



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**FUNCTIONAL ANATOMY
PTHA 1413 001
Heather Davis, PT**

NOTE: This is a 16-week course.

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Course Description:

Studies human anatomy and its application to the motion of the musculoskeletal system as it relates to normal activities and dysfunctions. Integration of skills related to the kinesiological assessment of the human body.

Semester Hours 4 (3 lecture/4 lab):

3 Lecture hours/week 48 Lecture hours/semester

4 Lab hours/week 64 Lab hours/semester

Prerequisites and/or Corequisites:

Prerequisites: Admission to the PTA program and BIOL 2401

Course Notes and Instructor Recommendations:

Meeting days and times:

Lecture/Lab T, Th 12:30- 4:00

Instructor Information:

Instructor Name: Heather Davis

MCC E-mail: hdavis@mclennan.edu

Office Phone Number: 254-299-8715

Office Location: CSC 200

Office/Teacher Conference Hours: By appointment

Required Text & Materials:

Title: Atlas of Human Anatomy

Author: Frank Netter

Edition: latest edition

Copyright Year: 2011

Publisher: Mosby, Incorporated

ISBN: 9781416059516

Title: Netter's Anatomy Coloring Book

Author: Frank Netter, John T. Hansen PhD

Edition: latest edition

Publisher: Saunder's Elsevier

ISBN-10: 0323187986

Title: Kinesiology of Musculoskeletal System

Author: Neumann, Donald

Edition: latest edition
Copyright Year: 2010
Publisher: Mosby, Incorporated
ISBN:9780323039895

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Methods of Teaching and Learning:

Instructional methods utilized in this course will include lecture, demonstration followed by student performance of specific techniques and skills, discussion groups, paired and reciprocal teaching experiences, group projects, and experiential and problem-based learning. Audio-visual materials will be utilized whenever possible.

Student learning outcomes will be measured by written exams, quizzes, performance on lab practicals, and student reports and presentations.

Course Objectives and/or Competencies:

LEARNING OUTCOMES: The student will identify, conceptualize, and categorize the musculoskeletal and neurological structures of the human body; and define, quantify, and contrast normal and abnormal movement and be able to integrate concepts of target tissue healing, regional interdependence, manual therapy, medical therapeutic exercise, motor control and other anatomy concepts into clinical decision-making regarding intervention decisions as well as recognition of emergency/safety situations that occur clinically.

OBJECTIVES: Upon completion of the course the student will be able to:

1. Develop a clinical understanding all of the tissue types & systems in the body (i.e., muscular, nervous, epithelial, cartilaginous, cardiovascular, pulmonary, neuromusculoskeletal etc.) and of their function, impact of differing mechanisms of injury, and basics of rehab for each system and tissue type.
2. ***Distinguish*** healing capacity of different tissues & systems in the body based upon physiological characteristics then ***construct*** an appropriate exercise prescription to effectively promote healing & restoration of function.
3. ***Estimate*** healing times of differing tissues based upon the physiological characteristics of the tissue involved, mechanism of injury (acute versus overuse), age and overall condition of the patient.
4. Utilizing a basic knowledge of exercise physiology and different healing properties of the specific tissues in the body, ***determine*** what types/modes of exercises and exercise prescription (load, frequency, duration, mode) will be most beneficial to promote healing of specific tissue types.

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5. **Identify** and **describe** the specific joint type and structural anatomy of each UE & LE joint and then **deduce** what motions are available at each joint.
 6. **Analyze** all of the factors that are involved in a joint's ability to move (i.e., structure of the joint, capsular mobility, ligament integrity, muscular flexibility, central nervous system function & status, innervations and recruitment of muscles, etc.).
 7. Based upon specific clinical findings (i.e., Cyriax's rule of resisted testing, joint mobility assessment, flexibility assessment, special tests), **differentiate** which tissues or neurological issues are causing limitations in movement/ROM.
 8. Based upon the specific ROM limited, **determine** which muscle restriction or which aspect of the joint capsule is most likely restricted/tight.
 9. **Analyze** a specified motion and **determine** all of the muscles involved and how they are functioning (eccentrically, concentrically, stabilization, etc.) during the motion.
 10. Define and understand the concept of regional interdependence.
 11. Apply concepts of regional interdependence relative to proper functioning of a body region and also to dysfunction of a specific body region and be able to explain how function of one region impacts the function of another region.
 12. Be able to combine the ability to analyze both static & dynamic posture with concepts of regional interdependence to discern the impact upon:
 - a. Gait, balance & locomotion
 - b. Orthopedic presentations/diagnoses
 - c. Postural syndromes
 - d. Body system functions
 13. Be able to perform movement analysis of a specified motion and determine the muscles involved and how they are functioning during the motion.
 14. Identify various sources of information (textbooks, professional journals, films, slides, etc.) for the purpose of gaining additional knowledge/insights in the various areas/topics presented in this course.
 15. The student will work to be aware of and identify various sources of information (textbooks, professional journals, websites, videos, slides, etc.) for the purpose of gaining additional knowledge/insights in the various areas/topics presented in this course. (affective – receiving)
 16. **Recognize & determine** which clinical indicators and patient responses/changes in status would necessitate communication with the supervising PT or activation of an emergency response.
 17. Students will agree to accept responsibility for one's own learning by seeking out additional learning experiences (i.e. organizing small study groups with compatible or complimentary learning styles, actively finding answers to questions by utilizing various sources of information such as professional journals, websites, videos, etc.) as is expected in a professional program and clinical practice. (affective – responding)
 18. Students will comply with all laboratory rules as posted in the lab room and take action to notify the instructor of non-compliance or if any dangerous situations are occurring. (affective – responding)
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19. Students will exemplify ethical behavior by being honest in all of his/her academic endeavors, treating all individuals with respect, and disclosing any instances of academic dishonesty as these characteristics will be expected in professional practice according to the ethical standards set out by the APTA. (affective – characterization)
20. After observing the instructor, the student will practice palpation of specific bony landmarks, ligaments, muscles, tendons and tendon insertions with instructor supervision. (psychomotor – guided response)
21. Feel and accurately identify specific bony landmarks, muscles, tendons, ligaments, joint lines and other anatomical structures as measured by degree of agreement with the clinical instructor's evaluation of the same structures. (psychomotor – perception)
22. Attain and demonstrate correct body mechanics during all palpations, mobilizations, & intervention/measurement techniques. (psychomotor – set)
23. Effectively *execute* basic extremity joint mobilization techniques related to structural anatomy with proper manual contacts & stabilization, direction, force, and duration to increase joint ROM in a patient with capsular restriction. (psychomotor – mechanism)

COURSE OUTLINE:

- I. Introduction
- II. Osteology
- III. Myology
- IV. Arthology/Arthokinematics
- V. Nervous System
- VI. Basic Biomechanics
- VII. Joint Structure, Muscle & Regional Function
 - a. Hip
 - b. Knee
 - c. Ankle/Foot
 - d. Shoulder
 - e. Elbow
 - f. Wrist/Hand
 - g. Spine

Course Outline or Schedule:

| DATE | Lecture | Lab |
|-------|------------------------------------|-----------------------------|
| T 22 | Introduction to Functional Anatomy | Mvmnts, Planes & Axis |
| Th 24 | Introduction to Functional Anatomy | Mvmnts, Planes & Axis |
| T 29 | Osteology: Physiology & Healing | Palpation of Bony Landmarks |

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|--------------|-----------------------------|-----------------------------------------------|
| Th 31 | Arthrology: Phys & Healing | Palpation of Joint Lines & Ligaments |
| T 5 | Myology: Phys & Healing | Palp. of Muscles (p672 Neumann Ch 3) |
| Th 7 | WRITTEN EXAM I | Motion Analysis & Basic Exercises |
| T 12 | Biomechanics | Levers, Biomechanics & Balanced Mvmt |
| Th 14 | Nervous Syst | Nerve tracings |
| T 19 | Nervous System | Reflexes & Sensation |
| Th 21 | WRITTEN EXAM II | LAB EXAM I (palp, reflexes, sensation) |
| T 26 | Hip joint/muscles | Motor Control Lab |
| Th 28 | Hip joint/muscles | Motor Control Lab |
| T 3 | Hip joint/ muscles | Lumbosacral plexus; Brachial plexus |
| Th 5 | Hip & Knee | Movement/palpation/mobs: hip |
| T 10 | Knee joint/muscles | Movement/palpation/mobs: hip |
| Th 12 | Knee & Ankle | Movement/palpation/mobs: knee |
| T 17 | Ankle joint/muscles | Movement/palpation/mobs: ankle |
| Th 19 | Foot joints/muscles | Movement/palpation/mobs: foot |
| T 24 | WRITTEN EXAM III | LAB EXAM II (LE) |
| Th 26 | Shldr girdle joints/scap ms | Movement/palpation/mobs: scapula |
| T 31 | Shoulder & Elbow | Movement/palpation/mobs: scapula |
| Th 2 | Elbow & Forearm | Movement/palpation/mobs: shoulder |
| T 7 | Wrist & Hand | Movement/palpation/mobs: elbow |
| Th 9 | Wrist & Hand | Movement/palpation/mobs: wrist |
| T 14 | WRITTEN EXAM IV | LAB EXAM III (UE) |
| Th 16 | Spine | Movement/palpation: neck/trunk |

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|-------|---------------------------------------|----------------------------|
| T 21 | Spine | Basic Spine Stabilization |
| Th 23 | THANKSGIVING | |
| T 28 | Spine | Basic Spine Stabilizations |
| Th 30 | LAB FINAL EXAM (Comprehensive) | |
| T 5 | FINAL EXAM (COMPREHENSIVE) | |

The schedule is subject to change based upon both internal & external influences. Students will be notified through Brightspace & class announcements. Lab Exams may be scheduled on Fridays as needed

Course Grading Information:

GRADE COMPILATION:

| | |
|--------------------|-------------|
| Written Exams (4) | 30% |
| Written Comp Final | 20% |
| Lab Exam (3) | 30% |
| Lab Final | 10% |
| Quizzes | 10% |
| | |
| TOTAL | 100% |

Course Grade Calculation:

A=90% and above

B=80-89.99%

C=75-79.99%

D=60-74.99%

F= Below 60%

Grade Requirements: A student must have a combined average of 75% on all written exams, lab exams and other assignments in order to receive a passing grade for this course. There will be **no** make-up exams for written exams, lab exams or presentations except with permission from the instructor for documented excused absences only (i.e., death in family, illness with note from MD, acts of God, etc.).

Any student who has a course average less than 75% for the course may not continue in the PTA program but may be eligible to re-enter the program at a later time. Please refer to the student handbook and consult with the program director for specific details.

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Requirements for Functional Anatomy Lab:

Palpation and Exposure:

Students are required to participate in lab skills activities that involve professional and respectful observation and palpation of body structures on both males and females to develop knowledge and appreciation of specific anatomy as well as anatomical differences between the sexes as such skills are essential to the profession. Professional and accurate palpation skills and knowledge of anatomy directly impacts clinical decision-making during intervention, effectiveness of intervention, and is also required in many instances to ensure accuracy of muscle activation during movement re-education and training. *Any student refusing to participate in the skills component of the course will not be allowed to continue in the course.*

Attire:

All students must be prepared for lab sessions at all times every day, and appropriate lab clothing must be worn. This course requires palpation skills to be practiced on classmates that require the modest professional exposure of regional anatomy. Appropriate attire includes shorts, T-shirts, and jog bras/swimsuits. Students who do not have appropriate lab clothing will be required to wear a hospital gown or other attire provided by the instructor, or that student will not be allowed to participate in lab.

Accessories: Jewelry that may be worn during lab (although it may need to be removed for certain skills/procedures) includes wedding bands/rings, watch, small chain necklace, or small stud earrings worn in the ear. All other jewelry must be removed prior to lab. Fingernails must be trimmed short and modestly maintained.

Hygiene: Good personal hygiene is an expectation both in lab as well as on clinical affiliation. Attention must be paid to cleanliness, body odor control, breath and proper hand-washing for infection control at all times.

Lab Exam Assessments:

Functional anatomy has only a small percentage of psychomotor skills on the lab exams as most lab exams are heavily weighted in the knowledge domain of learning. Some lab exams may have NO psychomotor skills component at all. However, on lab exams that do have a psychomotor skills component, proof of completion of the check offs for any psychomotor skills to be tested will be required prior to taking any portion of the lab exam in which those skills are incorporated. A student must demonstrate proficiency and competency (**safe, effective, reasonable time**) on each skill. Students may not attempt to check off on a skill with the instructor until they have been "checked off" by a fellow student. All psychomotor skills covered in lab prior to the lab exam in which those psychomotor skills are incorporated must be checked off no later than the class period PRIOR to the lab exam. Otherwise, it will count as a failure of the entire lab exam and the student will be required to repeat that lab exam for a maximum grade of 75. Only one lab exam and/or skills practical can be replaced with the maximum grade of 75 per semester due to failure to complete psychomotor check-offs for the psychomotor component. Absolutely no lab exam can be re-taken simply based on poor performance.

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Course Attendance/Participation Guidelines:

If a student is not in attendance in accordance with the policies/guidelines of the class as outlined in the course syllabus as of the course census date, faculty are required to drop students from their class roster prior to certifying the respective class roster. A student's financial aid will be re-evaluated accordingly and the student will only receive funding for those courses attended as of the course census date.

McLennan Community College expects regular and punctual class attendance from all students. In Health Professions programs, regular class attendance is expected as a demonstration of professional workplace behavior and late arrival and/or early departure is considered as absenteeism. Students, whether present or absent, are ultimately responsible for all material presented or assigned in the classroom and will be held accountable for these materials in determination of their grade. Absences from didactic classes prevent the Health Professions student from receiving full benefit of the course, diminish the quality of group interaction in the classroom setting and may interrupt progression in the program.

A McLennan Health Professions student in a didactic course missing a cumulative of 15 percent of the class meetings due to unexcused absences will be dropped.

Students will be permitted to make up class work and assignments missed as outlined in the course syllabus due to absences caused by (1) authorized participation in official College functions, (2) personal illness, (3) an illness or a death in the immediate family, (4) Pregnant or Parenting Protections under Title IX and/or Texas State Education Code Chapter 51, Subchapter Z, Section 51.982 or (5) any excused absences as outlined in College policy B-II. In all other cases, the instructor has the prerogative of determining whether a student may make up work missed.

Students are responsible for any work missed regardless of the cause of absence, as indicated in the institutional attendance policy. The student must initiate conversation with the instructor in a timely fashion, as defined by the program, and complete work according to timelines established with each course instructor.

| Term | # of Meetings | 15% of Class Meetings | Student Dropped After X Days |
|-----------------------|----------------------|------------------------------|-------------------------------------|
| 16 week-2 days a week | 32 | 4.8 | 5 |

Late Work, Attendance, and Make Up Work Policies:

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Attendance is essential for attainment of course objectives and skills competencies. A student who is more than five (5) minutes late is considered tardy, a student who is more than 30 minutes late is considered absent, a student who leaves more than 10 minutes early without instructor permission is considered absent for the day, and three (3) tardies will constitute one absence. This policy is enforced BOTH for lecture and for lab times. Excused absences will not count against the student. Excused absences include Acts of God (i.e., weather events), death in the family, documented medical illnesses, court obligations. Determination of excused versus unexcused is at the discretion of the instructor of the course. Students should not schedule routine appointments during class time – those will not be excused.

Two (2) absences or absence from 2 lecture hours: verbal warning

Three (3) absences or absence from 3 lecture hours: written warning

Four (4) absences or absence from 4 lecture hours: program probation

Five (5) absences or absence from 5 lecture hours: *withdrawal from program*

Absences from lab will be handled following the above policy, but hours missed from lecture and lab will not be combined to penalize the student. Make-up work may be required for absences in order to ensure that students acquire information and skills presented during their absence.

Students must notify the PTA office in advance whenever tardiness or absence is unavoidable.

Students should not schedule travel events during any class day from the first day of the semester to the last day of finals per the college calendar. Students who plan travel and miss course content or exams will receive a grade of 0 unless *prior* written approval is given by the faculty for an excused reason (i.e., death in the family, etc.).

It is the *student's* responsibility to attain the information that is missed due to his/her absence.

STUDENT RESPONSIBILITIES:

It is the responsibility of the student to come to class having read the assigned material and ready to participate in discussion and activities. This preparation will provide a more positive learning experience for the student. It is also the responsibility of the student to turn in assignments on time. Assignments are due at the beginning of the class period. **Late assignments will not be accepted unless it is due to a documented excused absence.**

Student Behavioral Expectations or Conduct Policy:

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

Students in the Physical Therapist Assistant program have willingly applied for and entered into a professional degree program. Implicit in professional degree programs is the need to develop the student's professional behaviors as well as minimum basic entry level competencies. The tool utilized in the PTA Program is the Generic Abilities form. Students will be evaluated on a continual basis throughout the program in classroom, lab activities, clinical activities, and interaction between fellow students, faculty, and instructors. If a student is found to be lacking in any area of generic abilities/professional behavior, the faculty member will complete a write-up form and set up a time to review deficiencies with the student. The faculty member, and if deemed necessary the program director, will then discuss with the student strategies to overcome deficiencies and a plan of action to assist the student in development in the areas that have been deemed deficient.

Any student who persists with deficiencies in professional behavior and incurs 3 write-ups related to professional behavior deficiencies over the duration of the program will be dismissed from the program based upon lack of progress in professional behavior. The professional behaviors policy is effective throughout the entire program across all courses, program related activities and clinical work as professional behavior is an integral component of the profession.

It will also be at the faculty member's discretion to take 2 points from the student's final course grade in the course the behavior is prevalent for each documented episode related to unprofessional behavior.

It will also be at the faculty member's discretion to take 2 points from the student's FINAL grade for EACH documented episode related to unprofessional behavior.

A short description of the Generic Abilities follows and specific forms for assessment will be made available on Brightspace.

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Attachment #10 Generic Abilities

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at the University of Wisconsin at Madison in 1991-1992. The ten abilities and definitions developed are:

| | <i>Generic Ability</i> | <i>Definition</i> |
|----|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Commitment to learning | The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding. |
| 2 | Interpersonal skills | The ability to interact effectively with patient, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues. |
| 3 | Communication skills | The ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes. |
| 4 | Effective use of time and resources | The ability to obtain the maximum benefit from a minimum investment of time and resources. |
| 5 | Use of constructive feedback | The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction. |
| 6 | Problem-solving | The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes. |
| 7 | Professionalism | The ability to exhibit appropriate professional conduct and to represent the profession effectively. |
| 8 | Responsibility | The ability to fulfill commitments and to be accountable for actions and outcomes. |
| 9 | Critical thinking | The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant. |
| 10 | Stress management | The ability to identify sources of stress and to develop effective coping behaviors. |

May W, Morgan BJ, Lemke J, Karst G, Stone H. Model for ability based assessment in physical therapy education. *Journal of Physical Therapy Education*. 1995; 91: 3-6.

Technology Devices:

Video & Recordings: Students may only tape record or video class activities and instructors with permission of the instructor and in no circumstance are allowed to post recordings on any internet site or social network site. The recording may only be utilized by the individual. Students who do not remain in compliance with this policy will be written up, put on probation, or potentially dismissed from the program based upon the extent to which the policy has been disregarded.

Personal Computer Use: Personal computers are allowed in the classroom and lab for class purposes only i.e., following PowerPoint presentations, taking notes, etc. Any student found utilizing his/her personal computer for any other purpose other than the current classroom activity may be asked to leave the classroom. Examples include but are not limited to: surfing the internet, checking e-mails, watching programs on the computer, etc.

Cellular and personal telephone calls. Students are NOT to receive or place calls or texts during class. Cell phones are to be turned off or set to vibrate before entering the classroom.

[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

Updated 07/18/2023



ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit www.mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu 2542998122 Room
319, Student Services Center

Title IX:

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the acting Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Accommodations/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center at (254) 299-8210. The MCC Student Counseling Center is a

confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>. Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom. You can contact the Academic Support and Tutoring team via Zoom or email (ast@mclennan.edu) by going to our website (<https://www.mclennan.edu/academic-support-and-tutoring/>).

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg. Both the Completion Center and Paulanne's Pantry are located on the second floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to

<https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html>

to find out more about the emergency grant. The application can be found at

https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating. The unauthorized use of artificial intelligence (AI) for classwork can be a violation of the College's General Conduct Policy. Whether AI is authorized in a course and the parameters in which AI can be used in a course will be outlined by each instructor.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teachingandlearning/FacultyandStaffCommons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are

expected to read and, if needed, respond in a timely manner to college emails. For more information about your student email account, go to www.mclennan.edu/studentemail.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

Forwarding Emails:

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email helpdesk@mclennan.edu.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.