

# GRAYSON COLLEGE

## Course Syllabus

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**Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.**

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### Course Information

#### BIOL 2301 & 2101

#### Human Anatomy & Physiology I

#### Section:

#### Fall 2020

Face-to-Face course, Lecture meets 3 hours/ week & Lab meets 3 hours/week, testing conducted on campus in the lab

Hybrid course meets 3 hours/week, testing conducted on campus in the lab

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### Professor Contact Information

Professor name: McLaughlin, B.

Science Department Program Assistant: 903-463-8797

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### Course Pre-requisites, Co-requisites, and/or Other Restrictions

Although students must register for a separate course number for lab and lecture, the two components are in fact part of the same course and are separated for scheduling and reporting reasons. Final grades are derived from the combination of both lecture and laboratory grades (60%/40% respectively). Together the lecture and laboratory components satisfy the state learning objectives (CS1, CT2, CT3, EQS2, and TW1) and therefore must be taken concurrently.

Prerequisite: College Readiness in reading required. Students must have passed the reading portion of the THEA (score of at least 230)

Concurrent enrollment in BIOL 2101 is required.

Prior completion of General Biology I (BIOL1306/1106), or Survey A&P (BIOL2404) is strongly recommended.

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### Course Description

**BIOL 2301. Anatomy and Physiology I. (3-0-3).** Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

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**BIOL 2101. Anatomy and Physiology Laboratory I. (0-3-1).** The lab provides a hands-on learning

experience for exploration of human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous, and special senses.

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## **Student Learning Outcomes**

### **State Core Objectives Met in this Combined Lecture and Lab Course:**

1. Communication Skills, CS1 – Students will develop, interpret, and express ideas through written communication.
2. Critical Thinking Skills, CT2 – Gather and assess information relevant to a question.
3. Critical Thinking Skills, CT3 – Analyze, Evaluate, and Synthesize Information.
4. Empirical and Quantitative Skills, EQS2 – Students will describe, explain, and predict natural phenomena using the scientific method.
5. Teamwork, TW1 – Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

### **Student Learning Outcomes Met in this Combined Lecture and Lab Course:**

1. Students will be able to locate and identify the various regions of the human body as well as the organs and their associated functions.
2. Students will be able to demonstrate an understanding of the integumentary, skeletal, muscular, and nervous systems and their interrelatedness.
3. Students will be able to identify the structures of the human cell and their related functions, including metabolism and cellular respiration.
4. Students will be able to demonstrate working knowledge of the chemical process of the human body as well as the physical properties that govern them.

### **State Learning Outcomes Met in this Combined Lecture and Lab Course:**

#### Lab component

Upon successful completion of this course, students will:

1. Apply appropriate safety and ethical standards.
2. Locate and identify anatomical structures.
3. Appropriately utilize laboratory equipment, such as microscopes, dissection tools, general labware, physiology data acquisition systems, and virtual simulations.
4. Work collaboratively to perform experiments.
5. Demonstrate the steps involved in the scientific method.
6. Communicate results of scientific investigations, analyze data and formulate conclusions.
7. Use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.

#### Lecture component

Upon successful completion of this course, students will:

1. Use anatomical terminology to identify and describe locations of major organs of each system covered.
2. Explain interrelationships among molecular, cellular, tissue, and organ functions in each system.

3. Describe the interdependency and interactions of the systems.
4. Explain contributions of organs and systems to the maintenance of homeostasis.
5. Identify causes and effects of homeostatic imbalances.
6. Describe modern technology and tools used to study anatomy and physiology.

**Course Competencies:**

A student completing this course can expect lectures covering the following topics in detail, and will be tested over each section as announced by the instructor. Within each section of Anatomy and Physiology I, content may or may not be covered in the sequence presented here. Content topics need not be taught in single blocks, yet may be integrated. Unifying themes, such as homeostasis, are emphasized throughout.

**Body Plan and Organization**-Students who have completed this section of the course should understand the scope of studies in anatomy and physiology and be able to use and understand descriptive anatomical and directive terminology.

**Homeostasis**-Upon completion of this section of the course, students should be able to explain the basic concept of homeostasis and how homeostatic mechanisms apply to the body systems.

**Chemistry and Cell Biology Overview**-Students who have completed this section of the course should be able to identify cellular structures and explain their respective functions.

**Histology**-Completion of this section of the course should enable the student to be able to describe the basic tissues of the body, indicate their location, and explain their functions.

**Integumentary System**-Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the integumentary system and describe the functions of the system.

**Skeletal System**-Completion of this section of the course should enable a student to be able to identify and describe the major gross and microscopic anatomical components of the skeletal system and describe the functions of the system.

**Muscular System**-Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the muscular system and explain their functional roles in body movement, maintenance of posture, and heat production.

**Nervous System**-Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the nervous system and explain their functional roles in communication, control, and integration.

**Special Senses**-Completion of this section of the course should enable a student to be able to identify and describe the major gross and microscopic anatomical components of the eye and ear, and explain their functional roles in vision, hearing, and equilibrium. Students should also be able to identify and locate the receptors responsible for olfaction and gustation and briefly describe the physiology of smell and taste.

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**Required Textbooks****LECTURE (REQUIRED)**

Anatomy and Physiology, 1<sup>st</sup> edition, OpenStax College, 1st edition (January 1, 2013). **ISBN-13:** 978-1938168130

This is a FREE download with options to order print copies. Go to: <https://openstax.org/details/anatomy-and-physiology> , select how you want to access the book. I will provide pdfs of the chapters in your Canvas modules.

## LAB (REQUIRED)

Exploring Anatomy & Physiology in the Laboratory, 3rd Edition by Erin C. Amerman, Morton Publishing Company, ISBN 9781617316203. This is CHEAPER and better than the McGraw-Hill manual

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## Required Assignments & Academic Calendar

*(Topics, Reading Assignments, Due Dates, Exam Dates and where/how exams will be administered)*

**In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.**

### Important Dates:

First day of classes:

Schedule changes to courses:

Census Date

Last day to drop/withdraw from course:

Lecture Final Exams:

## SEQUENCE OF INSTRUCTION

Week 1	Chapter 1	An Introduction to the Human Body
Week 2	Chapter 2	The Chemical Level of Organization
Week 3	Chapter 3	The Cellular Level of Organization
Week 4	Test 1	Chapters 1, 2 & 3
Week 5	Chapter 4	The Tissue Level of Organization
Week 6	Chapter 5	The Integumentary System
Week 7	Chapter 6	Bone Tissue & Skeletal System
Week 8	Test 2	Chapters 4, 5 & 6
Week 9	Chapter 7	Axial Skeleton
Week 10	Chapter 8	Appendicular Skeleton
Week 11	Chapter 9	Joints
Week 12	Chapter 10	Muscle Tissue
Week 12	Test 3	Chapters 7, 8, 9 & 10
Week 13	Chapter 12	The Nervous System and Nervous Tissue
Week 14	Chapter 13	Anatomy of the Nervous System
Week 14	Chapter 14	The Somatic Nervous System
Week 15	Chapter 15	The Autonomic Nervous System ONLY parts!
Week 16	Test 4	Chapters 12,13,14,15
		Comprehensive Final

## SEQUENCE OF LAB INSTRUCTION

Week 1	Lab Safety
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Week 1	Introduction to anatomical terms Exercises 1.2 Directional terms, 1.3 Regional terms,
Week 1	1.4 Body cavities & Membranes, with fetal pig dissection, 1.5 Planes of Section and 1.6 Organs and Organ Systems
Week 1	Chemistry Exercises 2.2 pH, acids, bases, 2.2 buffers,
Week 1	Chemistry Exercises 2.3 enzymes and chemical reactions
Week 2	Introduction to microscope
Week 2	Cytology Exercise 4.1 Organelles and cell structures,
Week 2	Exercises 4.2 Diffusion, 4.3 Osmosis and tonicity
Week 2	Cytology Exercise 4.4 Mitosis and cell cycle
<b><u>Lab Practical 1</u></b>	
Week 3	Holiday
Week 3	Histology Exercise 5.1 Epithelial tissue
Week 3	Histology Exercise 5.2 Connective tissue
Week 3	Histology Exercises 5.3 Muscle tissue, 5.4 Nervous tissue
Week 4	Integumentary Exercises 6.1 Skin anatomy and accessory structures, 6.2 Histology of integument
Week 4	Skeletal system Exercises 7.1 Histology of osseous tissue, 7.2 Chemical components of bone tissue,
Week 4	Skeletal system Exercise 7.3 Bone markings and bone shapes, and 7.4 Anatomy of long bones
<b><u>Lab Practical 2</u></b>	
Week 5	Skeletal System Exercise 8.1 Skull
Week 5	Skeletal System Exercises 8.2 Remainder of the Axial Skeleton, 8.3 Appendicular Skeleton
Week 5	Articulations Exercises 9.1 Classification of joints, 9.2 Synovial joints, and some of 9.5 Motions of synovial joints
Week 5	Muscular System Exercises 10.1 Skeletal muscle and 10.2 Muscle origins, insertions and actions
Week 6	Muscular System Exercises 10.1 Skeletal muscle and 10.2 Muscle origins, insertions and actions

Week 6	Muscular System	Exercises 10.1 Skeletal muscle and 10.2 Muscle origins, insertions and actions
Week 6	Muscle Tissue	Microscopic anatomy of skeletal muscle
<b><u>Lab Practical 3</u></b>		
Week 7	Nervous System	Exercise 12.1 Neurons and neuroglia
Week 7	Nervous System	Exercise 13.1 Anatomy of the brain
Week 7	Nervous System	Exercise 13.1 Anatomy of the brain and Exercise 13.2 The spinal cord
Week 7	Nervous System	Exercise 14.2 The cranial nerves
Week 8	Nervous System	Exercise 15.1 Anatomy of the Eye, Vision
Week 8	Nervous System	Exercise 15.2 Anatomy of the ear, hearing and equilibrium

### **Lab Practical 4**

### **Comprehensive Final Practical**

**Note: The sequence of instruction may be modified during the semester. Students will receive notification from the instructor of any changes**

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### **Methods of Evaluation**

Anatomy and Physiology I is a composite course, composed of a Biology 2301 lecture section and a Biology 2101 laboratory section. 60% of the composite course grade will come from the student's performance in the lecture section. The remaining 40% of the composite course grade will come from the student's performance in the laboratory section. The student's final composite course grade will be calculated by their lecture professor at the end of the semester. **The resulting letter grade will be reported to the registrar as the final grade for both the laboratory and lecture sections.**

### **LECTURE COMPONENT**

Four major examinations will be given at scheduled times throughout the semester. Dates of the examinations will be announced in class. There will be no make-ups taken after an exam has been returned to the students. Students not taking the exam will receive a "0". Exams may be taken early as scheduled with the instructor for special circumstances. Exams may consist of multiple choice, matching, short answer, fill-in-the-blank, true and false and/or discussion questions. **Each exam will constitute 20% of the lecture grade.**

**Four (4) Reports** will be assigned and required to be turned in with each test. The reports will need to be submitted via email as a word document attachment. The reports need to be 3-5 pages in length, single spaced with 1 inch margins. The topics are as follows: Glucose, how and why it's important to the human body; Origin of human tissues, embryological origins; Bone formation and diseases associated with it; Meningitis. **These reports will count a total of 20% of the lecture grade.**

Lecture performance will be calculated in the following manner:

Add the four test grades, and the report grades, then divide by five to get the lecture average.

## LAB COMPONENT

One of your grades will come from a skills assessment. Your skill and use of the microscope will be demonstrated before the first practical. This performance assessment will count as extra credit added to first practical grade. Students will be given a microscope slide and microscope and asked to find the specimen in the microscope slide within a reasonable time frame at an appropriate magnification, as determined by the professor. **PLEASE note that this quiz CANNOT be dropped.**

A lab report will be submitted to fulfill the Core Competencies for the state. This report will describe the Enzymes experiment in lab 2, week 2), as well as the analysis of the data and your conclusions. The report will be written in proper scientific format and will be evaluated for both substance and writing quality. The lab report will be worth up to 10 extra points on the second practical grade. **The lab report grade may NOT be dropped.**

There will be four lab practicals given at scheduled times throughout the semester. Each practical will consist of 50 questions (each worth 2 points) with an additional bonus of 4 points. The students will be timed at each station of the lab practical (2 questions per station). Partial credit for answers will be awarded due to deductions such as ¼ point for incorrect spelling and ½ point for failure to designate right or left when identifying structures. The grade for each practical will constitute 25% of the final laboratory grade. Anyone missing a lab practical must take the Comprehensive Final Lab Practical at the scheduled time at the end of the semester. **For those who have taken all four practicals, the Comprehensive Final Lab Practical is optional.** It may be taken and substituted for a lower grade on one of the other four practicals. This will allow those who have taken all three practicals and the Comprehensive Final Practical to drop their lowest practical grade. Those who are satisfied with their grades do not have to take the Comprehensive Final Practical.

## Course Grading

Your final grade will be determined by both lecture and laboratory scores. Sixty percent (60%) of the final grade will be based on your lecture grade and 40% will be based on your laboratory grade. **You will receive the SAME grade in lecture and lab.**

To calculate a final grade in lecture and lab: You take the lecture grade and multiply by 0.60 and the laboratory grade multiplied by 0.40. You add the two resulting numbers together and get the final grade. e.g., you make a 72% average in lecture and an 86% in the laboratory. So you do the following:  $(0.72 * 0.60) + (0.86 * 0.40) = \text{final grade}$ . If you perform this equation, you calculate  $0.43 + 0.34 = 0.77$  or 77% as a final course grade, because your lecture grade contributes more to the final grade than your laboratory grade. This calculated grade will then be reported for BOTH lecture and lab sections to the registrar.

At the end of the semester, the laboratory instructor will communicate students' laboratory grades to the students' lecture professor for calculation of the students' final A&P1 course grades.

*Lab report and exam grades will be posted on Canvas, students should retain quiz scores to calculate class points*

Composite grades will be rounded up or down. For example, an average of 89.5 will be rounded up to a 90 and 89.4 will be rounded down to an 89.

Letter grades will be assigned as follows:

100 - 89.5	= A
89.4 - 79.5	= B
79.4 - 69.5	= C
69.4 - 59.5	= D
Below 59.4	= F

*Daily work and exam grades to be posted on Canvas*

### **Computer Hardware and Software Requirements**

Microsoft office and good internet browser, PC lap top or desk top preferred. Mobil phones are discouraged for testing.

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### **Methods of Instruction**

Students will work in groups to conduct experiments, collect data, draw logical conclusions and answer questions on biological principles presented in the lecture portion of this course. Students will dissect preserved specimens, work with models, and view prepared slides through the microscope. The instructor will present information on exercises to be done weekly and will be present during the scheduled lab period for assistance and to answer questions.

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### **Class Attendance**

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions.

In order for students to be counted as having attended a class before the census date, the following guidelines are to be used: • Physical attendance in class with an opportunity for instructor and student interaction • Submission of an academic assignment • Completion of an exam, interactive tutorial, or computer-assisted instruction • Attendance at a study group assigned by the faculty • Participation in an online discussion in the class • Contact with a faculty member to ask a question

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Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. More than two (2) absences are considered to be excessive. **In accordance with the College's Developmental Education Plan, students withdrawn from their only developmental course may be withdrawn from all academic courses.** In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When withdrawal occurs, any tuition refund would be made in accordance with state regulations.

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### **Student Conduct & Discipline**



## **Classroom Behavior**

Students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance and an attitude that seeks to take full advantage of the educational opportunity.

## **Defacing College Property**

Anyone caught defacing property in the lab will be responsible for cleaning, repairing or replacing the defaced property. The individual will also receive a zero (0) for the current lab assignment. Defacing property includes, but is not limited to, writing, marking or scratching on the tables, tabletops, chairs, cabinets, counter tops, shelving or walls.

## **Cell Phone Policy**

All cell phones and other electronic devices must be turned off before entering the classroom. Text messaging is not permitted during class. If you have an emergency and need to take a call during class, you must inform the instructor before the beginning of class. Turn your ringer to vibrate, and when your call comes in, pick up all of your belongings and leave the classroom. You may return to class the next time the class meets.

## **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include *minor* instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper),

- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else,

- Quoting or copy/pasting phrases of three words or more from someone else without citation,

- Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original,

- Submitting an assignment with a majority of quoted or paraphrased material from other sources, even if correctly cited, when original work from the student is expected,

- Copying images or media and inserting them into a presentation or video without citation,

- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation,

- Giving incorrect or nonexistent source information or inventing source information,

- Performing a copyrighted piece of music in a public setting without permission,

- Composing music based heavily on someone else's musical composition.

Please refer to your course syllabus. Infractions may result in disciplinary options on behalf of the faculty member and/or dean.

**The policy of the Science Department:** Any instance of a) plagiarism, b) collusion, c) cheating, or d) falsifying records, will result in a “0” for the assignment. The “0” assigned for cheating cannot be dropped or replaced by another grade when calculating the laboratory average.

- (1) The instructor will **communicate** with the students via email and the students are encouraged to communicate with each other during lab and in the class discussions.
- (2) The online participation will be **assessed and graded via canvas**;
- (3) The instructor will **monitor the online discussion chats**;
- (4) The professor and College expects a high **standards of appropriate online behavior** and that it will be will be maintained in all communications between the instructor and class mates. Rude behavior will not be tolerated.
- (5) If you can log into canvas and get onto YouTube One should be fine, technologically
- (6) The minimum **computer hardware and software requirements** are for the class should be Microsoft office, a web browser if you need any help, contact the IT department found on the college homepage
- (7) If needed, due to technical issues, test can be taken on campus after/before lab by appointment
- (8) Lab is every day and attendance is required
- (9) Please see the above **Academic Integrity**. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college’s policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

### **Basic Rules for the Compound Microscope**

1. Check the number on the microscope assigned to you with its corresponding place in the cabinet.
2. Grasp the microscope arm firmly with one hand, and lift the instrument carefully from the shelf. Hold it upright and close to your body when carrying it. Gently place it on the laboratory bench away from the edge of the bench.
3. Remove the dust cover, uncoil the power cord, and plug it into an appropriate outlet.
4. Examine the microscope to see if any damage is apparent or if the microscope was put away in an unacceptable condition, if so report this immediately to your instructor.
5. Clean all lenses by wiping several times with an acceptable lens paper. Do not use paper towels, Kleenex, clothing, or other types of material on lenses. Especially do not use Kimwipes!
6. Examine the stage to see if it is free of oil, that no slide has been left on the stage, and that the stage is racked all the way down into the lowest possible position. The scanning objective (or low power objective) should be in the path of light position. In other words, you want the objectives and the stage to be as far apart as possible.
7. Turn on the light to check if it is functional.
8. Follow your lab manual’s and instructor’s directions for using the microscope.
9. At the end of each lab session, turn off the light and check the stage to be sure no slide is on it and it is clean.
10. Clean all lenses with dry lens paper. If the oil immersion objective lens has been used, clean it last to avoid contaminating the other objectives with oil.

11. Rotate the nosepiece so that the scanning objective (low power objective) is in the light path.
12. Rack the stage down so that the objective and stage are as far apart as possible.
13. Unplug the power cord and rewind it. Replace the dust cover.
14. Carry the microscope as previously described back to the cabinet, returning it to its appropriate (numbered) place.

### **Biology Laboratory Safety Guidelines**

1. Locate safety equipment: know where to find exit(s), fire extinguisher, and first aid kit. Know how to use the safety equipment.
2. **Do not eat or drink in the laboratory.**
3. Monitor risk: inform the instructor if you are pregnant, taking immunosuppressive medicines, or have any medical condition that might require special precautions in the lab, such as medications that would influence your response or reflex time. Under NO circumstances should you attend a lab session while “under the influence” of any chemical substance.
4. Avoid spills: place liquids toward the center of the bench, away from the edges.
5. Labels: read labels carefully before removing substances from containers. Properly label glassware before use.
6. Dissection: use care at all times when handling sharp dissection tools. Wear disposable gloves when dissecting preserved materials. Cover open cuts with a bandage before donning gloves. Do not touch face or eyes while wearing soiled gloves, and wash hands immediately after gloves are removed.
7. Discard used chemicals and materials into appropriately labeled containers, do not dispose of them down the sink unless specified by the instructor.
8. Broken glass: be careful handling broken glassware with bare hands. Dispose of all cracked or broken glassware in a puncture resistant container found in S 200 (chemistry lab), not the regular trash can.
9. Report any spills, accidents, strange occurrences, or other safety incidents to the instructor. Immediately report damaged equipment to your instructor
10. Professional conduct is expected to avoid creating dangerous situations. If you have any questions concerning the safety of a procedure, consult your instructor.
11. To find the MSDS on any product used by Grayson, please go to this link and search <https://msdsmanagement.msdonline.com/?ID=C9DFE03B-6CE5-4E53-AD11-CB6588BAE690>
12. Thoroughly wash hands with soap and water before leaving the laboratory.

**You will be asked to sign the following during class:**

#### **Waiver of Liability**

As a Science student in a Grayson College laboratory course, I hereby confirm that I have been advised of laboratory safety measures and rules and agree to comply with these rules at all times during my enrollment in

this laboratory course. In addition, I agree to hold harmless GC in any event resulting from the laboratory environment.

### **Contact Lenses**

I am aware of the added health risks associated with wearing contact lenses in the lab, but have elected to do so against the advice of my instructor. (If unsigned, I have agreed not to wear contact lenses at any time during this course.)

### **Student Responsibility**

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

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### TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

Dr. Molly M. Harris, Title IX Coordinator (903)463-8714

Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646

Mr. Mike McBrayer, Title IX Deputy Coordinator (903) 463-8753

Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>

GC Police Department: (903) 463-8777- Main Campus) (903) 415-2501 - South Campus)

GC Counseling Center: (903) 463-8730

For Any On-campus Emergencies: 911

Grayson College campus-wide student policies may be found on our Current Student Page on our College website: <https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>

### **COVID-19 Syllabus Information**

Grayson College continues to monitor the evolving COVID-19 situation and align our college planning with guidance from the [local](#) and [state](#) health officials. Our primary goal is to protect the health and safety of our students, faculty, staff, and the Grayson community, while delivering quality education. We will continue to communicate as more information becomes available.

Safety requirements for students, faculty, staff, and the general public will be posted and kept current, so please stay tuned to your [Viking email](#) and the [COVID 19](#) page on the Grayson College website for additional information or other changes that may be announced.

## **Grayson College COVID-19 Safety Protocol**

The best way to prevent illness is to avoid being exposed to this virus. However, as a reminder, the Centers for Disease Control and Prevention (CDC) always recommends everyday preventive actions to help prevent the spread of respiratory diseases, including:

- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.
- Always wash hands with soap and water if your hands are visibly dirty. For information about handwashing, see [CDC's Handwashing website](#).
- Avoid touching your eyes, nose, and mouth.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Avoid close contact with people who are sick.
- Stay home when you are sick.

## **Grayson College COVID-19 Instructional Guidelines**

Grayson College continues to monitor information relating to the COVID-19 Pandemic. The College has taken steps to ensure that as many of our programs/courses can continue in the event that the College must re-institute partial and/or full campus closure to the public.

Quality education will be moved to a remote delivery format, when feasible, which includes one or more of the following methods:

- Live Streaming instruction (synchronous)
- Recorded instruction (asynchronous)
- Online or web activities using the Canvas platform
- Video capture, both live and recorded sessions
- Use of open educational resources ( [OER](#) ) in place of traditional textbooks

## **Grayson College COVID-19 Lab Safety Protocol**

In accordance with the Texas Department of Health and Human Services, Grayson College will follow these guidelines:

Groups of 9 or less may be scheduled for small group labs, where hands-on skills are necessary to be practiced or demonstrated

DMW 5.5.20

Social distancing will be practiced to reduce the risk of transferring germs

Faculty and students will be screened prior to entering a lab or classroom, which will include:

Taking each person's temperature

Asking CDC-standard questions

All persons will wash hands with soap and water upon admittance

Students and faculty will participate in sanitation and cleaning of equipment and workspace at the conclusion of each session

Students are encouraged to:

- Log in to [Canvas](#) and communicate with your faculty as needed.
- Study and complete assignments in a timely manner

· Ask questions along the way

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**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.**

**These descriptions and timelines are subject to change at the discretion of the Professor.**

**Grayson College campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.html>**

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