

Human Physiology Lab

BIOL - 2425 301

Engagement Plan

Example language:

- I will respond to email within 48 hours or less (on business days - no night, weekends or holidays). I will offer feedback on major assignments within one week of their final due dates. The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication

Required Textbook or Materials

Title: Students are required to purchased a lab coat.

Title: All course material is available on Canvas.

Subtitle: Computer with internet access and Chrome or Firefox browser required.

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Description

Hands-on lab investigations of physiological processes. Lab activities include data acquisition and analysis of the cardiovascular, respiratory, digestive, endocrine, immune, and muscular systems. One laboratory session per week.

Pre-Requisite(s): BIOL 2420 w/C grade or better or BIOL 2420 must be concurrent

Semester(s): All

Course Presentation

This course meets once a week in-person (face-to-face) for lab investigations of physiological processes.

Campus: Jordan Campus

Room: JHS 243

Day/Time: Monday, 8:30- 11:20

Course Student Learning Outcomes

- Collect data and analyze data through graphing and by using basic statistics, such as calculation of the mean, median, mode, range, and standard deviation.
- Explain homeostasis and circadian rhythms and their significance to body function.
- Define diffusion and osmosis.
- Describe the enzymatic digestion of lipids, carbohydrates, and proteins.
- Demonstrate the ability to perform an immunoassay, such as the ELISA and understand its use in analyzing patient samples.
- Describe the physiology of skeletal muscles and the endocrine, cardiovascular, and renal systems.
- Determine blood characteristics, such as blood type, hematocrit, and buffering capability.
- Perform electrocardiography.
- Measure lung volumes and capacities.
- Explain the basics of endocrine signaling and feedback loops.

General Course Policies

Attendance: Participation in the lab course's Canvas site during the first week of the semester is MANDATORY and will be determined by your engagement and completion of Syllabus/Course Quiz. This policy is in place because students that do not engage in courses or fall behind in their engagement are not likely to do their best in that course. We want all our students to be as successful as possible. Any student who has not completed this quiz RISKS BEING DROPPED from the course. This may also result in you being dropped from the lecture that is to be taken concurrently.

Accessibility and Disability Service (ADS - formerly DRC): SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodation to improve access to learning materials or the learning environment, please contact ADS: (phone) 801-957-4659; (email) ads@slcc.edu; (website) <https://www.slcc.edu/drc/Home/index.aspx>. You MUST talk with your Lab instructor about your Accommodations so that you can both be on the same page. Note: All timed quizzes are allowing double time (10 minutes) - students without double time are asked to complete these timed quizzes in 5 minutes.

Drop, Withdraw or Incomplete Grade: Last day to drop from class with refund is September 16, withdraw without refund is October 28. A grade of "I" (Incomplete) is at the instructor's discretion and can be given if a student is facing extenuating circumstances preventing them from finishing the semester. In order to receive an incomplete, the majority of the course work must be completed (e.g. ~70%) with a passing grade.

Assignments: Labs will be available each week on dates listed according to the syllabus schedule. **No makeup or late assignments will be permitted!** This will facilitate timely feedback on your work. Pre-lab reports remain open for one week and close at the beginning of the assigned lab. Post-lab Assessments open when lab time begins and close at the end of lab time. Quizzes are due at the end of the lab period (Time limit to 10 minutes). **No exceptions!**

A 50% deduction will be taken from the informal assessment report if students are late to lab.

- **Lab Reports:** Lab assessments are worth 25 points and consist of two parts: an informal assessment and a formal assessment.
- **Informal Assessment:** Each week, students will be asked a question related to that's week's lab (and/or connections to previous labs). The informal assessment is

worth 12 points: seven points for answering the question posed by the instructor or lab aide, five points for arriving on time and staying for the full duration of the lab session.

- **Formal Assessment:** The formal assessment includes one essay question designed to assess the student's understanding of that week's lab topic. This question must be submitted by the end of the lab in Canvas. The weekly survey is also included as part of the formal assessment and contribute to the grade. These surveys allow students to provide feedback and express their preferences for each lab session. consist of one essay question designed to evaluate the student's understanding of that week's lab topic.
- **Quizzes:** Quizzes are given at the end of the lab to encourage students to come prepared. It is important to note that students are not allowed to use their lab materials or access the internet while completing the quiz. Quizzes are proctored and must be completed by the end of the lab period. All students, except those with ADA accommodations, should complete the quiz within 5 minutes. To maintain anonymity for ADA Double Time Accommodations, all students will have 10 minutes to complete the quiz.

The Physiology of Physiology Students (POPS) Project:

This is a semester-long, iterative group research assignment grounded in physiological principles. This embedded research experience is central to the course and supports the development of critical thinking, problem-solving, information literacy, communication, and collaboration skills.

Throughout the semester, students will engage in structured lab activities to deepen their understanding of core physiological concepts. These labs directly support the POPS project by helping you explore and apply the scientific method in hands-on context. After completing the weekly lab activities, dedicated lab time will be provided for you to work on your research project. This time allows for group collaboration, progress on project components, and opportunities for instructor feedback.

Each student is responsible for drafting one section of the research paper based on the scientific method (e.g., Introduction, Methods, Results, Discussion). These initial drafts will contribute to your informal assessment grade for the week in which they are assigned. They should demonstrate your initial understanding, but the work does not stop there,

your group must collaborate to revise and improve each section together. While the first draft is written individually, every group member is expected to peer review and contribute to the refinement of each section. This collaborative process ensures that all students:

- Have a full understanding of every part of the project,
- Can contribute meaningfully to discussions and decisions, and
- Are prepared to explain any section of the project during the final presentation.

The final presentation is a group effort, but all students must be able to communicate and defend the research as a whole. This reflects the authentic expectations of scientific research and promotes comprehensive learning.

Ethics and Compliance – IRB Training: To ensure your research meets ethical standards and complies with federal regulations for protecting human subjects, all students must complete the Institutional Research Board (IRB) training before beginning the project. The IRB training and certification module is available in Canvas, and a score of 100% is required to move forward with research planning. Please consult the weekly schedule for the training due date.

Note: IRB application approval is only required for students intending to present their research outside of Salt Lake Community College.

Project Structure and Deliverables: POPS groups will consist of 3-5 students, and the project will be broken into a series of incremental assignments, each aligned with a specific component of the scientific method. These assignments are designed to:

- Reinforce conceptual understanding,
- Allow regular feedback from your instructor, and
- Build toward a final, cohesive project.

The final deliverable will be a PowerPoint presentation that synthesizes your group's findings and demonstrates a clear understanding of each part of the research process. Be sure to review the rubrics provided for each section to meet all expectations and submit a high-quality work.

Make up labs: Students are permitted to make up **ONE lab** during the semester, but **only during the same week that the missed lab is being conducted in other sections**. For example, if you miss your scheduled lab on a Tuesday, you may attend another sections offering the same lab later that week, but not in a future week. To complete a lab make-up:

1. Fill out the Lab Make-Up Request Form, available on Canvas.
2. Refer to the list of instructors and their contact information, available in the “Lab Instructor Contact List” posted on Canvas, to see who is teaching the other lab sections that week.
3. Contact the instructor of the section you wish to attend in advance to:
 1. Confirm availability in their lab section,
 2. Inform them of your intend to attend,
 3. Receive any additional instructions.

It is the student’s responsibility to follow these steps. Make-up labs are not guaranteed and depend on space and instructor approval. If an emergency prevents you from attending both your scheduled lab and a make-up session during the same week, contact your primary instructor as soon as possible to discuss alternative options.

Academic Integrity: Academic Dishonesty is **not** tolerated and includes all forms of cheating and plagiarism as outlined in the Code of Student Rights and Responsibilities and outlined here (this includes no use of AI software for your graded coursework). There is no tolerance for dishonesty. Academic dishonesty includes but is not limited to claiming another person’s work or words as one’s own, accessing answers to lab reports and quizzes from the Internet, completing quizzes or exams with other individuals etc. Students must put all answers in their own words. **Quizzes are proctor and need to be completed individually by each student.** Penalty for first offense may include a grade of “0” on the assignment or exam and second offense may result in an “E” for the course.

Generative artificial intelligence (AI) software is a rapidly emerging tool that you may be interested in using. If doing so, SLCC students are expected to adhere to the same standards as the Code of Student Rights and Responsibilities statement on plagiarism. Presenting generative AI software content as your own is a violation of academic integrity. If you use generative AI in your work, you must indicate that you have done so.

Use of Artificial Intelligence (AI): Artificial intelligence (AI) tools are rapidly evolving and may seem helpful in completing assignments. However, as a student at SLCC, you are expected to uphold the highest standards of academic honesty as outlined in the [SLCC Code of Student Rights and Responsibilities](#).

Submitting work generated by AI without proper acknowledgment is considered plagiarism and a violation of academic integrity policies. If you choose to use AI tools to support your work (e.g., for brainstorming or grammar help), you must clearly disclose this and ensure that the final product reflects your own understanding, voice, and original thoughts. This course is designed to help you strengthen critical thinking and communication skills through independent work. Assignments, especially writing tasks like essay responses and research project sections are opportunities to demonstrate what you have learned. Turning in AI-generated work as your own not only undermines your learning, but also violates the values of honesty and responsibility that are essential in academic and professional environments. If you are ever unsure about how to use AI tools responsibly, please reach out to your instructor before submitting work.

Biology Student Comments and Inquiries: Biology students can use the inquiry form to leave general comments and feedback, report any ongoing issues, file grade appeals, request add exceptions (after add period is over) and transfers from one course section to another. This form can also be used for any other inquiries outside of these topics but is meant for current or past biology students and will require students to log in with SLCC credentials. <https://www.slcc.edu/biology/student-inquiry-forms.aspx>

Lab Safety

LABORATORY SAFETY RULES – Human Physiology Lab

All students enrolled in Biology 2425 are required to purchase and wear a lab coat during every lab session throughout the semester.

Safety is a top priority in the Human Physiology lab. All students are expected to follow strict safety protocols at all times to prevent contamination, ensure personal and group

safety, and maintain a clean laboratory environment. This lab includes activities involving the collection and handling of human body fluids (e.g., blood or urine). Although only healthy individuals should participate in providing samples, all biological samples must be treated as potentially infectious. Strict safety precautions are required to prevent accidental exposure or contamination. Students are required to sign a consent form acknowledging that:

- This lab involves activities using human body fluids.
- They understand the importance of proper handling procedures.
- They agree to follow all safety protocols as instructed.

Precautions

- Gloves must be worn at all times when handling any biological samples or equipment exposed to these samples.
- All body fluids must be disposed of in designated biohazard containers.
- Hands must be wash thoroughly after glove removal and before leaving the lab.
- Any broken skin or open wounds must be covered, or the student must refrain from direct participation.

General Safety Expectations

- Students must attend mandatory safety training during the first week of lab, including instruction on proper handling of human fluids, use of PPE (Personal Protective Equipment), emergency equipment locations, and clean-up procedures.
- Lab coats are required starting the semester. Students must wear their lab coat during the entire session. Instructors and lab aids model this behavior by wearing lab coats at all times.
- Gloves are required when handling liquids that pose a splash risk.
- No eating, drinking, chewing gum, applying cosmetics, or touch your face is permitted during lab.

- Long hair must be tied back; loose clothing or jewelry should be secured.
- Closed-toe shoes are mandatory, no sandals or open footwear allowed.

Working with Human Body Fluids

To comply with FERPA and biosafety regulations, students are only permitted to handle their own body fluids. At no time a student touch or come into contact with another person's fluids, equipment, or data.

All equipment used to collect or store bodily fluids (e.g., graduated cylinders, test tubes) is either:

1. Washed thoroughly with Tergazyme, a laboratory-grade detergent that removes biological residue,
2. Using a 10% bleach solution after Tergazyme cleaning, as an added step to reduce microbial risk.
3. Test tubes used for urine are discarded at the end of the semester.
4. Graduated cylinders are disinfected with bleach before reuse the following semester.
5. Clorox wipes and/or 10% bleach spray bottles are provided for students to disinfect their lab stations after each activity.
6. Instructors will ensure gloves and cleaning materials are readily available in the lab throughout the lab.

Specific Lab Practices (Examples)

In addition to general laboratory safety procedures, students must follow these activity-specific protocols during labs involving body fluids or other potentially sensitive materials:

- **Metabolism Lab:** One student per group will collect a finger-prick blood sample using lancet and capillary tube to test with the CardioChek analyzer.
 1. Dispose of lancets and capillary tubes in the sharps container.

2. Place used alcohol wipes, test strips, and any blood-contaminated materials in the biohazard bag.
 3. Goggles and lab coats are required during this procedure.
 4. Thoroughly clean the CardioChek analyzer and surrounding workspace before the next student use it.
- **Hematocrit Lab:** Only one student per group will provide a blood sample using a capillary tube and clay tray method.
 1. Only the lab instructor is permitted to operate the centrifuge and is responsible for cleaning it after use.
 2. Blood samples must remain in designated sample handling areas and may not be taken to the lab tables or personal workspaces.
 - **Blood Typing:** Only one student per group is required to perform the blood typing procedure.
 1. All necessary materials will be available at the designated blood typing station.
 2. Students must follow all posted protocols for handling blood and dispose of all materials properly. Instructions are posted next to the activity station.
 - **Urinalysis Lab:** Students may only handle their own urine samples.
 1. All materials must be disposed of according to instructor-provided directions.
 2. Work surfaces must be cleaned with a 10% bleach solution or the Hydrogen Peroxide Cleaner Disinfectant wipes upon completion of the activity.
 - **Sensory Lab (Taste Testing):** Precut straws are sanitized before use and stored in bags labeled "NEW" bag.
 1. Each station will have a clearly labeled "USED STRAWS" container for disposal.
 2. To taste a solution (sport drink), students use a clean straw to draw liquid via suction, allowing it to touch the tongue without ingestion.
 3. A new straw must be used for each solution.
 4. All materials remain in the lab and are handled under strict compliance with OSHA regulations: the tasting activity used non-hazardous solutions, involves no ingestion, and adheres to all required safety protocols.

Emergency Equipment

Students must familiarize themselves with the locations and operation of all emergency equipment:

1. **Eyewash Station** – Rinse eyes for at least 20 minutes in case of chemical exposure.
2. **Safety Shower** – Use in case of large chemical spills on the body.
3. **Fire Extinguisher** – Operate using P.A.S.S (Pull, Aim, Squeeze, Sweep).
4. **First Aid Kit** – Report all injuries, even minor ones, to the instructor immediately.

Safety Enforcement

- **Zero Tolerance for Unsafe Behavior:** Failure to follow lab safety protocols, especially during labs involving body fluids, may result in immediate removal from the lab session and possible expulsion from the course. Your personal safety and the safety of your peer depends on your behavior.
- **Ongoing Safety Reminders:** A brief safety checklist is included at the top of each lab protocol involving body fluids. These reminders will highlight: Required PPE (e.g., gloves, lab coat), hand hygiene, proper disposal and clean-up procedures.
- **Glove Use Awareness:** Students are responsible for: changing gloves regularly, removing gloves when not actively handling fluids, and avoiding contact with surfaces (e.g., phones, face, door handles) while wearing gloves.
- **Accommodations:** Students with allergies, health concerns, or heightened sensitivity to any materials used in lab should notify their instructor immediately so accommodations can be made in advance.

Description of Assignments/Exams

Laboratory performance in Biology 2425 will be evaluated through multiple components, including participation in-person lab activities via Canvas, completion of quizzes, informal assessments conducted during lab sessions (which include points for attendance,

punctuality, and full participation), formal lab report assessments, and the POPS research project. Students are expected to attend and actively engage in lab each week. To be adequately prepared, students should review the lab objectives and background materials prior to completing the pre-class quiz. Laboratory activities and methodologies will vary from week to week based on the learning goals of each session. These exercises include both individual and collaborative work, particularly in post-lab assignments and the POPS project. Labs will involve both quantitative and qualitative data collection and analysis to develop a broad understanding of physiological principles and scientific practices.

Weekly Lab Work	
Syllabus/Course Quiz	2.5
Signed Consent Form	2.5
Pre-lab (10 labs/ 5 pts each)	45
*Drop lowest score	
Informal Assessment (10 labs/ 12 pts each)	108
*Drop lowest score	
Lab Protocol & Formal Assessment (10 labs/ 13 pts each)	117
*Drop lowest score	
Quizzes (10 labs/ 11 pts each*)	100
*Drop lowest score	
Total:	375 (59%)
POPS	
Understanding the Steps of Scientific Research	5
Project plan & schedule assignment	10
IRB training and certification quiz	5
Introduction/Citations Section	35
Materials and Methods Section	25

Abstract Section	15
Results Section	35
Discussion/Conclusion Section	50
POPS Presentation	
Project plan presentation	10
PowerPoint/Poster presentation	55
Peer Review	
First Peer Review (By the beginning of Data Collection)	7
Final Peer Review (End of Project)	8
Total:	260 (41%)
<u>Course Total</u>	<u>635 (100%)</u>

Grading Scale

Grades will be assigned based on the following scale:


92% - 100% = A	80% - 82% = B-	66% - 69% = D+
89% - 91% = A-	77% - 79% = C+	62% - 65% = D
86% - 88% = B+	74% - 76% = C	57% - 61% = D-
83% - 85% = B	70% - 73% = C-	Below 57% = E

Lab Schedule

Lab Schedule

Date	Topics
Aug 26-28	Introduction

	<p>IRB training (certification and assessment)</p> <p>Speed Grouping (to make POPS groups)</p>	
Sept 1 (Monday only)	NO LAB	
Sept 2-4	<p>Lab 1: Homeostasis</p> <p>Fill out UPRC participation form</p> <p>Sept 4: Last day to add classes</p>	
Sept 8 (Monday only)	Introduction, IRB Training, Lab 1: Homeostasis and Lab 2: Cell Metabolism	
Sept 9-11	<p>Lab 2: Cell Metabolism</p> <p>Understanding the Steps of Scientific Research</p>	
Sept 15-18	<p>Lab 3: Cell Transport</p> <p>POPS PROJECT SCHEDULE ASSIGNMENT DUE</p> <p>Sept 16: Last Day to Drop Classes with 100% Refund</p>	
Sept 22-25	<p>POPS PROJECT PLAN PRESENTATION (IRB training MUST be completed with 100% on quiz)</p> <p>1ST PEER REVIEW</p> <p>POPS Check-off: Introduction/ Citations</p>	
Sept 29-Oct 2	Lab 4: Nerve Cells and Electrical Signaling	
(Open labs begin)	<p>POPS Submission Due: Introduction/ Citations</p> <p>POPS Draft Check-Off Due: Materials and Methods</p>	
Oct 6-9	Lab 5: Sensory System	

	POPS Submission Due: Materials and Methods POPS Draft Check-off Due: Abstract
Oct 13-16	Fall Break (NO LABS) 
Oct 20-23	Lab 6: Endocrine System POPS Submission Due: Abstract (without results portion)
Oct 27-30	Lab 7: Muscle Physiology POPS Draft Check-off Due: Results October 28: Last day to withdraw (no refunds)
Nov 3-6 (Open labs end)	Lab 8: ECG, Blood Pressure, and Blood Characteristics POPS Submission Due: Results POPS Draft Check-off Due: Conclusion/Discussion
Nov 10-13	POPS Submission Due: Conclusion/ Discussion In Lab: Submit PowerPoint and/or Poster
Nov 17-20	Lab 9: Spirometry
Nov 24-27	Thanksgiving Break (No Labs)
Dec 1-4	Lab 10: Urinalysis Final Peer Review
Dec 8-11	PowerPoint Presentations UPRC Poster Presentations (extra credit) Wed, Dec 10 or Thurs, Dec 11

There is a research assignment (POPS Project) in this course. Because you must complete this research project, we are offering weekly Open Labs to help you and your group members with this project. Although attendance to these open labs is not required, they are highly recommended. These open labs will take place in your physiology lab room. Days and Times to be announced.

Taylorsville Campus (SI 379)

Jordan Campus (JHS 243)

Open Labs may be cancelled for non-attendance

Course Learning Environment

My hope is that all of us together will create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- No discrimination is tolerated based on anyone's race, gender, sexuality, religion, abilities, English language proficiency or socio-economic circumstances. Please always choose kindness and patience in our class communications, there is space for all of us here.
- If you have a name and/or set of pronouns that differ from those that appear in your Canvas handle, please let me know so I can address everyone in a way that makes them feel comfortable and safe.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in any of the class materials and discussions (by anyone) that made you feel uncomfortable, please talk to me about it. You can email me directly. I will keep it confidential and strive to correct the situation.
- If you feel like your performance in the class is being affected by an emergency or any other situation outside of class, please let me know so that we can discuss the

best course of action. I will not be disappointed in you if you can't complete everything on time, or don't perform to your full potential. I know everyone has a lot going on, and I understand that sometimes coursework is one of many priorities in your life. But I can't help you unless you communicate with me!

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Course Question Discussion Board	Discussion	0
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
	IRB Training and Certification Quiz	Quiz	5
	Lab 1 Formal Assessment	Quiz	13
	Lab 1: Informal Assessment	Assignment	12
	Lab 2 Formal Assessment	Quiz	13
	Lab 2: Informal Assessment	Assignment	12
	Pre Lab 2: Cell Metabolism	Quiz	5
	Pre-lab 1: Homeostasis	Quiz	5
	Quiz 1: Homeostasis and Circadian Rhythm -Summer2025	Quiz	11

Due Date	Assignment Name	Assignment Type	Points
	Quiz 2: Cell Metabolism - Summer 2025	Quiz	11
	Required Makeup Lab Info (ONLY USE IF YOU ATTEND MAKEUP LAB!)	Quiz	0
	Student Consent Form	Assignment	2.5
	Syllabus/Course Quiz - Fall 2025	Quiz	2.5
	Understanding the Steps of Scientific Research	Assignment	5

Keys to Success

You are an SLCC student and with that comes a lot of resources and perks of your position. Please take advantage of these!

Please be sure to check out Canvas messages, SLCC Today, and SLCCSafe for the latest information and resources.

Salt Lake Community College's Inbound Team can help staff, faculty, students, and community callers in connecting them to resources and answering most general questions about various areas at the College.

Their number is: 801-957-4073

The Contact Center's Inbound team is a helpful resource to students, faculty, and staff and can help with many questions without referring students to multiple offices for assistance. This team prides themselves on knowing a lot about the College, and if they

are unable to help find a resolution, they know the correct places to transfer students to get the assistance they need.

Hours of Operation:

Monday-Thursday- 7:30am-8:00pm

Friday- 7:30am-4:30pm

Saturday- 9am-1:00pm

Services available in languages other than English:

Punjabi, Hindi, Urdu- 7:15am-3:45pm (M-F)

Spanish- 11:00am-5:00pm (M-F)

Arabic- 2:00pm-8:00pm (M-Th) 9:00am-1:00pm (S)

Tongan- 2:00pm-8:00pm (M-Th) 9:00am-1:00pm (S)

SLCC Student Life and Leadership group have a ton of fun events- please consider taking part in one of more of these each semester - the more connected you are the data suggests the better you'll do!

Health and Counseling Assistance

It is important to take care of yourself physically and mentally. College students tend to neglect both. Please be aware that stress, anxiety, and other mental health issues are extremely common among students and seeking help is very important! We are all feeling stress based on everything that we have faced lately and adding the pressures of college on top of that is a lot. Counseling services at SLCC are confidential and low cost.

Counseling appointments are \$15/session. If \$15 is a difficulty for you, please let them know. Cost should never be an issue when seeking help. Please contact SLCC Center for Health and Counseling: <http://www.slcc.edu/chc/> If you wish to talk with someone immediately, you may start a free chat or call with a licensed crisis counselor, 24/7 through the SafeUT App (Links to an external site.) or calling 1 (800)273-8255.

Food Assistance

A recent study conducted by the University of Wisconsin and Temple University found that 36% of college students nationwide are food insecure. This is likely higher due to all of the craziness in the world of late. You don't have to be a starving college student or stressed about choosing to buy groceries or pay bills. SLCC has a food pantry for students. Don't feel shy about going to them. The Bruin Pantry is there to assist students struggling with food insecurity. Please check the following link for distribution/pick up procedures as well as info on many other resources available to help you.

Financial Assistance

If you need assistance, we invite you to work with our Financial Aid Office and apply for aid. You can apply for funds up to \$750 to help cover things like rent. Check out SLCCSafe for other financial assistance that may be available.

Internet Assistance

As stated in the previous page, you may be able to check out an internet hotspot through the library. <https://libweb.slcc.edu/wi-fi-hotspots-faq>

Textbook Assistance

This class uses a free Open Source textbook. However, if you are taking other classes that require expensive textbooks, the library has many textbooks on reserve. If they don't have your book, you can ask your professor to talk to the library about getting a reserve copy.

Public Transportation

You are entitled to a FREE UTA card that can be used on the busses, TRAX, and FrontRunner. Click [here](#) to learn about this SLCC benefit.

Job Assistance

Career Services at SLCC has worked hard to help students find employment. Please check out the resources below and reach out to them if you need help.

- College Central Network
 - College Central Network or CCN has thousands of Job and Internship opportunities for SLCC Students and Alumni. Students can use CCN to browse

jobs, upload their resume for edits, and find tools to help them along their search.

- Hot Jobs
 - We researched companies who offer tuition reimbursement. Students can click on Hot Jobs under the Student/Alumni tab to find out who is hiring.
- Employers not on CCN
 - Due to Covid-19, we researched companies who are hiring now. They may not be an approved employer, though we wanted to provide as many options as possible. Students can click on this link here to see who is hiring now: <https://www.slcc.edu/careerservices/companies-hiring.pdf>. This list is also under the Student/Alumni tab.
- MySuccess
 - We have dedicated coaches who help students with finding jobs, their materials to apply for a job, and with mock interviews. Students can make an appointment with a Career Coach over WebEx (video) or phone. We highly recommend you encourage students to make an appointment as it is a competitive market to find jobs during this time. Instructions for making an appointment can be found here.
- Virtual Resources
 - We offer all of our resources virtually and have mapped out how we can support students. They can click here for more information.
- Social Media
 - We have a social media account on Facebook and Instagram. We highly recommend having students follow us to find out the latest information on jobs, internships, and career/major exploration.
 - Email: careerservices@slcc.edu
 - Facebook: [@SLCCCareerServices](#)
 - Instagram: [@SLCC_CareerServices](#)

STEM Learning provides free tutoring services and textbook checkout to students enrolled in various courses offered by the School of Science, Math, and Engineering.

Tutoring is provided as a drop-in service only, except in certain circumstances.

Please visit <https://www.slcc.edu/stem/tutoring/index.aspx> for more information!

College Wide Student Learning Outcomes

SLCC has identified nine essential capacities all students should strengthen, regardless of academic major or career plans, that will serve students in all aspects of life.

- Acquire substantive knowledge in the intended major and throughout General Education
- Communicate effectively
- Develop quantitative literacies necessary for the chosen field of study
- Think critically
- Express themselves creatively
- Develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners
- Develop the knowledge and skills to work with others in a professional and constructive manner
- Develop information literacy
- Develop computer literacy

How to Navigate to Canvas

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the

challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.