



ORIGINAL COURSE IMPLEMENTATION DATE: June 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): April 2032  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> BIO 105	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>										
<b>Course Full Title:</b> Human Biology <b>Course Short Title:</b> Human Biology											
<b>Faculty:</b> Faculty of Science	<b>Department/School:</b> Biology										
<b>Calendar Description:</b> Designed for non-science students with an interest in biology. Cell and organismal physiology, nutrition, reproduction, genetics, and organ systems are studied using the human organism as a focus.  Note: Students with credit for any Biology course numbered above 110 cannot take this course for further credit.											
<b>Prerequisites (or NONE):</b>	None.										
<b>Corequisites (if applicable, or NONE):</b>	None.										
<b>Pre/corequisites (if applicable, or NONE):</b>	None.										
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s):  <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): <b>36</b>										
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td style="text-align: center;">0</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>	Lecture/seminar	45	Supervised laboratory hours (science lab)	0					<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	45										
Supervised laboratory hours (science lab)	0										
<b>Total hours</b>	<b>45</b>										
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>										
<b>Department approval:</b>	<b>Date of meeting:</b>										
<b>Faculty Council approval</b>	<b>Date of meeting:</b> November 28, 2025										
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> April 24, 2026										

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Describe the unifying principles of biology: cell theory, gene theory, evolution by natural selection, and homeostasis at an introductory level.
2. Describe how the human body functions at the level of molecules, cells, and organ systems.
3. Summarize human physiological processes.
4. Explain the implications of human physiological processes for human function and health.
5. Critically evaluate the scientific merits of information and claims about human function and health that are disseminated in the public.
6. Address scientific questions using the scientific method, including developing hypotheses, analyzing data (e.g. figures, tables, or simulated data), and interpreting results.
7. Reflect on course content in connection with Indigenous ways of knowing and living.

**Recommended Evaluation Methods and Weighting** (*Evaluation should align to learning outcomes.*)

Final exam:	35%	Assignments:	17%	Quizzes/tests/midterm:	48%
	%		%		%

**Details:**

Quizzes/tests/midterms include midterm (35%) and weekly quizzes (13%).

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Lectures, guest lectures, student small group activities, student presentations.

**Texts and Resource Materials** (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form.](#)*)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Goodenough, J.	Biology of Humans, Pearson 6 <sup>th</sup> ed.	Current
2.			
3.			
4.			
5.			

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)

n/a

**Course Content and Topics**

- Humans in the world of biology
- Chemistry comes to life
- The cell
- Chromosomes and cell division
- Stem cells, cancer
- Genetics and human inheritance, DNA
- Human genetic variation
- Reproductive systems
- Blood, cardiovascular and lymphatic systems
- Body defense mechanisms
- Respiratory system
- Urinary system
- Digestive system and nutrition