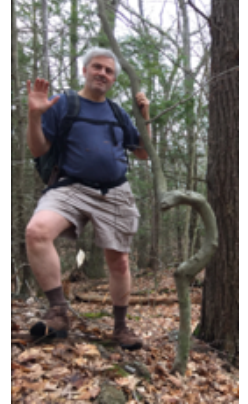


**Northern Essex Community College**  
**Department of Science, Technology, Engineering, and Mathematics**  
**BIO 121 B1A (CRN: 5060) – Anatomy and Physiology I**  
**Summer 2025, Session I**

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## Welcome

Welcome to Anatomy and Physiology I. My name is Noel Ways. I am a biologist by training, and for over ~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.



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## Course Information

**Name:** Anatomy and Physiology I

**Course Number:** Bio 121 B1A **CRN:** 5060

**Presentation Modality:** Hybrid

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

**Dates:** May 19 – June 27 (~6 weeks)

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**Presentation Modality:** Hybrid

**Class Meeting Dates and Times:** Tuesday and Thursday, 4 pm – 7:00 pm

**Location:** Lawrence Campus, Dimitry Building Room L015

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**Prerequisites:** BIO 115 Physiological Chemistry or CHM 111 Introduction to Chemistry or higher or high school chemistry in the past five years.

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## Instructor Contact Information

**Instructor:** Noel Ways

**Email:** [nways@necc.mass.edu](mailto:nways@necc.mass.edu)

**Office Hours for a Hybrid Modality:** As our schedules vary dramatically, specific “office hours” that work for all can be challenging. The best time is immediately after any class meeting. However, if this does not work, email me, and we can schedule a meeting using the Zoom video conferencing software program during a mutually acceptable time. You will find a “Zoom Office Hours” link on Blackboard.

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## General Course Description

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Anatomy and Physiology I is intended to provide a foundational knowledge base for students preparing for a career in the allied health professions. Students taking this course frequently end up in our medical facilities with substantial responsibility for patient health and safety. This course is setting the stage for a successful and responsible lifelong career.

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## College Course Description

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The basic principles of chemistry are reviewed and the basic principles of biology are introduced. These are followed by an introduction to the study of the structure and functioning of the human body. Systems covered are integumentary, skeletal, muscular and nervous. Emphasis will be placed on the interrelationships among the systems. Related topics such as diseases of the systems will be integrated where applicable. Laboratory work will include experiments, dissection, microscope work, and the study of charts and models.

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## General Course Objectives

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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 course flow ensues, you will find that the course topics and laboratory work will align with these objectives.

- Develop a working knowledge of anatomical terminology applicable to writing medical reports and reading professional literature associated with their discipline.
- Develop an understanding of how homeostasis is maintained through negative and positive feedback systems
- Distinguish between essential chemical processes and molecular classifications in preparation for further discussion of physiological concepts in both A&P I and A&P II, and clinical instruction.
- Compare and contrast the functional relationships of major cellular organelles.
- Compare and contrast transport mechanisms for substances entering and exiting through the cell membrane.
- Critique different tissues found in the body according to their function-location relationships.
- Differentiate between the regions of the Integumentary System and their functions.
- Write the process of deep wound healing while taking into account the logical progression of healing events through time.
- Relate the structural makeup of osseous tissue to healthy bone maintenance.
- Diagram the homeostatic mechanisms involved in the maintenance of normal blood calcium levels.
- Compare and contrast the stages in the process of healthy bone growth.
- Develop a working knowledge of the body's major bones and the numerous processes, fosses, etc. of the same.
- Categorize the major articulations of the body, both structurally and functionally.
- Relate the anatomy of muscle tissue to how muscles contract.
- Predict the amount of ATP produced per one glucose molecule based upon an illustrated

- Predict the actions of various muscle contractions based upon their location, origin, and insertion.
- Compare and contrast the major parts of the central nervous system according to their essential functions.
- Examine the process of nerve impulse propagation.
- Produce illustrated diagrams of select spinal reflexes.
- Distinguish between the different parts of the human brain and their respective functions.
- Compare and contrast how the different parts of the central nervous system work in a coordinated manner.
- Predict the levels of both sympathetic and parasympathetic nervous activity under various degrees of stress and rest.

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## Intensive Core Skill Objectives

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In addition to the General Course Objectives listed above, Anatomy and Physiology I has been identified by the college as both Science Intensive and Quantitative Intensive. As such, additional objectives unique to this designation are listed below which help qualify the above General Course Objectives. Below is a College statement regarding these objectives:

### Intensive Core Skill Objectives

BIO121 has been designated as a **Science and Technology Intensive** course. Students will have the opportunity to develop knowledge and/or skills concerning the ability to:

- Demonstrate basic knowledge of major concepts related to science and technology. This includes current theories, historical and data trends, and empirical findings.
- Be able to critically read, evaluate and interpret research findings and/or theories and draw reasonable conclusions. This includes supporting or rejecting a hypothesis or theory, analyzing case studies, and providing alternative explanations.
- Transfer, adapt, and apply prior knowledge to science and technology related issues and develop new understanding.
- Be able to identify reliable sources of information from a variety of resources including those from the library, websites, journals, magazines, newspapers, and other media.

BIO121 has been designated as a **Quantitative Reasoning Intensive** course.

Students will have the opportunity to develop knowledge and/or skills concerning the ability to:

- Graphical and statistical analysis, such as trends over time.
- Descriptive and/or inferential statistics.
- Data analysis.
- Experimental design and creation of data sets with simple evaluation.
- Application of Mathematics in context.
- Reading, Writing, and/or Critical thinking in context with numbers.
- Development of mathematical solutions and equations to solve problems in context.
- Discussion of multiple interpretations of a single data set.
- An emphasis on the difference between cause and effect versus correlation data.
- Proportional reasoning in the context of real situations.

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## Course Materials

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- **Textbook (Required):** 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.

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## Zoom Links – “Office Hours Link”

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### Office Hours

Join Zoom Meeting  
<https://zoom.us/j/97324652145>

Meeting ID: 973 2465 2145  
One tap mobile  
+13017158592,,97324652145# US (Washington DC)  
+13126266799,,97324652145# US (Chicago)

Dial by your location  
+1 301 715 8592 US (Washington DC)  
+1 312 626 6799 US (Chicago)  
+1 929 205 6099 US (New York)  
+1 253 215 8782 US (Tacoma)  
+1 346 248 7799 US (Houston)  
+1 669 900 6833 US (San Jose)

Meeting ID: 973 2465 2145  
Find your local number:  
<https://zoom.us/u/aywfgaH2l>

Join by SIP

97324652145@zoomcrc.com  
Join by H.323  
162.255.37.11 (US West)  
162.255.36.11 (US East)  
115.114.131.7 (India Mumbai)  
115.114.115.7 (India Hyderabad)  
213.19.144.110 (Amsterdam Netherlands)  
213.244.140.110 (Germany)  
103.122.166.55 (Australia Sydney)  
103.122.167.55 (Australia Melbourne)  
149.137.40.110 (Singapore)  
64.211.144.160 (Brazil)  
149.137.68.253 (Mexico)  
69.174.57.160 (Canada Toronto)  
65.39.152.160 (Canada Vancouver)  
207.226.132.110 (Japan Tokyo)  
149.137.24.110 (Japan Osaka)  
Meeting ID: 973 2465 2145

Join by Skype for Business  
<https://zoom.us/skype/97324652145>

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## Course Presentation – 6 weeks, Hybrid Modality

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This course will be delivered in a hybrid format with both an online and in-class component. The online component will utilize resources available through Blackboard and the instructor’s website, to which Blackboard is linked, and will be aimed at delivering course curricular content. The In-class component will involve weekly meetings on campus for module introduction, laboratory work, and assessment.

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](http://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.

**Attendance** – As this is a hybrid course, scheduled class times are scheduled, and students are expected to attend class. Attendance is taken during class and can positively impact your grade.

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## Course Workload for a 6-week Accelerated Online Course

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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 6 weeks, the course is accelerated, and therefore, students must anticipate 4-6+ 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. adjustments in light of your 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.

Also, as Anatomy and Physiology I is a laboratory course, some topics are presented and assessed more than once, once in a lecture context and the other in a laboratory context. For example, we will discuss histology in a lecture context and have an appropriate assessment. We will also study histological samples, which are assessed using another assessment format, the laboratory practical, where the material is presented entirely visually. Having alternative methods of studying the material and alternative assessment forms provides students with different avenues to access the content, demonstrate mastery, and reinforce important 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.

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## Exams and Makeup Work

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Most exams are to be taken on Blackboard on the day designated on the course schedule. Exams are designed to demonstrate your mastery of the material presented and, therefore, are to be done individually and without the support of notes, text, or other resources. So, there is an honor system here.

The exams are also timed. You will have enough time to read the question, pause, and put down an answer. So, in order to make sure that this process goes well, master the material well before the exam date. Also, there is no backtracking, and the exams must be done in one sitting.

A few exams are taken in class. Please arrive on time on an exam day.

Exams consist of a variety of question types listed below. For details, see the “Assessments” document online.



- 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.

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## Communication and Interactions

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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



Blackboard

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@necc.mass.edu](mailto:nways@necc.mass.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.

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## Criteria for Grading

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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** - Note, **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 in class.



Exam #1	Organization of the Human body	100 points
Exam #2	Cytology	100 points
Exam #3	Histology	100 points
Exam #4	Integumentary system	100 points
Exam #5	Skeletal (Osseous) Tissue	100 points
Lab Exam #1	Histology Practical	100 points
Exam #6	Articulations	100 points
Exam #7	Glycolysis and Cellular Respiration	100 points
Lab Exam #2	Laboratory Practical on Skeletal System	100 points
Exam #8	Myology	100 points
Exam #9	Nervous System	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.

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## NECC Grading System

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A link to the College Grading System can be found at: [NECC Grading System](#)

Grade	QP Value	Numeric Range and Comments	Grade	QP Value	Numeric Range and Comments
A	4.00	93-100	C	2.00	73-76
A-	3.70	90-92	C-	1.70	70-72
B+	3.30	87-89	D+	1.30	67-69
B	3.00	83-86	D	1.00	60-66
B-	2.70	80-82	F	0.00	59 or less;
C+	2.30	77-79			failure; no credit earned
W	0.00	Withdrawal from the course by the student within the withdrawal period			
NW	0.00	Non-participation withdrawal grade assigned by the instructor within the withdrawal period			

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## Accessibility/Learning Disabilities

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“Northern Essex Community College is committed to providing equal access to students with documented disabilities. To ensure equal access to this class (and your program) please contact the Center for Accessibility Resources & Services (CARS) or Deaf and Hard of Hearing Services (DHHS) to engage in a confidential discussion about accommodations for the classroom and clinical/practicum settings.

**Center for Accessibility Resources & Services:** Serving students with documented disabilities, such as learning disabilities, attention deficit disorders, autism spectrum disorders, brain injuries, chronic illness, low vision/blind, physical disabilities, psychiatric disabilities and seizure disorders.

**Deaf and Hard of Hearing Services:** Serving students who are Deaf or Hard of Hearing. Accommodations are not provided retroactively. Students are encouraged to register with CARS or DHHS at the start of their program.

**The Center for Accessibility Resources & Services is scheduling appointments Mondays through Fridays. Communications/meetings can be flexible based on student’s needs and may consist of the following communication options: Zoom, Phone, In-Person or Email.**

**To get started students may contact us as outlined below:**

- **Call the Center for Accessibility Resources & Services main number 978-556-3654 or email [centerforaccess@necc.mass.edu](mailto:centerforaccess@necc.mass.edu).**
- **Deaf and Hard of Hearing Services call 978-241-7045 (VP/Voice) or email [deafservices@necc.mass.edu](mailto:deafservices@necc.mass.edu).**
- **To request an Interpreter or communication access email: [interpret@necc.mass.edu](mailto:interpret@necc.mass.edu)**
- **Individual staff members can be contacted via email**

COVID vaccinations are required to be on campus. NECC is a mask optional campus, however, please consider wearing a mask on campus to mitigate the risk of catching and spreading COVID-19. For current information please visit: Coronavirus Information and Updates and Student COVID-19 Vaccination Requirement.

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## Statement on Plagiarism and Academic Integrity

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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.

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## **NECC Outcomes Assessment (a College Statement)**

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NECC’s commitment to student success involves the evaluation of student work at the program, department, and/or campus levels to help ensure that students are achieving the learning outcomes identified by our programs and the college. This process may include the collection of such evidence as student classroom products or classroom-associated reports of student knowledge or skill demonstrations. All collected products will have any identifying information removed before they are reviewed. Results from these reviews are then aggregated to provide an overall view of students’ outcomes achievements. Assessments carried out at the program, department, and/or campus levels will not impact students’ course grades. The process of assigning grades will continue to be the responsibility of the course instructors. Any student who does not wish to have their products collected for program, department, or campus-level assessment can opt out by notifying their instructor.

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## Getting Help

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I am here to help you with this course and to make this an enjoyable and worthwhile experience. If you would like assistance outside of class, please send me an email to arrange an appointment on Zoom. Please do not wait until the last moment to ask for help. Remember, I am just an e-mail away.

### **Additional Educational Services**

**Tutoring:** NECC also offers FREE tutoring and other services at:

<https://www.necc.mass.edu/succeed/academic-support-services/tutoring-center/>

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## Lecture Syllabus

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Below is a tentative but probable schedule of topics and dates. The schedule could be adjusted should unforeseen circumstances occur.

### **Assignments**

On a module start date, a particular Lecture Topic will be under consideration. Your assignment is to use the resources provided to you to begin mastering that topic in preparation for an exam on that topic. As mentioned above, read the Learning Guide found on Blackboard for particular guidance on how to approach the material. The Lecture Outline will provide structure and organization for the lecture content, and it provides room to take notes. Supplemental handouts will reinforce and expand on anatomical and physiological topics of particular importance or complexity. And in the lecture videos, I will walk you through all (with a few exceptions) the material.

Anatomy and Physiology I

SCHEDULE - Summer 2025, Session I - Bio 121 B1A

Lecture and Lab: Presented in Hybrid Modality.

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

NOTE: the lowest exam grade may be dropped with the exception of the last exam:

- Nervous System

→ **Exam Administration** - exams administered on **BLACKBOARD** will open at 8 am and must be completed by 11:59 pm. Please plan accordingly.

→ **Unexpected College Closures or Interruptions** - Should there be an unforeseen college closure on a day when an exam is scheduled to be administered in class, the exam will be automatically administered on BLACKBOARD.

May 19 (Mon) → Start Module - Organization of the Human Body

May 20 (Tues) \* Continue Organization of the Human Body

May 22 (Thurs) → Start Module #2 – Cytology

May 23 (FRI) Exam - Organization of the Human Body (on Blackboard)

May 26 (Mon) Exam – Cytology (on Blackboard)  
→ Start Module - Histology

May 27 (Tues) \* Continue Histology

May 29 (Thurs) \* Continue Histology

May 30 (FRI) Exam – Histology (on Blackboard)  
→ Start Module - The Integumentary System

June 2 (Mon) Exam – Integumentary System (on Blackboard)  
→ Start Module – Skeletal (Osseous) Tissue

June 3 (Tues) \* Continue Skeletal (Osseous) Tissue  
\* Continue Histology

- June 5 (**Thurs**) → Start Module - Axial Skeletal System
- June 6 (**FRI**) *Exam – Skeletal (Osseous) Tissue (on Blackboard)*
- June 10 (**Tues**) → Start Module - Appendicular Skeletal System  
→ Start Module – Articulations
- June 11 (**Wed**) *Lab Practical #1 (on Blackboard)*
- June 12 (**Thurs**) ❄ Continue study of Skeletal System
- June 13 (**FRI**) *Exam – Articulations (on Blackboard)*
- June 17 (**Tues**) ❄ Continue study of Skeletal System  
→ Start Module – Glycolysis and Cellular Respiration
- June 19 (**Thurs**) ❄ Juneteenth Holiday - *no Class Meeting*
- June 20 (**FRI**) *Exam – Glycolysis and Cellular Respiration (on Blackboard)*  
→ Start Module - Myology
- June 23 (**Mon**) *Exam – Myology (on Blackboard)*  
→ Start Module #10 – Nervous System
- NOTE: The exam(s) that follow are non-droppable**
- June 24 (**Tues**) *Lab Practical #2 – Bone Practical (In Class)*  
❄ Continue Nervous System \*\*  
❄ Brain Dissection (Bring Safety Eyewear to class)
- June 27 (**FRI**) *Final Exam (Non-cumulative)– Nervous System (on Blackboard)*



# NORTHERN ESSEX COMMUNITY COLLEGE ACADEMIC CALENDAR, ABRIDGED

## Summer 2024

- Official NECC [Academic Calendar](#)

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Below is an *abridged* rendition of the Academic Calendar.  
Click the link above for the official NECC Academic Calendar.  
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### Summer Session I 2024

**Classes meet for 6 weeks Monday, May 20 - Friday, June 28**

Book Voucher Period

**Session I classes begin**

To receive a full refund for Session I,  
classes must be dropped by the close of business

See Student Affairs Hours and Refund Policy

**Memorial Day (College closed)**

No Show (NS) Rosters due by noon for Summer Session I classes

**Last Day to Withdraw with "W"**

**Juneteenth holiday (no classes)**

**Finals Period Day and Evening Classes**

Grades due by noon

May 13-31

May 20 (Monday)

May 24

May 27 (Monday)

May 31

June 10 (Monday)

June 19 (Wednesday)

June 22-28

July 3

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## Distance Education Course Interaction Plan (Form DE-2)

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This form is to be completed by the faculty of record. Students enrolled in this distance education course shall receive a copy of this completed form.

**Course Title:** *Anatomy and Physiology I*

**Faculty:** Noel Ways

**Email:** *nways@necc.mass.edu*

In-class Meetings: yes      Hybrid: yes      Asynchronous Course: Partial      Synchronous Course: Partial

**Asynchronous:** This form of distance education is characterized by an emphasis on “learning on demand” or “as-needed communication” between students and faculty from multiple locations at times convenient to participants.

**Synchronous:** This form of distance education entails the use of live, two-way communication among and between students and faculty in a scheduled or “fixed” point(s) of time(s), much like classroom-based instruction.

**In-class:** This form of education does not involve distance learning.  
Students and instructors meet in class on campus on fixed days, times, and locations.

This course may include, but not be restricted to, the following interactions:

	YES	NO
1. in-person meetings on campus	✓	<input type="checkbox"/>
2. In-person meetings (via Zoom), by appointment	✓	<input type="checkbox"/>
3. telephone interactions	<input type="checkbox"/>	✓
4. electronic interactions (email, internet ...)	✓	<input type="checkbox"/>

If yes, dates, times, and places are to be specified.

Students are encouraged to engage in the following interaction(s) for successful completion of this course:

Attend scheduled weekly in-class meetings for lecture, laboratory, and exam taking purposes

Discussion board promotes student-student and student-instructor interactions.

Student-instructor interactions occur weekly in-class, via email and announcements. Should a follow-up meeting be necessary, an online Zoom meeting may be scheduled at a mutually acceptable time.