



# BIOL 2402: Anatomy & Physiology II

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## Instructor Information

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**Office hours:** Coming Soon...

**Location of class:** Online – wherever you are connected to the Internet.

I have enjoyed teaching Anatomy and Physiology online for over a decade. During this time I have learned that the successful completion of an online course requires more time and effort from faculty and students than taking the same course on campus would require. This fact surprised almost everyone until recently, but now with the ever-expanding world of online education many students come to my course fully aware of this. The main benefit experienced by those taking or teaching an online course is the flexibility of not having to go to a scheduled class. This gives you, the student the freedom to interact with the course materials according to your own weekly schedule and it gives me, the teacher the opportunity to do things like creating multimedia presentations at 3am.

The policies and procedures in this course may seem quite rigid, but I assure you they are in place to assist you. **I am committed to your success** and to helping you on your journey through A&P.

I believe the most critical elements to your success in this fascinating, yet difficult course are committing yourself to the following:

- being organized or becoming organized, if you have never been organized
- staying on pace by meeting each deadline or submitting work early
- completing every assignment - including readings and multimedia/Tegrity presentations
- making/maintaining connections with other students
- reading each faculty and student posting within the discussion boards
- participating in the course at least five of every seven days with no two consecutive days away from the course website/materials/email

Now is the time... Make these commitments with me and let's enjoy the journey!

### ***Attributes of the Successful Online Learner:***

The following statement (Palloff & Pratt, 2001) describes specific attributes that the most successful online learners have been shown to possess. "The successful online student can work fairly well independently, engaging the course materials with minimal intervention on the part of the instructor. The student who needs significantly more input from the instructor and is not willing or able to engage in collaborative discussions and activities with peers is less likely to succeed online." Teaching online has led me to the same conclusions as these researchers. To be truly successful, an online learner must take sole responsibility for his/her education.

## Course Information

### Course:

**Title:** BIOL 2402.Wb/Wb9 (lecture/laboratory)

**Course Credits:** 4 hours with lab

### Course Description/Goals/Objectives:

Anatomy and Physiology II is the second section of a two-semester course. During this course, the student will gain an understanding of structure and function of the remaining seven organ systems; develop a deeper understanding of the chemistry involved in the physiology of these organ systems, become more immersed in the terminology used in the scientific and medical fields, and develop a deep understanding how each organ system interacts with the others. The laboratory portion of this course will provide the student with a broader understanding of the physiology of certain organ systems through the use of simulated physiology experiments. The student will learn anatomical structures through the use of pictures and video clips. **ICOs: 1, 2, 4, 5**

**Prerequisites and Basic Skills:** In order to take this course online, you must have successfully completed a 4 credit Anatomy and Physiology I course and a 1 credit Medical Terminology course with a "C" or better. Additionally, you should not attempt to take this course online unless you are very comfortable using a computer. You are expected to have the following basic computer skills: website navigation, word processing, send/received/save emails, organize/backup computer files, view online videos/tutorials, download software, cut and paste between a word processor and email program, change subject/title of email message, compose/reply to email messages in complete sentences.

### Course Materials: (Same textbook/resources as AP1 @ Odessa College)

**Textbook:** Human Anatomy and Physiology, 8<sup>th</sup> edition, Elaine N. Marieb

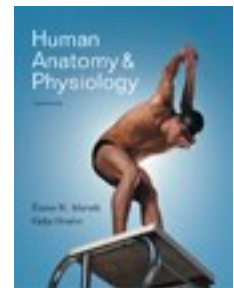
**Web resources:** Access to Mastering A&P (contains all web resources)

**Package sold by the OC Bookstore includes a textbook and online resources:**

**Price of package:** \$245.10

**Package sold on Mastering A&P website includes an eText and online resources:**

**Price of package:** \$110.00



**Access to the eText and online resources is limited to 12 months from date of purchase.**

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## Hardware/Software requirements

### Computer/ Internet connection:

Each learner should have daily access to a computer with a high-speed Internet connection. It is important that your system is capable of playing online videos without significant buffering. Speakers, headphones, or ear buds may be useful. Students should have access to a microphone or webcam that provides the ability to record speech for possible collaborative sessions.

### Browser and settings:

Learners may use Mozilla's Firefox or Camino, Microsoft's Internet Explorer, Apple's Safari, or Google's Chrome for web browsing within Blackboard. Whichever platform you use, make sure to enable Cookies and to disable any pop-up blockers, especially those that come with Yahoo and Google toolbars. This is especially important when viewing online recordings through Tegrity.

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## Email Information

### Email:

Students enrolled in Odessa College must use their Odessa College Student Gmail accounts for correspondence in online courses. The college has created an email address for each student. Follow the OC Gmail Account link below for setup information and/or to access your email account:

### [OC Student Gmail Account](#)

**DO NOT** use the email link that is available within Blackboard when sending email to your professor.

Email is an important method of contact within this course; therefore, students should check their Student Gmail account on a regular basis. Detailed instructions for naming assignments, etc. will be found on Blackboard.

Failure to use your student email account may cause your message to end up being directed away from the professor's email account by the college's SPAM/JUNK filters.

Please note: any assignments requested as emails should **NOT** be sent as attachments. The assignment or requested information should always be included within the main body of the email message.

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## Tentative Course Schedule

### Important Dates:

The census day for this course is Wednesday, September 12, 2012. This is the date the course becomes a part of your permanent college transcript. I am fully committed to my students and **DO NOT** expect anyone to withdraw from this course; however, I am required to let you know that the last day to drop this course and receive a "W" on your transcript is Wednesday, November 14, 2012.

### Weekly Schedule:

The following is a tentative week-by-week schedule for this semester. The dates do not typically change in my web courses. If a date is changed, I will post an announcement in Blackboard. We will begin with Chapter 16 and proceed through the book in order through Chapter 27.

### Lecture Schedule:

<b>Week 1</b>	Aug. 27 – Sept. 3	<b>Introduction</b>
<b>Week 2</b>	Sept. 4 – Sept. 10	<b>Module 1 – Chapter 16</b>
<b>Week 3</b>	Sept. 11 – Sept. 17	<b>Module 1 – Chapter 17</b>
<b>Week 4</b>	Sept. 18 – Sept. 24	<b>Module 1 – Chapter 18</b>
<b>Week 5</b>	Sept. 25 – Oct. 1	<b>Module 2 – Chapter 19</b>
<b>Week 6</b>	Oct. 2 – Oct. 8	<b>Module 2 – Chapter 20</b>
<b>Week 7</b>	Oct. 9 – Oct. 15	<b>Module 2 – Chapter 21</b>
<b>Week 8</b>	Oct. 16 – Oct. 22	<b>Module 3 – Chapter 22</b>
<b>Week 9</b>	Oct. 23 – Oct. 29	<b>Module 3 – Chapter 23</b>
<b>Week 10</b>	Oct. 30 – Nov. 05	<b>Module 3 – Chapter 24</b>
<b>Week 11</b>	Nov. 06 – Nov. 12	<b>Module 4 – Chapter 25</b>
<b>Week 12</b>	Nov. 13 – Nov. 19	<b>Module 4 – Chapter 26</b>
<b>Week 13</b>	Nov. 20 – Nov. 26	<b>Thanksgiving Holiday</b>
<b>Week 14</b>	Nov. 27 – Dec. 03	<b>Module 4 – Chapter 27</b>
<b>Week 15</b>	Dec. 04 – Dec. 06	<b>Study and Review</b>

### **Lab Schedule:**

<b>Week 1</b>	Aug. 27 – Sept. 03	<b>Introduction</b>
<b>Week 2</b>	Sept. 04 – Sept. 10	<b>Endocrine Lab</b>
<b>Week 3</b>	Sept. 11 – Sept. 17	<b>Blood Lab</b>
<b>Week 4</b>	Sept. 18 – Sept. 24	<b>Heart Lab 1</b>
<b>Week 5</b>	Sept. 25 – Oct. 01	<b>Blood Vessels Lab</b>
<b>Week 6</b>	Oct. 02 – Oct. 08	<b>Heart Lab 2</b>
<b>Week 7</b>	Oct. 09 – Oct. 15	<b><u>Lab Midterm</u></b>
<b>Week 8</b>	Oct. 16 – Oct. 22	<b>Respiratory Lab</b>
<b>Week 9</b>	Oct. 23 – Oct. 29	<b>Respiratory Lab</b>
<b>Week 10</b>	Oct. 30 – Nov. 05	<b>Digestive Lab</b>
<b>Week 11</b>	Nov. 06 – Nov. 12	<b>Digestive Lab</b>
<b>Week 12</b>	Nov. 13 – Nov. 19	<b>Urinary Lab</b>
<b>Week 13</b>	Nov. 20 – Nov. 26	<b>Acid/Base Lab</b>
<b>Week 14</b>	Nov. 27 – Dec. 03	<b>Reproductive Lab</b>
<b>Week 15</b>	Dec. 04 – Dec. 06	<b><u>Lab Final</u></b>

### **Exam Schedule:**

<b>Exam 1</b>	Sept. 21 – Sept. 24	Chapter 16 and 17
<b>Exam 2</b>	Oct. 19 – Oct. 22	Chapter 18, 19, 20, and 21
<b>Exam 3</b>	Nov. 09 – Nov. 12	Chapter 22, 23, and 24
<b>Exam 4</b>	Dec. 04 – Dec. 06	Chapter 25, 26, and 27
<b>Lab Midterm</b>	Oct. 09 – Oct. 15	Endocrine Lab thru Heart Lab 2
<b>Lab Final</b>	Dec. 04 – Dec. 06	Respiratory Lab thru Reproductive Lab
<b>Final Exam</b>	Dec. 11 (Time TBA)	

### **Modules: This is not a self-paced course:**

The lecture portion of this course will be presented within Modules. A Module contains lecture assignments and lab materials to be covered during a specific period of time. For example: Module 1 is composed of the lecture assignments dealing with Chapter 16 and 17. The first Module spans from Week 2 through Week 3. A Lecture Examination will become available the day after the Module closes and remain open through Thursday of that week. Example: Module 1 ends Monday, September 17<sup>th</sup>; therefore, the Module 1 Exam will open at 9am on Friday, September 21<sup>st</sup> and be available through Monday, September 24<sup>th</sup> at 7:00pm. It does not work well to schedule exams this way at the end of the semester; therefore, the Module 4 Exam, the Lab Final, and the Final Exam will deviate from this schedule.

### **Assignment Due Dates:**

Our typical workweek will begin each Tuesday and end on the following Monday at 7:00 pm. **Assignments for the week are due each Monday at 7pm.** For Example: Week 1 officially begins on Tuesday, Aug. 28 and ends on Monday, Sept. 3; therefore, all assignments from Week 1 are due before 7pm Monday, Sept. 3. Week 2 will begin on Tuesday, Sept. 4 and end on Monday, Sept. 10. The assignments from Week 2 are due on Monday, Sept. 10 at 7pm. The student has the flexibility to utilize the full seven-day week in this online course. The accommodation of various student schedules is an essential part of the online method of education.

Procrastination is the primary enemy of online students. I suggest learners **DO NOT** wait until Monday to submit homework or take an exam.

**Please note:** Discussion Board assignments may have multiple assignment due dates.

### **Late Assignment Policy:**

There is a 15% deduction for each day an assignment is late, beginning at 7:01pm each Sunday night. Assignments will not be accepted after they are more than three days late.

## Chapter Quizzes:

Each Chapter covered will have multiple practice quizzes to help you test your knowledge of the material. The quizzes will be graded. Students are required to complete each quiz. Quizzes will have a 10-minute time limit. Each quiz will automatically submit as the time expires; however, you may submit a quiz before the time limit expires. Each chapter quiz may be taken as many times as you wish. Please be advised, there will be no makeup for quizzes after they are taken offline, NO EXCEPTIONS. Each quiz has 'feedback' embedded that provides the page number where the correct answer may be found should a student submit an incorrect answer. The successful student will research the topic and not simply try to memorize the correct answer for each question. Quizzes will be counted as homework when calculating student's overall grade.

*If you consider dropping this course, please discuss your reasons with me prior to withdrawing from the course. Students that began their college experience as freshman in the Fall 2007 or later can only withdraw from 6 classes in their entire undergraduate college career.*

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## Course Evaluation

### Homework Assignments:

There are many types of homework assignments within each Module. The types of assignments may include, but are not limited to: crossword puzzles, computer simulations, artwork labeling, listening to recorded lectures (Tegrity), textbook readings, lecture quizzes, lab quizzes, discussion board postings, projects, etc. You are expected to complete all assignments whether or not they need to be turned in to your instructor. I believe you will find your success this semester will be strongly correlated to the way you approach the course. Discipline, organization, and a proactive approach lead to success. The opposite is also true – students lacking the previously mentioned attributes find success difficult to achieve.

### Discussion Requirements:

Discussion items will be posted for each Module. Details will be given within the modules for each assignment and a grading rubric is supplied. Discussion questions account for 10% of the overall grade. No 'text-speak' is allowed in the discussion board except in the STUDENT LOUNGE, a discussion board area for students to post anything they wish. The only rule I ask for the student lounge is to keep it professional with no insults or foul language, other than that have fun. In all discussion board assignments it is required for you to 'reply' to other students. This is a very important aspect of the class for us to communicate with each other effectively.

### Exams:

An online Lecture Exam will be given after each of the four Modules. There will also be two lab exams during the semester: a Lab Midterm and Lab Final. Each exam may be taken from your home computer with the exception of makeup exams. Learners may use books and notes, while taking exams. All exams are timed and there is a significant penalty for going over the time limit. Students are not allowed to copy or print exams or use another person for help - including, but not limited to telling students what questions to expect on the exam. Doing so will be considered cheating and you will be removed from the course.

### Makeup Exams:

Since technology errors occur from time to time, you should be aware of the following policy: If your exam does not submit properly you will be given the opportunity to take a Makeup Exam. All Makeup Exams will be proctored and must be taken in a College Testing Center without the use of a book or notes. The Makeup Exam is a different exam than the normal test. Makeup exams may be essay exams. Depending on the college in your area, there may be a fee for this service.

**Please note:** A Makeup Exam will **NOT** be given to any student that misses an exam deadline.

### **Final Exam:**

The Final Exam is a comprehensive exam covering both the lecture and laboratory portion of the course. The Final Exam consists of all of the information presented throughout the entire semester. The Final Exam will be available online on Tuesday, December 11, 2012. No official review will be provided for the final exam; however, you will be able to review your quizzes and exams and all learning objectives. Everything that is presented during the semester is important to your knowledge of the body, which is why you need to prepare for the Final Exam by studying all of your notes. I'm sure you can understand that keeping organized notes throughout the semester will benefit the learner, when it comes time to prepare for the Final Exam.

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### **Grade Scale**

90% – 100%	A
80% – 89.9%	B
70% – 79.9%	C
60% – 69.9%	D
Below 59.9%	F

### **Course Grade**

Your Course Grade will be determined by the following: Lab Exams 10%, Homework 20%, Final Exam 30%, Lecture Exams 40%. There is no extra credit in the web course, since 20% of your grade is based on the correct submission of homework.

### **Study Groups**

I highly recommend that you find other students in this course to get together with for the purpose of learning the course material. Collaboration through sharing notes, creating quizzes, studying together, and asking questions within Blackboard's Coffee Shop can greatly aid the learning process for most students. This is a difficult course, but no more difficult than the same course, when taught on campus. Through the years I have observed students who make connections with other students consistently perform at a higher level than students who stay isolated. This is true for campus courses as well as online courses.

This brings up another important issue. There is a difference between studying together and cheating. Collaborating on group work and projects is required; however, lecture and lab exams are individual tests and should be treated as such.

### **Tutoring**

The Student Success Center located on the first floor of the LRC is the tutoring center. Distance ed. students can access the tutoring center website by following this link: [Student Success Center](#). Online Tutoring services are available.

Students local to the Midland/Odessa metropolitan area are encouraged to personally visit the tutor lab called Synapse in room 117 of Wilkerson Hall. A student I.D. is required for participation in the Synapse lab. Synapse lab hours of operation will be posted outside of the door at room WH 117. If you attend the Synapse lab, please ask a tutor to help you log in and identify yourself as a web student.

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## **Policies and Procedures**

### **Announcements:**

Announcements on the homepage are utilized to communicate any needed information to the entire class. The student email account is used when communicating with individual students. If any updates are made to the syllabus, or other course materials an announcement will be posted specifying the change.



### ***Assignments:***

Completed homework assignments are usually submitted to your professor by email or posted to a discussion board. A deduction of 15 points will be assessed for each day an assignment is late. Assignments will not be accepted after they are more than three days late. I find students, who fall behind in A&P web courses, have a difficult time catching up. During the previous year over 90% of the students that stayed current in the course work ended up passing the course. Hopefully, this helps you understand why I adopted this policy.

### ***Tegrity/Recorded Lectures:***

Tegrity provides me with the technology to capture classroom conversations, including any drawings, images, or other files that I display to my classes. Tegrity even records the drawing that I create in class. I recommend students go to the Tegrity tab each week to view the assigned talks. You may listen to these recordings on a computer, iPad, iPhone, download the files, or listen directly from iTunes U. Most students that have taken this course state that they would not have understood the material as well without Tegrity. Since many exam questions come from the Tegrity recordings, I will from time to time require you to submit your notes from the Tegrity recordings to me by email for a homework grade.

### ***Instructor's response time:***

I will generally respond to the emails I receive Monday – Thursday within 24 hours (usually much sooner than this when asked a question). I check my email at least a couple of times on Saturday or Sunday of each weekend. I generally post grades for assignments received twice per week. Please don't email me the day after you sent in an assignment to ask if I have received it. If you aren't sure if you sent in an assignment or if it came through, just check your OC Gmail sent items folder.

### ***Long-Term absence policy:***

Students are expected to make contact with the instructor each week by submitting assignments, posting to the Discussion Board, and/or asking the professor questions. This is not a self-paced course. Students that neglect to log in to Blackboard and/or submit assignments each week are setting themselves up for failure. Please understand it is your duty as a student to participate in the course on a daily basis. Students failing to log in to the course for three consecutive days will receive a 'Starfish' notification for their absence. These alerts are automatically generated and sent to me as well.

### ***Expectations for Engagement:***

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - post grades for discussion postings within one week of the discussion thread closing.

- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
  - getting "kicked off" of the system during tests or quizzes;
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - access my course several times during the week to keep up with assignments and announcements.

#### ***Student response time:***

Just as your instructor is expected to reply to your messages in a timely manner, you are expected to check your student email account and reply to email messages from your instructor.

#### ***Student Evaluation of the Course:***

Odessa College provides an online evaluation process at the end of each semester. The SEI process for face-to-face and online courses is scheduled for the week of November 26th.

***Academic Integrity*** is a fundamental tenet of the college experience. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion on exams will receive an "F" in the course. All persons involved in academic dishonesty will be disciplined in accordance with Odessa College's regulations and procedures. For complete information on student conduct and discipline procedures, please consult the Online Student Handbook.

#### ***Academic dishonesty shall include, but is not limited to the following:***

- Copying material from another student's test or assignment.
- Informing other students, which questions to expect on an exam.
- Collaborating with or seeking aid from another student during a test.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of a test.
- Removing without permission, in whole or in part, of the contents of a test.
- Taking an exam for another student, or permitting another student to take your exam.
- Bribing another person to obtain a test or information about a test.
- 'Plagiarism' shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in as one's own.
- 'Collusion' shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.



### ***Statement of Special Accommodations:***

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact your instructor to discuss your concerns. You may also call the Office of Disability Services at 335-6861 to request assistance and accommodations. Students needing assistance because of a disability must contact the counseling office no later than 30 days prior to the start of the semester.

### ***Grievances:***

Odessa College policy suggests student grievances first be discussed with the instructor. Unresolved issues may then be discussed with the instructor's department chairperson, followed by the academic dean, and the academic vice-president. For information on grievance procedures for totally online students, please consult page 45 of Student Handbook.

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## ***Preparation for Emergencies***

### ***Computer Problems***

According to Murphy's Law, anything that can go wrong will. While I don't really subscribe to this philosophy, I do realize that online courses present students with various technological challenges. You may not be a member of the Geek Squad and should not have to be in order to succeed in an online course. With this in mind there are a few basic preparations that you can make in order to ensure your semester goes smoothly, regardless of the technological glitches that may occur.

### ***Organize/Organize/Organize***

Organizing your files into folders will make it much easier for you in the event of an untimely computer problem. You can simply drag the main folder to a USB drive/etc. and each subfolder will also be copied.

### ***Save early/Save often***

Get into the habit of saving your files early and often. Most software programs even allow you to set it up so that your work is automatically saved at a specified interval of time. Even so, save early/save often is an excellent mantra for computer users.

### ***Backup Data***

Definitely produce a backup of all assignments/documents/emails that you produce during the semester. It is highly suggested that you utilize a USB drive or external hard drive in addition to saving all course files on your computer. Flash drives provide a very convenient method of storage. A 4GB model is a great investment in your peace of mind for around \$10. You never know when lightning may strike and render a computer useless. Backing up files is necessary in the virtual world.

### ***Alternate Computer***

Make arrangements to have access to another computer that you can use in the event you have computer problems. Identify a college, library, Internet café, employer, friend, or other source that would provide you with computer access in case of emergency. Always be prepared for waking up to a non-functional computer. If you take care with these few simple suggestions you will understand why technology problems are **NOT** acceptable reasons for deadline extensions.

### ***Complete Loss of Contact***

If you lose the ability to contact your instructor from your primary computer, you should contact your instructor via email from another computer. If you lose the ability to contact your instructor from your student email account, you should contact your instructor via another email account or look me up on Facebook @ <http://www.facebook.com/ChetCooper>

## Support Services

### Learning Resource Center (Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

### Access to Odessa College LRC Online Catalog

<http://www.odessa.edu/dept/library/>

### School Policies

Information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students' and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

### Access to Online Student Handbook

[http://www.odessa.edu/dept/studenthandbook/Student\\_Handbook\\_2011-12.pdf](http://www.odessa.edu/dept/studenthandbook/Student_Handbook_2011-12.pdf)

### Student Email

Access your Odessa College Student Gmail account at <http://www.odessa.edu/gmail>. Many assignments and/or correspondence in online courses will be submitted using your Student Gmail account.

### Student Portal

Access the Odessa College Portal at <http://www.odessa.edu/portal.htm>. The Portal is a password protected website for OC students & employees. The Portal provides access to the following information: Grades, Class Registration, Class Schedules, Specific Course Information, Smarthinking Tutoring and MORE.

### Student Success Coaches

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

### Technical Support

Technical Support for help with Blackboard username or passwords, online course availability, and student email accounts is available through the Student Success Center at 432-335-6673, 432-335-6538, or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

### Testing Center

Make sure to contact your professor before making arrangements with any Testing Center. The OC Testing Center can be reached at 432-335-6622.

### Access to Student Success Center Website

<http://www.odessa.edu/dept/ssc/>

## Additional Information

### Tentative Nature of the Syllabus

The Syllabus is tentative, which means this document is subject to revision at any time during the semester. If any change is made to the Syllabus, an announcement will be posted on Blackboard informing the learner of the change.

I realize there is a lot to "digest" in this document; therefore, I highly suggest that you print the Syllabus and glance back at it periodically. In online courses a syllabus becomes more like a reference manual than a traditional syllabus. There are some sections that you may want to become more familiar with than others. The purpose of this document is to provide you with as much information about the course as possible during the first week of the semester.

*I hope you have a great semester learning about the fascinating human body!*