

INTRODUCTORY LAB: COURSE POLICIES

INTRODUCTORY LAB: COURSE POLICIES

Guide to General Aspects of the Operation of Anatomy & Physiology Labs

All about Your Labs, Teaching Assistants, Lab Rules & other Basic Information

General Objectives

The purpose of this section is to familiarize you with the course policies, general location of physical facilities and set up of the Anatomy & Physiology Labs and the kinds of experiments and laboratory exercises that you will be conducting this semester. During the Introductory Lab, your TA will give you a general overview of this semester's labs and lab policies. Please feel free to ask any questions regarding the labs themselves, grading procedures, or course policy. A detailed account of administrative matters is presented below.

General Information and Tips About Labs

When MCB 245 Labs Begin?

Due to the structure and over-all organization of the labs for this course there are **two lab components** which meet on different days each week. There are two 2-hour weekly lab periods that will meet on either Monday and Wednesday or Tuesday and Thursday. For a given lab section, both sessions will meet at the *same two-hour time period in the same room* on their respective days (e.g. Section M for MCB 245 meets on Tues. from 8:00 a.m. - 10:00 a.m. and on Thurs. from 8:00 a.m. - 10:00 a.m.).

Labs begin on Monday Aug 26th. For a detailed listing of the dates, please see the syllabus.

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SECTION CHANGE, ADD AND DROP INFORMATION

The deadline for students to add, drop, or change MCB 245 sections is Monday, Sep 9th 2019.

Students must at all times attend the laboratory section in which they are currently enrolled. Students will not be allowed to sit in other sections at other times for any reason without permission from the Course Coordinator.

Friday, Oct 18th, 2018 is the last day to drop the course or to elect the Credit/No Credit option.

To elect the Credit/No Credit option, students must apply in their College Office.

To drop the course after the drop deadline, students must petition a Dean in their college office and bring petitions to J. P. Swigart.

GENERAL INFORMATION & POLICIES OF MCB 245

The course faculty and the TAs are in charge of the orderly conduct of students in discussions and may exclude a student who does not comply with a reasonable request in this regard.

All students are assumed to have read and understood the *Code Of Policies And Regulations Applying To All Students, University of Illinois*, and will be expected to act accordingly. The *Code* is available online at: www.uiuc.edu/admin_manual/code/

Concerns with any aspect of the course should be addressed to J. P. Swigart through mcb245help@life.illinois.edu.

The deadline for grade corrections will follow the schedules posted under the Examinations and Laboratory Exercises sections of the course website - **NO EXCEPTIONS!** All requests for grade corrections must be by the appropriate deadline and submitted via mcb245help@life.illinois.edu

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Reference letters and recommendation forms are to be submitted to the student's TA, whose evaluation will be reviewed and countersigned by Dr. Brown.

The faculty and staff of MCB 245 are not responsible for any student personal belongings left during examinations or class periods.

MCB Curriculum Policies

Please visit the course website at <http://www.life.illinois.edu/mcb/245/> for complete and updated policies

Contacting MCB Course Personnel:

- MCB course personnel are more than happy to assist students.
- Emails to instructors, TAs, or course coordinators will only be answered if they come from an @illinois.edu account. We will only use this account in order to protect your educational information and profile. As a student, please remember that when you email a staff member, it is important to include all pertinent information so that we can assist you in the most efficient and effective manner possible. This information includes:
 - The course rubric in the subject line
 - Your full first and last name
 - Your NetID (the first part of your illinois.edu email account)
 - Your UIN (9 digit number that can be found on your iCard)
 - The course that you are concerned about (the course personnel often work with multiple courses)
 - Your section letter/number
 - The previous email "thread" or previous communicated information pertinent to the situation
- Your cooperation will help us respond much more quickly to your concerns.

Religious Observances and Practices:

Students are required to submit the Request for Accommodation for Religious Observances Form (which can be found at http://odos.illinois.edu/studentAssistance/downloads/Religious_Observance_Accommodation_Request_Form.docx) to their instructors and the Office of the Dean of Students

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requesting accommodation by the end of the second week of the course. Requests that are not submitted within this time frame may not be granted. Information about accommodations can be found in the Student Code: <http://studentcode.illinois.edu/>.

DRES Accommodations:

If a student has DRES (Disability Resources and Educational Services) accommodations, documentation must be submitted to course personnel by the end of the second week of class.

If a student believes that they need DRES accommodations, they should contact DRES at disability@illinois.edu.

How to Best Prepare for your Physiology Labs

For each lab we strongly urge you to read through the lab carefully before you come in to perform it. Where appropriate we also encourage you to read the assigned sections from your texts. For the designated sessions where physiology labs exercises are conducted, we will require that you complete the set of online prelab exercises prior to coming to lab to demonstrate that you have read the lab before beginning the session. We encourage you to use your lab manual and textbooks for references both outside of class and during lab.

Lab Teaching Assistant

Each lab period will have a teaching assistant (TA) in charge. You will have the same TA for both your two-hour anatomy lab and two-hour physiology lab times. You will attend the same lab periods (anatomy and physiology) that you are officially registered for under the guidance of the same TA each week for the entire semester. Since each of you have a specific lab times, you can have direct and close contact with your TA who will get to know you and keep track of your progress during the entire semester. You are well advised to get to know your lab TA and make yourself known to them since you will be interacting closely with them throughout the semester. Your TA will be in charge of overseeing your lab grades and all final decisions for the course grades are determined by your TA in consultation with Dr. Chester Brown as Instructor in charge of the MCB 245 lab course and J.P. Swigart the Course Coordinator according to the grade scale provided in this packet. Your TA will hold office hours for one to two hours each week. The location and times of these will be posted on the course website.

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General Organization of the Lab Sessions

Each lab period during a weekly lab section will run for 2 hours for a total of 4 hours of total lab time each week. Your TA will start the lab with a **short lecture** lasting for 15 to 20 minutes. This will introduce you to the anatomical structures or physiology of the system under investigation or the methods, instruments and the experimental design for those sessions where experiments are being conducted. Then the **main lab session** will follow, which is expected to last for about 1 hour to 1 and 15 minutes. At the end of the lab period there will be a small review lasting for about 20 minutes where you and your TA will go through a summary of that day's exercises.

Review and Discussion Periods

The TAs are advised to devote a substantial portion of the review session to the discussion and review of the materials covered -- not just those covered in the laboratory but also some background material discussed in the lecture course (MCB 244). We have arranged the labs so that the subject matter in labs follows, as much as possible, the material covered in the corresponding lecture course. The lab TA's are NOT a substitute for lecture TA's or lecture office hours.

Laboratory Exercises

Your laboratory exercises are described in your lab manual. They are divided into two sections. Those specifically devoted to the physiology lab exercises you will be conducting this semester and those devoted to the anatomy exercises. The Introductory Lab familiarizes you with the general set-up of the labs, your TA, what each lab is about and rules and regulations of the Anatomy-Physiology lab course (MCB 245).

Laboratory Grade and Related Details

COURSE GRADING

Information on attendance, lab assignments, exams, and other evaluation tools/score types is summarized below and will be addressed in more detail during the first week of class. There will be a total of 1000 possible points earned in the course. These points will come from 4 major areas including attendance and participation, practical examinations, weekly assignments, and anatomy-physiology *pre and post-lab assignments*. Grades will be assigned according to the Standard Grade Scale, provided here (see below).

Lab Practical Examinations (Lab Practicals)

During the course of the semester there will be 3 lab practical examinations given covering the following areas: histology, osteology, muscle, and the nervous system. These exams will be given during your lab time (see course syllabus for details). The exam questions will involve identification of structures as well as some questions pertaining to the physiology of key structures. Your TA will go over the results with you during the following week and your scores will be recorded in Gradebook. The schedule and topics will be posted on the course website.

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Final Course Grade

Student grades in MCB 245 will be based on total of 1000 points. Categories listed below (see next page) are approximate, but should closely resemble the final distribution. All sub-total points are estimates and may be altered slightly throughout the course of the semester. The point totals contained in the following table (see *next page*) represent the use of the plus/minus letter-grading system coupled with a 4.0 grade point system. The grade point values shown for each letter grade have been assigned by the University. Students who earn the points shown in the table below (out of 1000 possible points) will be guaranteed the indicated letter grade. At semester's end, after the final exam, the faculty will analyze the course grade distribution, and may decrease, but will not increase the points needed for each grade.

It is the student's responsibility to make certain that the grades on the Web Gradebook is correct. If a student believes that an error has been made, it should be brought to the TA's attention immediately. If an explanation cannot be found, the student and/or the TA should bring the problem to Mr. Swigart and Dr. Brown. All practical exams are retained by the MCB 245 staff for grade confirmation, if necessary. The final exam will be given during finals week. Further details regarding this exam will be provided at a later date.

PROCEDURE TO DETERMINE YOUR COURSE GRADE

Add the various lab points as listed above together to figure your **Total Course Points**. This score is a portion out of 500 total possible points. Divide this final total by 5 to convert your final total course score to a percent scale. Use the straight scale shown below (based on a percent scale) to determine your final letter grade (A+ through F).

A+ 950-1000	B+ 870-899	C+ 770-799	D+ 670-699
A 930-949	B 840-869	C 740-769	D 640-669
A- 900-929	B- 800-839	C- 700-739	D- 600-639
F = < 600			

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MCB 245 WEB GRADEBOOK

The MCB 245 Web Gradebook can be accessed directly at:

<https://apps.atlas.illinois.edu/Gradebook/>

Scores on practical exams and lab assignments will be available for student review on the MCB 245 Web Gradebook. To check your scores, sign into the MCB 245 Web site and click on the Gradebook link and follow the instructions presented there. All students are responsible for checking their scores on the Web Gradebook after each exam and assignment is made available to them. Each student is responsible for reporting possible discrepancies to their TA and if immediate action is not taken, the student is responsible for bringing this to the attention of Mr. Swigart within one week of receiving their graded paper or exam score. Students are encouraged to keep records of all graded assignments returned to them until after final grades are issued.

NOTE: The final deadline for Web Gradebook corrections for MCB 245 is 5:00 PM, Wednesday, Dec.11th, 2019.

No Web Gradebook scores will be altered after this deadline so please be certain to check all your scores before this time.

STATEMENT ON ACADEMIC INTEGRITY

FOR SCHOOL OF MOLECULAR & CELLULAR BIOLOGY COURSES

Science cannot exist without honesty. The faculty and staff in MCB require students, as scientists-in-the-making, to hold the highest standards of scientific and academic conduct. Any form of cheating on any graded work in courses is unacceptable, and will be dealt with as outlined below, and in accordance with the University-wide standards in the Code of Policies and Regulations Applying to All Students.

We require that all graded work be entirely your own, and that anything you write using the words of other writers be correctly attributed. Some specific points follow.

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On exams, the answers that you turn in for grading must be your own, formulated during the exam from your own understanding of the material and without any supporting information, be it written, verbal or electronic. Copying the work of another student, or allowing another to copy your work, or copying work from any other source, is unacceptable. Since we cannot always monitor you as you complete your work, we must rely upon appearance of your work from which to judge. If the work you submit resembles that of another student or another source too closely, we may conclude that it was not your original work. Always make a conscious effort to complete your work on your own and to protect it from the view of others, in order to ensure that it will be seen as your own. Failure to adhere to these standards for any portion of an exam may result in a grade of zero for the entire exam or quiz for all persons involved.

Texting, or the use of a cell phone for any purpose, during a quiz or exam is prohibited. Doing so may earn you a zero or a more extreme penalty on the quiz or exam at the discretion of the instructor.

Use of any social or electronic media to share information, request information or make confidential information public is prohibited. Any use of this type may earn you a zero on the exam or a more extreme penalty at the discretion of the instructor.

On written or electronic assignments, the answers that you turn in for grading must be written in your own words, formulated from your own understanding of the material. While you may be working with other students in the course, you must formulate and submit your own answers. Copying or paraphrasing the work of another student, or allowing another to copy or paraphrase your work, is unacceptable. Since we cannot monitor you as you complete your work, we have only the appearance of your work from which to judge. If the work you submit resembles that of another student too closely, we may conclude that it was not your original work. Always make a conscious effort to complete your work on your own and to protect it from the view of others, in order to ensure that it will be seen as your own. You must also make a conscious effort to protect your passwords and accounts. Failure to adhere to these standards may result in a grade of zero for the entire assignment for all persons involved.

On written or electronic assignments, if you use a statement taken directly from any

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book or other publication, including the course textbook, you must provide a citation. That is, you must put the text in quotes and put the author of the publication in parentheses after the quotation. Failure to do so will result in zero credit for that answer. Further, using only the words of another author as your entire answer or as the majority of your answer to any question is never sufficient to earn credit. If the majority of your work has been taken directly from a publication, you are likely to receive no credit for the work, since you would not be demonstrating knowledge beyond the ability to copy. Even if you quote another, your answer must be substantially your own words, drawn from your own understanding of the material.

Social Media Use:

Use of any social or electronic media to share course information, request course information or make confidential course information public is prohibited. Any use of this type may earn you a zero or a more extreme penalty at the discretion of the instructor on an assignment or exam.

Any social media sites created in relation to MCB courses must grant access to course personnel upon request. Failure to provide access will result in a failing grade in the course for the group/site's administrator(s).

Course Recordings:

Students are welcome and encouraged to make audio recordings of course lectures.

The material recorded is intellectual and copyrighted property of the University of Illinois Board of Trustees and may be made for personal use only.

Video recordings of any kind are strictly prohibited.

Posting of audio recordings or transcriptions on social or electronic media platforms is strictly prohibited.

Posting or redistributing of course material in any format is strictly prohibited.

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University Information on Student Safety

Active Threats:

General Emergency Response Recommendations (Emergency Response Guide):

Security Threat. The Department of Homeland Security and the University of Illinois at Urbana-Champaign Office of Campus Emergency Planning recommend the following three responses to any emergency on campus: **RUN > HIDE > FIGHT**

Only follow these actions if safe to do so. When in doubt, follow your instincts - you are your best advocate!

RUN: Action taken to leave an area for personal safety.

- Take the time to learn the different ways to leave your building **before** there is an emergency.
- Evacuations are mandatory for fire alarms and when directed by authorities! No exceptions!
- Evacuate immediately. Pull manual fire alarm to prompt a response for others to evacuate.
- Take critical personal items only (keys, purse, and outerwear) and close doors behind you.
- Assist those who need help, but carefully consider whether you may put yourself at risk.
- Look for **Exit** signs indicating potential egress/escape routes.
- If you are not able to evacuate, go to an Area of Rescue Assistance, as indicated on the front page of this plan.
- Evacuate to Evacuation Assembly Area.
- Remain at Evacuation Assembly Area until additional instructions are given.
- Alert authorities to those who may need assistance.
- Do not re-enter building until informed by emergency response personnel that it is safe to return.
- Active Threat: IF it is safe to do so, run out of the building. Get as far away as possible. Do NOT go to the Evacuation Assembly Area.

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HIDE: Action taken to seek immediate shelter indoors when emergency conditions do not warrant or allow evacuation.

Severe Weather:

If you are outside, proceed to the nearest protective building.

If sheltering-in-place due to severe weather, proceed to the identified Storm Refuge Area or to the lowest, most interior area of the building away from windows or hazardous equipment or materials.

Active Threat:

- Lock or barricade your area.
- Get to a place where the threat cannot see you.
- Place cell phones on silent.
- Do not make any noise.
- Do not come out until you receive an Illini-Alert advising you it is safe.

FIGHT: Action taken as a last resort to increase your odds of survival.

Active Threat: If you cannot run away safely or hide, be prepared to fight with anything available to increase your odds for survival.

Sexual Harassment:

We Care at Illinois:

- For sexual misconduct support, response and prevention visit: wecare.illinois.edu

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://oiir.illinois.edu/sites/prod/files/SexualMisconduct_ResourceGuide.pdf

Safety and Emergency:

University Police Department, Emergency, 9-911; Non-emergency, 217-333-8911

University Fire Department Emergency, 9-911

Crisis Line, 217-359-4141

Emergency Dean, 300 Turner Student Services Bldg., 610 E. John St., 217-333-0050

Counseling Center, 110 Student Services Bldg., 610 E. John St., 217-333-3704

McKinley Health Center, General Information, 217-333-2701

McKinley Mental Health Center, 1109 S. Lincoln, 217-333-2705

Dean of Students, 300 Turner Students Services Bldg, 610 E. John St., 217-333-0050

Local Sexual Assault Center, RACES, 217-384-4444

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Women's Resources Center, 703 South Wright Street, 2nd Floor, 217-333-3137
Rape Crisis 24-hour Hotline, 217-384-4444
Suicide & Psychological Emergency, Suicide Prevention Team, 217-333-3704
SafeRides (free nighttime campus ride program), 217-265-RIDE (265-7433)
SafeWalks (free walking escort service by Student Patrol), 217-333-1216

Student Services and Advocacy

Office of the Dean of Students, 300 Student Services Bldg., 610 E. John St., 217-333-0050

Classroom Support, Teaching Skills, and Instructional Strategies

Center for Innovation in Teaching & Learning, 249 Armory Building, 217-333-1462

Counseling Services

Counseling Center, 110 Student Services Bldg., 610 E. John St., 217-333-3704
McKinley Mental Health Center, 1109 S. Lincoln Ave., 217-333-2701
Psychological Services Center, 3rd Floor, 505 E. Green St., 217-333-0041

Disability Services

Disability Resources and Educational Services (DRES), 1207 S. Oak St., 217-333-1970

Lesbian, Gay, Bisexual, Transgender Resource Center

LGBTB Resource Center, 323 Illini Union, 1401 W. Green St., 217-244-8863

Veterans Services

Veteran Student Support Services, Office of the Dean of Students, 610 E. John St., 217-333-0050
Center for Wounded Veterans in Higher Education, 908 W. Nevada St., 217-300-3515

General Study Skills Assistance

Office of Minority Student Affairs, 130 Student Services Bldg., 610 E. John St, 217-333-0054
Office of Minority Student Affairs Tutoring Services, 701 S. Gregory Dr., Suite 1, 217-333-7547
Writer's Workshop, 251 Undergraduate Library, 1402 W. Gregory Dr., 217-333-8796
**Additional academic assistance may be available through individual departments

Health Resources

Health Education, McKinley Health Center, 1109 S. Lincoln Ave., 217-333-2701
Alcohol & Other Drug Office, 2nd Floor Counseling Center, 610 E. John St., 217-333-7557
Sexual Health Educator, McKinley Health Center, 1109 S. Lincoln Ave., 217-333-2714
Dial-A-Nurse, McKinley Health Center (24-hour), 1109 S. Lincoln Ave., 217-333-2700
Health Resource Center, McKinley Health Center, 1109 S. Lincoln Ave., 217-333-6000
Health Resource Center, Room 40 Illini Union, 1401 W. Green St., 217-244-5994
McKinley Health Center, General Information, 1109 S. Lincoln Ave., 217-333-2701

Sexual Harassment/Assault & Acts of Intolerance/Hate Crimes

Office of the Dean of Students, 300 Students Services Bldg., 610 E. John St., 217-333-0050

The Office of Diversity, Equity and Access (ODEA):

- For non-academic support visit: diversity.illinois.edu
 - Discrimination & Harassment Prevention
 - Title IX
 - Accessibility & Accommodations
 - Inclusive Illinois

INTRODUCTION TO ANATOMY LABS

“The primary duty of the University to a student is to provide him with such instructors as will make him realize that the responsibility for progress is his own and no one else's.” - S.E. Whitnall, (1933) - Advice on learning anatomy

Welcome MCB 245 students

You are about to embark on a journey unlike any in your schooling thus far. The study of the human body is both fascinating and challenging. Our hope is that as you begin this journey, you will not only learn the many terms and processes required for the practical's, but will find answers to your past and current curiosities about the body! What is a funny bone, what causes a brain freeze, and why might one need a bone marrow transplant? What are the names of bumps you feel protruding from your back? Doubtless, you have many questions, and this class will give you the framework to find the answers.

HOW TO BE SUCCESSFUL AT LEARNING ANATOMY

TIME IS ESSENTIAL

Time, time, time! In the study of human anatomy (and physiology), there is no way around spending a significant amount of time to learn the many parts of the human body. Think of studying anatomy like trying to learn a new neighborhood that you have not visited before. You cannot simply look at the map the night before and think you will understand the neighborhood completely. Instead, you must spend real time driving, and walking around it, to truly know it. You must become “familiar” with it, and familiarity comes with time! Unlike some other classes where class attendance, and time spent learning the material may not have a direct correlation to your grade, there is a almost perfect correlation between time spent “studying” anatomy, and the

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grades students receive. Ask any TA who has taught this class more than once and they will tell you that it is the students who show up to every class, and attend as many office hours as they can, who receive the A's in this class. True, you may be able to learn the "basics" from the PowerPoint slides posted online or printed in your lab manual, but nothing will substitute for time spent with the cadavers and models in the in classroom and labs.

ROLE OF THE TEACHING ASSISTANTS

Unlike other classes, the role of your teaching assistants is not to teach you every part and process of the body. They are there to assist your self-discovery. Teaching Assistants are there to clarify, confirm and guide your personal discovery of the human body. Your TA may or may not have an extensive background in Anatomy, and may or may not have every term in perfect memory. But what they do have is the ability to teach you the tools to teach yourself. Additionally, they are the best person to "confirm" your thoughts and ideas about structures of the body.

DELUSION-"ITIS"!

Another tip for success in this class is to "work together" in groups every day, and here's why. In anatomy, students sometimes get what we call "delusion-itis"! Delusion-itis is when a student sits with a skull for instance, and teaches themselves everything wrong, yet they do not find out until the day of the practical that they were in fact wrong. Treatment for "delusion-it is" includes working in groups or consulting a TA to confirm your "self-teaching".

LEARN YOUR MEMORIZATION STYLE

As you may know, there are several different types of learning styles, but few know, that often individuals differ in their "memorization" styles as well. Some students need to say the terms out loud while pointing to something, to solidify their understanding. Others benefit more from drawing and labeling elaborate illustrations of human anatomy. Still others feel the need to make "flash cards" with photos from the internet to sort out the many different terms in their head. Bottom line, there are many ways to

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memorize, find out which one works best for you, and don't compare your memorization style to others.

IF YOU TEACH IT, YOU OWN IT

Some of the most successful students in this course's history are the ones who first try to master their understanding, and then reach out to other students who need help in the class. Teaching another student what you have just learned on a model, or part of the body, probably benefit you more than them.

WHAT TO DO BEFORE COMING TO CLASS

Our recommendation is that you come to class having already looked at the anatomic terms, pictures and textbook material that have been assigned for you for the specific days and times of your lab or lecture ***before you come to class***. To repeat, before you can identify something on a model and/or body, it is necessary to first see where it is on a picture in a book and our PowerPoint slide. Having done this before class allows you to "skip" or shorten this step in class, and provides you with more time with the actual models and cadavers.

HOW TO STUDY OUTSIDE OF CLASS/OFFICE HOURS

In all honesty there is no substitute for the time with the models and cadavers you get in class and office hours. However, it's not to say that you shouldn't be studying outside of these times. Often, successful students find that the time making your "memorization aids" is best done outside of class time. You should also use this "outside" time to study the PowerPoint slides and Textbook to clarify your understanding.

**PROPER BEHAVIOR AND RULES IN THE ANATOMY
(CADAVER) LAB**

RESPECT

The ability to learn and study anatomy using real cadavers is a precious opportunity that many students are not privileged to have. You as a student in human anatomy labs (MCB 245 and 247) will have the benefit of this opportunity and as such, have a certain level of responsibility you must uphold in using cadavers. We must show honor and respect for the individuals that have literally donated their bodies for the purposes of advanced science and your education. We will show them the type of respect that they deserve. Imagine if you had a friend or family member that died and donated their body for this purpose. How would you want others to handle and treat them. ***Any disrespectful treatment of the cadavers or violations of policies will result in, at minimum, a loss of privileges to further access to the cadaver lab and potentially more severe restrictions up to dismissal from the course.***

SPECIFIC RULES

1. No food or drink allowed in either room.
2. Gloves must be worn while touching the cadavers and bones.
3. Gloves **should not** be used when touching the models.
4. Use the pipe cleaners when pointing to things on the models and bones. TA's will take points away if they see you pointing with pencils and/or pens.

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5. No chewing gum allowed
6. **No photography is allowed in either room. Students cannot take photos of models or cadavers.**
7. No “nick-naming” the cadavers.
8. Cadavers and wet preps must be sprayed down every 15 minutes that they are exposed
9. The last person at a cadaver is required to “zip it up” and spray it down before they leave.
10. **Students are not allowed to take anything “out of the lab” for personal study (including hallways or other rooms).** Any student caught attempting this will fail the class.
11. Students will lose points if they do not dispose of their gloves and our other waste properly.
12. Students should wash their hands before leaving the class.
13. Students are not allowed in the “back room” unless they are specifically assisting a TA who has requested it.

IMPORTANT NOTE: Students must abide by all other published MCB guidelines and any other guidelines given by their individual TA.

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MCB 245 Syllabus Fall 2019

Week	Dates	Session 1 (Mon/Tues)	Session 2 (Wed/Thur)
1	8/26-8/30	Intro PPT Lab Tour/Cadaver Exposure Connect Setup	Anatomy terms Microscope Practice
2	9/2-9/6	No Class - Labor Day	Epithelial tissues
3	9/9-9/13	Connective tissues	<i>Osmosis/Diffusion Lab</i> Histology Slide Review
4	9/16-9/20	Intro to Osteology Osteology Physiology	Bones of Skull (Cranium)
5	9/23-9/27	Bones of Skull (Facial)	Practical 1 Test Review
6	9/30-10/4	Practical 1 (Histology, Skull, Osteology Physiology)	Axial Skeleton
7	10/7-10/11	Appendicular Skeleton	Intro to Neuro Brain
8	10/14-10/18	Brainstem/Cranial Nerves/Spinal Cord Neuro histology	Peripheral nerves of the Body and Cadaver
9	10/21-10/25	<i>Nerve Conduction Lab</i>	Practical 2 Review
10	10/28-11/1	Practical 2 (Osteology/Neurology)	Intro to Muscles Muscles of Head/Neck Muscle Histology
11	11/4-11/8	<i>Grip Strength EMG lab</i>	Muscles of Arm/Chest/Abdomen
12	11/11-11/15	Muscles of Trunk/Legs/Back	<i>Muscle Stimulation Lab</i>
13	11/18-11/22	Sensory Systems	<i>Neuro Sensory Lab</i>
14	11/25-11/29	Thanksgiving Break - No Labs	
15	12/2-12/6	Practical 3 Review	Practical 3 (Muscles/Sensory)
16	12/9-12/13	Review for final exam	No labs/Reading Day