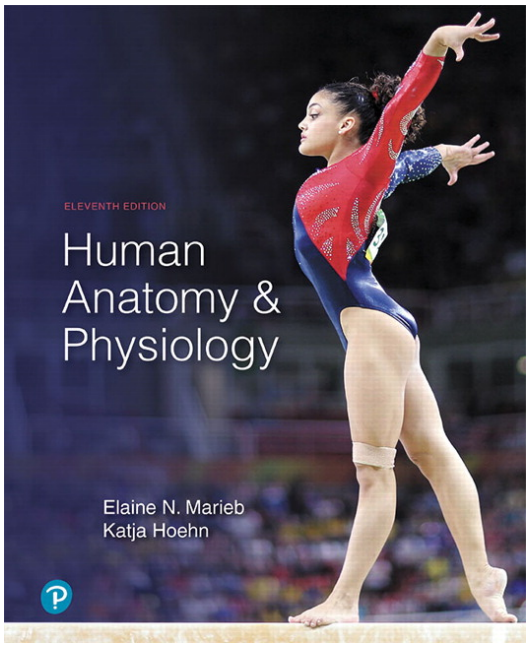
Human Anatomy & Physiology I Course Manual



A gastroenterologist walks into a bar. The bartender says, "I'd offer you a booth, but I assume you want a stool."

UNIVERSITY OF ALASKA FAIRBANKS

BIOL F111X (4 credits)
Summer 2020
Dr Jill Russell & Stephanie DeRonde

Table of Contents

Part I: Syllabus

1. Description of Human Anatomy & Physiology I

This is the first semester in a two-semester sequence of an integrated human anatomy and physiology course. We will be exploring the human body on a systems basis. The first semester includes an introduction to anatomical terminology, a review of chemistry and a discussion of cells and tissues before entering into the systems oriented material. The body systems that we will delve into this semester are the integumentary, skeletal, muscular and nervous systems. We will examine how the body systems work together and ultimately build an integrated picture of the human organism with an understanding of the driving principle of homeostasis and how the interrelationships and interdependency between body systems achieve homeostasis. This course will provide a basis of information enabling you to make informed decisions about your own health or help you as you pursue a career in the medical field.

This course meets a core curriculum requirement for UAF and usually meets the first half of a 2 semester requirement by programs such as Physical Therapy, Occupational Therapy and Physician Assistant. This course is required for students entering the AAS nursing programs at UAF/UAA, the BS nursing program at UAA, the Dental Hygiene program at UAA or UAF and the Radiologic Technology programs at UAA and UAF.

Lecture Instructor: Jill Russell, Ph.D., Visiting Professor of Biology
Office: MURIE 101B **E-mail**: jrussell4@alaska.edu
Office hours: M/T/W/R 9am – 10am, after lecture, or by appointment

Lab Instructor: Stephanie DeRonde
Office: **E-mail**: sderonde@alaska.edu
Office hours:

Course Meeting Times and Locations

Lectures: MURIE 104	M/T/W/R, 10:00am- 11:50am,	May 18 – Jun 26, 2020	
Laboratories: MURIE 303	**F61** - M/W	12:30pm-4:20pm	
	F62 - T/R	12:30pm-4:20pm	

Prerequisites: DEVM 106 and WRTG 111

Recommended: High School Biology, High School algebra; CHEM 104X; CHEM F105X-CHEM F106X

Required Text: *Human Anatomy & Physiology, 11th Edition*
Elaine N. Marieb & Katja Hoehn ISBN: 9780134580999, Pearson

Lab Manual: *Human Anatomy & Physiology Laboratory Manual, Cat Version,* 12 ed.
Marieb, ISBN 9780134806358, Pearson.

Course Website
Course materials and announcements will be posted on the course website on Blackboard. This utility is available via the UAF website. Students are expected to regularly log on to the A & P Blackboard site to keep current with course materials lecture notes, and course announcements. This utility provides many ways for students to communicate among themselves and with the teacher.

Recommended Workbooks
Kapit, W. and Elson, L.M. (2013). The Anatomy Coloring Book 4th Ed. Benjamin Cummings.
Kapit, W. Macey, R.I. and Meisami, E. (1999). The Physiology Coloring Book 2nd Ed. Benjamin Cummings.

How to Get Information on Human Anatomy & Physiology
There are many websites that provide excellent information on the different body systems – use them. You may also get great pictures and illustrations on Google images, etc.

This manual will act as your guide for this course. In it is a description of the course requirements, lecture and laboratory topics, and reading assignments, as well as general information to help you get the most out of this class. You should bring it to each class and refer to it regularly throughout the semester.

Student Objectives
General objectives for this semester are to gain an appreciation of the integrity of the human body and to gain a strong understanding of the unifying theme in biology – **homeostasis**. BIOL 111 emphasizes the importance of neural communication in the immediate and long-term maintenance of homeostasis. The course also covers how body systems function to maintain homeostasis on a moment-to-moment basis through cells, tissues, organs, and organ systems. Our goal is to provide you with information that will help you when facing medical situations in your future. By having an understanding of how the body works, you will be better suited to make informed decisions regarding your health, the health of your family, and the health of the people you serve.

Learning Outcomes and Performance Indicators
The purpose of the Core Curriculum in an undergraduate education at UAF is to provide students with a broad range of learning experiences in order to create a habit of mind conducive to a lifetime of learning in a diverse society. Although BIOL 111 is primarily focused on learning biological content, you will also be asked to make connections to Cultural Competence, Ethics, Integrative Learning, Communication, and Critical Thinking. Each lecture will include discussions of health, disorders, aging, exercise and development to provide students with real life application and everyday relevance of each organ system. The Learning Outcomes and Performance Indicators that are addressed and assessed in this course are detailed below.

Critical Thinking: Support claims and conclusions
1. **Problem definition:** You will complete and be assessed on problem definition by completing Lecture Exams, Case Studies and Lab Quiz/Practical questions. For example, you will determine how a drop in blood pressure affects urine production.

2. **Quantitative literacy:** You will be assessed on elements of Quantitative Literacy by completing Lab worksheets and Lab Practical questions. For example, you will calculate the movement of various molecules through a semipermeable membrane based on molecular weight cutoff.
3. **Scientific literacy & Synthesis:** You will be assessed on your Scientific Literacy by completing Lecture exams, lecture/lab quizzes, and Lab Practical questions. For example, you will collect experimental data in labs on diffusion and be assessed on your laboratory worksheet questions on your ability to draw rational inferences and draw the appropriate conclusions from those experiments. **Competence in critical thinking will enable you to perform well on tests by evaluating class material beyond rote memorization.**

Group work as occurs in laboratory settings also requires you to display effective communication skills, leadership skills, ethical behavior, and cooperative learning, with sensitivity to the needs and learning styles of your fellow classmates.

We will use a variety of approaches to understand these concepts and achieve the learning outcomes:

1. **Lecture and discussion.** In lecture, we will talk about the basic concepts in A&P. Opportunities for discussions will be available on a regular basis. An important source for this information is from the textbook and lab manual. These are excellent resources and you will want to keep them as references.
2. **Hands-on experience.** In the laboratory, we will study human organ systems and metabolic and physiological processes discussed above by dissection, observation (microscopic & models), and experimentation. Trying to get from the laboratory exercises a feeling for the set of specific facts presented, an understanding of the procedures used, and experience in extrapolating to new information and processes will be very important.

Student Learning Goals

By the end of the semester, you will:	**Evaluated by:**
1. Build a body of knowledge of anatomical and physiological terms	Lecture and lab assignments, exams and practicals
2. Be able to use this terminology to describe an anatomical feature of the body, a chemical process within the body and apply your knowledge of medical terminology to new words and concepts	Classroom activities and assignments, homework and laboratory questions, lecture tests & lab practicals
3. Investigate how homeostasis is achieved through the integration of all the functions of the body from the cellular level through tissues, organs to interactions between the organ systems	Classroom activities and assignments, homework and laboratory questions, lecture tests & lab practicals
4. Identify the features of tissues of the body on histological preparations (microscope slides) and explain how these microscopic structures contribute to homeostasis	Laboratory questions, lecture tests & lab practicals

5. Demonstrate knowledge of the scientific method, basic experimental design and purpose of the peer review process	Term lab based experiment; includes peer review of individually written lab reports
6. Describe the structure and functions of cells, tissues, organs, and the integumentary, skeletal, muscular & nervous systems.	Classroom activities and assignments, homework and laboratory questions, lecture tests & lab practicals

In summary, it is our hope that through this course you will: understand the connections within human A & P; see the relationship of this material to what you already know; take the skills and competencies you learn in this class and apply them in your life. An understanding of the course material will make you more scientifically literate, and help you become a more informed citizen, parent, patient and clinician.

Your minimal responsibilities for this course are defined in the Course Requirements section below. Be aware, however, that your performance on quizzes, exams and laboratory practicals often depends on how well you integrate all of the different kinds of information you receive from lectures, discussions, laboratory exercises, and your own experiences. Therefore, do not think of those assignments as separate entities but rather as parts of a jigsaw puzzle; together the complete concepts emerge.

2. Course Requirements

Rubrics and Learning Objectives
Where appropriate (e.g., Case Studies or the lab worksheet), I will provide individual rubrics for an activity at the time that it is assigned. Learning outcomes for each chapter will be included in every PowerPoint. These tools can be used to guide you in writing assignments and studying for exams and practicals. The following is an overall grading rubric for the course.

1. Exams	45%
2. Lecture Quizzes (drop lowest)	10%
3. Term Quizzes (drop lowest)	10%
3. Lab Worksheets/Quizzes (drop lowest)	7%
4. Laboratory Practicals	18%
5. Class Participation (attendance)	10%
Total:	**100%**

Grading
The class will be graded on a straight percentage basis:

90-100% = A
80-89% of total points = B
70-79% of total points = C
60-69% of total points = D
below 60% of total points = F

I will not grade on a curve. This means that in principle everyone will be able to get an A in this course (but of course everyone will also be able to get an F). However, I am confident that you will work hard enough to avoid this scenario.

Note: Be aware that the grading scale above will be used without exception. Therefore, for example 89.9% will result in a final grade of B and 59.9% will result in a final grade of F. The 0.1% difference may seem like a small difference, but since it is based on many separate grades, it truly reflects a level of performance that does not warrant a higher grade. Being on the right side of the cut-off is your responsibility!

Lecture Exams
Five exams will be given (see course manual section 3 for dates). Exams will cover any material presented in all lecture meetings from the beginning of the course (exam 1) or since the last exam (exams 2-4). These materials include assigned readings fully or partially discussed in class. The questions will be multiple choice, matching, true/false and essay. The exams will not be passed back for you to keep. You will have the opportunity to see them in my office to review your exams. **You may NOT leave the room during an exam to use the restroom.**

Term & Lecture Quizzes
1. **Term Quizzes:** Six terminology quizzes will be given (see section 3 for dates). Each term quiz will cover terms from the list of root words that is posted on Blackboard**.** The questions will all be matching.
2. **Lecture Quizzes:** Lecture quizzes will be given on a regular basis (see section 3 for dates). Each lecture quiz will be based on the big picture of homeostasis at the system level and on

the details of homeostasis at the cellular level, the relationship of form and function, and information previously covered in lecture and chapter readings. These quizzes will include Case Studies. The questions will all be multiple choice, or true/false or matching.

Class participation
Attending lectures and actively engaging in the material is crucial for successful completion of this course. Students are expected to attend classes regularly. They must meet the requirements of the course as set by the instructor and stated in the course syllabus (UAF UG Catalog).

Arriving Late: Students who come into class after attendance has been taken will be considered absent. *It is not my responsibility to notice who drags in late.* Students who leave early from lecture or lab will be counted as absent.

Absences: An absence in either lecture or lab will result in the student receiving no grade for work completed or quizzes taken that day – including the RQ. If for any reason you must be absent, get notes from a friend. Documentation for a *possible* excused absence must be turned in within two days of a missed test / assignment or any relevant grade will be recorded as a zero.

Missing Exams: If you are not able to attend an exam you must let me know as soon as possible in advance; only emergency situations (e.g., serious illness (doctor's note required), and death in the family) will be considered. So, oversleeping, forgetting the exam date, scheduling a doctor's appointment or having to work are NOT valid reasons and will NOT be considered. NO exam makeups will be offered.

Extra Credit
I usually have a few extra credit questions built into my exams and practicals. These are usually questions that are more challenging and assess the students at an 'A' level or higher (see the table above). There will be no retakes of tests for low grades, and no extra credit assignments.

Grading Errors
I urge you to read through your exam and bring to my attention any errors made in totaling your points. I also encourage you to see me about a re-grade if you feel that I have misgraded or misinterpreted your answer. Exams should be a learning exercise for all of us and are designed to measure your understanding of the material and core concepts. If you would like a re-grade you should return your test to me by following this procedure:

1. Consult the exam key to see what I accepted for full credit.
2. Explain in writing why you are requesting a re-grade.
3. Give your exam and explanation to me no later than one week after the exams or laboratory practicals have been returned.

Contacting your instructors
Please use only your university email to contact your instructors.

Classroom incivility
All of us are here to learn (yes, including me!) and we want a safe, comfortable environment in which to attend class and lab. All of us have witnessed behaviors in a classroom that are not

conducive to learning, on the part of both fellow students and instructors. Please be professional in your behavior and avoid the actions listed below. Thank you.

1. **Disruptive behavior**
   - Coming late or leaving early
   - Talking with classmates
   - Eating during lecture (covered drinks are OK in lecture)
   - Sleeping/snoring in class
   - Inappropriate language
   - Coming to class inebriated or high
   - Bringing children, friends or pets to class
   - Getting up during class and/or moving around
2. **Use of electronics**
   - Cell phones off during lecture please
   - No laptops/tablets or headphones please
   - Please ask before recording lectures
3. **Respect**
   - Be respectful of other's ideas, experiences and beliefs (in class & online)
   - Maintain the confidentiality of people in stories that you repeat or tell or hear
   - **No whining.** This is college, and you are expected to act like adults. The course is designed with the best pedagogical practices in place to meet the requirements of various accrediting agencies and professional associations. If you don't like the requirements of the course, then do not take this course.

3. Lab Policies

Objectives

The laboratory component of BIOL 111 is designed to meet several objectives. One is to provide students with experiences in making scientific observations of physiological phenomena. This typically involves the use of the scientific method, electronic equipment, and group effort. For the most part, scientific study is done by groups of investigators, rather than individuals working alone. In this course, you will use a hands-on approach and work in small groups to conduct experiments designed to illustrate the physiological concepts presented in lecture. You will also explore some of the bio-ethical and environmental issues facing society today and discuss their social and economic impact.

Lab Assignments

The lab schedule is located in section 3 of this syllabus. You will work in pairs in the laboratory. Students will perform activities each week based on the exercises in the lab manual. The laboratory assignments will consist of **completion of review sheets** in the lab manual**, worksheets or quizzes**. In order to take full advantage of the time you have in the lab classroom, please READ THE LAB BEFORE you arrive in lab. Students will not keep lab worksheets but the keys to the worksheets will be available on Blackboard at the end of each week.

Laboratory Practicals

Three laboratory practicals will be given (see course manual section 3 for dates). These will cover information from the previous two laboratory sessions. Questions will be in reference to actual specimens (microscopic or gross), drawings, models, or photographs and, among others, will ask for specific information on identity, function, and relationship to other structures. Students will circulate between stations during the lab practical and will have the opportunity to revisit each station once all students have cycled through.

Lab Safety

In order for us all to experience an enjoyable and productive laboratory environment, we have to observe some basic lab safety rules. Here are a few examples. We will go over all safety rules, emergency procedures and accident reporting in depth during the first lab. You are required to watch all safety videos posted on Blackboard.

- No food, drink, hard candy, gum or cough drops allowed in the lab.
- Hair longer than shoulder length must be tied back.
- In case of fire, gather coats (and medications if there is time) and exit into the hallway. Go down the stairwell to the left to the bottom floor and exit the building through the loading dock doors. DO NOT use the elevator! The class is to walk to and gather in the Theatre and report to me once all of us are there.

The following are the expectations of the students:

- Students are expected to come to lab prepared to perform lab, and to ***read the instructions for the lab ahead of time***.
- *A student who is 10 minutes late for class will be considered absent.* (We have a lot to accomplish, and cannot stop to catch someone up)

- Attend every lab**. If a student misses more than one lab, the student will be dropped from lab and will receive an F for lecture.**
- **Excused absences**: If you will not be able to attend lab, you must provide documentation (doctor's note or parent's note in the case of a funeral) proving that you were unable to attend lab that day.
    - If you are an athlete, or attending a university organized trip, you must present documentation in advance of the function. You will be allowed to attend a different lab section that week, provided that you schedule it with your lab instructor in advance. If you don't take care of this in advance, then you cannot attend a different lab section.
- *If you oversleep or are feeling ill on the day of lab and you miss lab, you MAY NOT make up the lab by attending a different lab section.*
- *Scheduling a doctor's appointment during lab time is NOT considered an excused absence.*
- *Students who leave early from lecture or lab will be counted as absent and will receive no grade for work completed or quizzes taken that day.*
- ***Missed lab and practicals may not be made up.***

Open Lab: Prior to each Lab Practical, the lab classroom will be open for students to view slides and anatomical models. The open lab dates will be announced during class.

Part II: General Course Information

4. Additional Policy Information

Disabilities Services
The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. We will closely work with the Office of Disabilities Services (203 WHIT, 474-7043 or 474-1827 TTY; email: fydso@uaf.edu) to provide reasonable accommodation to students with disabilities.
To ensure that everyone has equal opportunities to succeed in this course, please let me know if we need to accommodate any disabilities that you may have. Any information you provide will be held strictly confidential.

Support Services
Computer labs in 301 Bunnell and 407 Bunnell are available for your use, including printing.
For general support services, please contact Student Support Services, 508 Gruening Building, Phone: 474-6844, E-mail: fysssp@uaf.edu.

Electronics in the classroom & lab
No laptops are allowed in the classroom and lab. No electronics like iPods, music players, and alike are allowed in the classroom and lab. Cell phones need to be turned off. Any violation of this policy will result in confiscation of your electronic gadget without recourse.

Information on Dropping Classes
You will find the drop dates for the current semester at:
http://www.uaf.edu/summer/information/calendars/.

Part II: General Course Information
5. Tentative Lecture Schedule, Assignments & Exams

Biology 111X, *Tentative* Lecture Schedule, Summer 2020

Date	Day	Lecture Topic	Reading	Term Quiz	Lecture Quiz
May 18	Mon	Introduction & The Human Body	Chapter 1		
May 19	Tue	Chemistry Comes Alive	Chapter 2	**A-B**	
May 20	Wed	Cells	Chapter 3		
May 21	Thur	Cells			**Quiz 1**
May 25	Mon	NO CLASS			
May 26	Tue	**Exam 1**			
May 27	Wed	Tissues	Chapter 4	**C-D**	
May 28	Thur	Integumentary System	Chapter 5		
Jun 1	Mon	Bone Tissue	Chapter 6		**Quiz 2**
Jun 2	Tue	**Exam 2**			
Jun 3	Wed	Axial Skeleton	Chapter 7	**E-H**	
Jun 4	Thur	Appendicular Skeleton	Chapter 7		
Jun 8	Mon	Joints	Chapter 8		**Quiz 3**
Jun 9	Tue	**Exam 3**			
Jun 10	Wed	Muscle Tissue	Chapter 9	**I-M**	
Jun 11	Thur	Muscular System	Chapter 10		
Jun 15	Mon	Muscular System			**Quiz 4**
Jun 16	Tue	**Exam 4**			
Jun 17	Wed	Nervous Tissue	Chapter 11	**N-P**	
Jun 18	Thur	CNS	Chapter 12		
June 22	Mon	PNS	Chapter 13		
June 23	Tue	ANS	Chapter 14	**R-Z**	
June 24	Wed	Senses	Chapter 15		**Quiz 5**
June 25	Thur	**Final Exam**			

6. **Tentative Lab Schedule, Assignments & Dissections**

BIOL 111 *Tentative* Lab Schedule and Dissections Summer 20			
Lab Dates	**Lab Exercise**	**Activity #**	**Dissections**
May 18 & 19	Safety, Lab Supplies, etc # 1: The Language of Anatomy # 2: Organ Systems Overview #46: Surface Anatomy Roundup	All Activities All Activities	Kidney Rat
May 20 & 21	#4: The Cell - Anatomy	Activities 1-5	
May 25 & 26	#6: Classification of Tissues	All Activities	
Jun 1 & 2	**Lab Practical #1**		
Jun 3 & 4	#9: Axial Skeleton	Activities 1-5	
	#10: Appendicular Skeleton	All Activities	
Jun 8 & 9	#10: Appendicular Skeleton	All Activities	
	#11: Articulations	Activities 1-3, 5-9	
Jun 10 & 11	**Lab Practical #2** #12: Microscopic Muscle Anatomy		
Jun 15 & 16	#13: Muscular System	All Activities	
Jun 17 & 18	#15: Histology of Nervous Tissue	#1-3	
	#17: Brain & Cranial Nerves #19: Spinal Cord & Nerves	#1,2, dissection #1-3	Sheep Brain
Jun 22 & 23	#20: Autonomic Nervous System #21: Reflexes	#1&2 #1, 3, 8	
	#23-26 Special Senses	Various Activities	
Jun 24 & 25	**Final Lab Practical**		

7. How to Get the Most Out of the Course

1. **Thirty-six hours each week is the minimum amount of time you will have to commit to this course in order to do well.** Eight hrs in lectures, 24 hrs study related to lecture content, 4 hrs in lab, & 12 hrs study related to lab content.

2. Do the assigned readings before coming to class. This will help you understand the lecture material and see how a topic is going to be developed. It will also give you the necessary background to participate meaningfully in class discussions.

3. Establish a schedule of study that includes some time set-aside for review. Ex., as we discuss muscle function, review the anatomical organization of muscle tissue.

4. Never cram for a test. You will just get by in the course, and you will not to learn & understand the subject. Remember, you will only get out of the course what you put in to it.

5. Don't be embarrassed or afraid to admit that you are having difficulty. We should all work together to see that everyone learns. Please contact me, because I want this class to be a successful learning experience for everyone. I have office hours because I want to help you succeed; use me!

6. Read the laboratory exercise before coming to lab. This will allow you to concentrate on the substance of the exercise rather than on the procedures.

7. Do the lab work thoroughly and carefully. Don't just say to yourself, "Yeah, I understand it." Quiz yourself. Ask me or a friend to quiz you informally. That is one of the surest ways to determine if you really understand the material.

8. Learn the structures on the models and slides. Simply writing down the number of the structure for each model may help you locate it when studying, but it won't help you on a lab practical. How do you know if you have learned the material? Get the model or slide without any labels or keys and see if you can name all of the structures for the organ system being studied. If you can, great! If not, you don't know the material well enough to perform well on the practical.

9. Approach new terminology you will encounter by thinking about its derivation. You will discover that most of the terms can be understood with knowledge of relatively few Latin and Greek roots. Word roots, prefixes, suffixes, and combining forms and word roots are listed on the last two pages of the textbook. Avoid rote memorization.

10. Ask questions. This is the best way you have for clearing up confusing points and misunderstandings and to go beyond what we talked about in lecture. Learning to ask questions is the first skill that a scientist has to develop in order to find meaningful answers.

11. Have fun! Nothing works better than enjoying what you are doing. Please let me know at any time what I can do to improve the course.

8. Academic Honesty

UAF students are subject to the Student Code of Conduct. In accordance with board of regents' policy 09.02.01, UAF will maintain an academic environment in which freedom to teach, conduct research, learn and administer the university is protected. Students will benefit from this environment by accepting responsibility for their role in the academic community. The principles of the student code are designed to encourage communication, foster academic integrity and defend freedoms of inquiry, discussion and expression across the university community.

UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or violates the rights of others is prohibited. Students and student organizations are responsible for ensuring that they and their guests comply with the code while on property owned or controlled by the university or at activities authorized by the university.

The university may initiate disciplinary action and impose disciplinary sanctions against any student or student organization found responsible for committing, attempting to commit or intentionally assisting in the commission of any of the following prohibited forms of conduct:

- cheating, plagiarism or other forms of academic dishonesty
- forgery, falsification, alteration or misuse of documents, funds or property
- damage or destruction of property
- theft of property or services
- harassment
- endangerment, assault or infliction of physical harm
- disruptive or obstructive actions
- misuse of firearms, explosives, weapons, dangerous devices or dangerous chemicals
- failure to comply with university directives
- misuse of alcohol or other intoxicants or drugs
- violation of published university policies, regulations, rules or procedures
- any other actions that result in unreasonable interference with the learning environment or the rights of others.

This list is not intended to define prohibited conduct in exhaustive terms, but rather offers examples as guidelines for acceptable and unacceptable behavior.

Honesty is a primary responsibility of you and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams, or take-home exams that contribute to their grade in a course, unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports.

3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents' policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the dean of student affairs, visit www.alaska.edu/bor/ or refer to the student handbook that is printed in the back of the class schedule for each semester. Students are encouraged to review the entire code.

9. Student Behavioral Standards (from the UAF Catalog)

Education at the university is conceived as training for citizenship as well as for personal self-improvement and development. Generally, UAF behavioral regulations are designed to help you work efficiently in courses and live responsibly in the campus environment. They are not designed to ignore your individuality but rather to encourage you to exercise self-discipline and accept your social responsibility. These regulations, in most instances, were developed jointly by staff and students. You should become familiar with campus policies and regulations as published in the student handbook.