

REPORT TO THE HOUSE AND SENATE COMMITTEES ON EDUCATION  
OF THE LOUISIANA LEGISLATURE



**RESPONSE TO HOUSE CONCURRENT RESOLUTION 9  
OF THE 2019 REGULAR SESSION  
JANUARY 9, 2020**

## OVERVIEW OF THE RESOLUTION

Through the passage of House Concurrent Resolution 9 of the 2019 Regular Session, the Louisiana House requested that the Board of Regents and the State Board of Elementary and Secondary Education collaboratively study the feasibility and advisability of allowing Anatomy and Physiology to count in addition to, rather than as a substitute for, Biology II for purposes of satisfying high school graduation requirements and for determining student eligibility to receive a Louisiana Taylor Opportunity Program for Students award.

## BACKGROUND

**Human Anatomy and Physiology** is a full year, one-credit course which addresses the study of the structure and function of human body systems from the basic cellular level to the complex organismic level of organization. Content includes the interactions within and between systems of the body, and takes an in-depth look at how systems of the body interact to maintain homeostasis.

The course builds on knowledge students have acquired from the Life Sciences, specifically Biology. Students extend knowledge of the growth and development of human body systems, as well as understandings of the function and structure of such systems. Content focuses on anatomical and physiological systems, and the essential requirements for life to occur and maintain itself. Students investigate the disciplinary core ideas while understanding the applicable cross-cutting concepts.

Furthermore, students:

- develop laboratory practices, including using proper safety procedures and maintaining laboratory equipment;
- connect previously learned scientific concepts; and
- use academic language.

Laboratory activities such as the following should be incorporated: histological studies, dissections, urinalysis, and blood-testing simulations.

Human Anatomy and Physiology is specifically beneficial for students preparing for college level courses and careers in health related science fields.

## FINDINGS

In an effort to solicit full participation and feedback on Human Anatomy and Physiology, the Department of Education and Board of Regents met with the Higher Education Statewide Council of Chief Academic Officers to

examine course syllabi, guidelines, and content standards developed by the Department’s Academic Content team with input from K-12 science educators. For an analysis of TOPS eligibility, the Department consulted with Dr. Sujuan Boutté, Executive Director of the Louisiana Office of Student Financial Assistance.

<b>Human Anatomy and Physiology Working Group</b>	
<b>Participant</b>	<b>Agency/Organization</b>
Ken Bradford	Student Opportunities, LDOE
Tristen Guillory	Student Opportunities, LDOE
Leslie Hill	Policy, LDOE
Jill Cowart	Academic Content, LDOE
Lydia Hill	Academic Content, LDOE
LeAnn Detillier	Board of Regents
Phil Denete	Delgado Community College
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Susie Schowen	Louisiana Economic Development
Susan Bowers	Louisiana State University - Alexandria
John Hamlin	Louisiana State University - Eunice
Michael Levitzky	LSU Health Science Center – New Orleans
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Cliff Fontenot	Southeastern Louisiana University
Eddie Hebert	Southeastern Louisiana University
Christie Landry	Nicholls State University
Connie Conner	Beauregard Parish Schools
Julie Dubois	Iberia Parish Schools
Kristen Antoine	East Baton Rouge Parish Schools
Carol Wade	Bossier Parish Schools
Dawn Rush	Livingston Parish Schools
Kristen Sutton	Jackson Parish Schools
Kathy Bonsall	Calcasieu Parish School

The majority of Louisiana post-secondary institutions support Human Anatomy and Physiology as a core science course, concluding that it is essentially a course which builds on knowledge students have acquired from the Life Sciences, specifically Biology. The course extends knowledge of the growth and development of human body systems, as well as understandings of the function and structure of such systems and, thus, could count as a science course in high school. One campus (that voted *for* Human Anatomy and Physiology) noted that when including Human Anatomy and Physiology, it should be conveyed that a student can receive science credit for Biology II or Human Anatomy and Physiology, but not both.

Board of Regents staff concurred with the majority of Louisiana post-secondary education institutions that it would be reasonable to add Human Anatomy and Physiology as a science course option in the TOPS-University high school graduation/Regents' Core/TOPS Scholarship eligibility.

Following the adoption of the new Louisiana state science standards, a more in depth course description and guidelines have been developed. This guidance has been made available in the science curriculum resources section of the educator toolbox on the Department's website.

## CONCLUSION

Act 359 of the 2013 Regular Louisiana Legislative Session allows the Department of Education to establish course equivalences for any course included in the definition of the TOPS Core Curriculum, subject to prior approval by BESE, with input from the Board of Regents. As such, BESE has approved Human Anatomy and Physiology to be accepted as a science course for purposes of satisfying high school graduation requirements and for determining student eligibility to receive a Louisiana Taylor Opportunity Program for Students award.

Given this recent work, and absent any new considerations, the Department of Education, the Board of Elementary and Secondary Education, and the Board of Regents do not recommend additional policy revisions at this time.