



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

BIOPHYSICAL AGENTS

PTHA 1431_01

NOTE: This is a 16-week course.

CAROL JACKSON, PTA

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

PTHA 1431_01 Physical Agents
Spring 2022

Course Description:

Study of the biophysical principles, assessment, and application of therapeutic physical agents/with specific emphasis on indications, contraindications, medical efficacy, and physiological effects. Semester Hours 4 (3 Lec/4 Lab)

Prerequisites and/or Corequisites:

PTHA 1409 AND 1413 with a grade of “C” or better and concurrent enrollment in other prescribed physical therapist assistant courses.

Course Notes and Instructor Recommendations:

Course notes will be available on BrightSpace
Meeting times and days: T/TH 2:30-5:30

Instructor Information:

Instructor Name: Carol Jackson
E-mail: cajackson@mcclennan.edu
Office/Teacher Conference Hours: by Appointment
Other Instruction Information: CC above email to carol.jackson@bswhealth.org (I check that one frequently during my day, I will answer you back on MCC email)

Required Text & Materials:

Title: Physical Agents in Rehabilitation
Author: Cameron, Michelle H
Edition: 3rd or latest edition
Publisher: Saunders
ISBN: 978-1-4557-2848-0

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

Methods of Teaching and Learning:

The course material will be presented in lecture and online format. Specific modalities/techniques will be demonstrated in the laboratory before or after the lecture, followed by student performance and practice. Guest lectures and field trips will be incorporated to enhance classroom material as they are available. Audiovisual materials will be utilized

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whenever possible. A written assignment and oral presentation will be required to develop utilization of evidenced based practice and information technology as well as student centered learning.

Course Objectives and/or Competencies:

The following general objectives are to be met by all students in addition to the specific ones pertinent to individual modalities and techniques:

- 1. Explain and discuss his/her role as a PTA, in the application of biophysical agents.*
- 2. Identify and explain indications for biophysical agent interventions.*
- 3. Identify contraindications and precautions to the application of therapeutic agents.*
- 4. Safely and effectively select the appropriate biophysical agent within the established plan of care.*
- 5. Identify safe practice in the implementation of treatment and apply the biophysical agent in a safe and effective manner.*
- 6. Explain normal and abnormal physiologic responses and psychological reactions to treatment.*
- 7. Utilize appropriate assessment techniques to monitor response to the application of a physical agent or electrotherapeutic modality.*
- 8. Modify biophysical agent application as indicated by the patient's response, through consultation with the PT.*
- 9. Demonstrate safe, effective, and skilled intervention of therapeutic massage and soft tissue mobilization.*
- 10. Identifies types of wound and burn classifications.*
- 11. Discusses the different types of wound care dressings and how they manage wounds effectively.*
- 12. Document specific treatment parameters, applications, techniques and treatment outcome in SOAP note format for all skills practicals.*
- 13. Demonstrate and/or explain the proper procedure for cleaning and maintaining equipment used in this course.*
- 14. Recognize the importance of safety as they pertain to the use of the lab and the various biophysical agents and therapeutic techniques.*
- 15. Identify various sources of information (textbooks, journals, research sites) for the purpose of gaining knowledge/insights in the various areas/topics presented in this course.*
- 16. Demonstrate teamwork with assigned lab partners in a positive and constructive manner in order to accomplish tasks.*
- 17. Develop appropriate and correct communication skills in establishing patient and PTA rapport.*

Course Outline or Schedule for Biophysical Agents 2022

Date	Lecture and Lab Schedule
1/11	Review of Syllabus for Bio-PA Intro, Tissue Healing, Pain (<u>lecture only</u>) Quiz 1 (intro info): due 1/12 Discussion Board Post #1 (intro): due 1/12 Assignment 1: Pain Chart due 1/15 (see pain chapter in textbook)
1/13	<u>Heat Lecture and Lab</u> (Wear shorts) Quiz 2 (heat): due 1/19 Discussion Board Post #2 (Heat): due 1/19
1/18	<u>Cold Lecture and Lab</u> Quiz 3 (cold): due 1/21 Discussion Board Post #3 (Cold): due 1/21 Assignment 2: Heat vs Cold indications chart: due 1/22
1/20	Heat and Cold check-offs!!!!-must attend Review of scenarios/case studies
1/25	<u>Ultrasound Lecture and Lab</u> (Thermal vs sub-thermal) Quiz 4 (US): due 1/28 Discussion Board Post #4 (US): due 1/28 Assignment 3: thermal vs sub-thermal chart: due 1/27
1/27	US check-offs!!!! Review for Skills Practical
2/1	Written Exam #1 (due 2/1)
2/3	<i>SKILLS PRACTICAL #1 – as usual print 2 gradesheets.</i>
2/8	No Class!!!!

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2/10	<p><u>Massage/manual Lecture and Lab:</u> Soft tissue mobilization (STM) techniques: massage and MFR IASTM: Metal tools, Tennis ball, Thera roller – <i>dress appropriately</i></p> <p>Quiz 5 (STM): due 2/15 Discussion Board Post #5: due 2/15 Assignment 4: Comparison of IASTM tools – due 2/17</p>
2/15	<u>Guest Speaker:</u> Cupping
2/17	<p>STM check offs!!!! Case review</p>
2/22	<p><u>Traction Lecture and Lab</u> Quiz 6 (Traction): due 2/25 Discussion Board Post #6: due 2/25</p>
2/24	<p>Traction check offs!!!! Case Review</p>
3/1	Written Exam #2 – (due 3/1)
3/3	<i>SKILLS PRACTICAL #2</i>
3/7>3/11	<i>Spring Break</i>
3/15	<p>Read Chapter 11 in your textbook. Assignment 5: Fill out estim chart: due 3/17</p> <p><u>Guest Speaker</u> – dry needling</p>
3/17	<p><u>Intro to electrical stimulation Lecture and Lab</u> TENS, IFC, Iontophoresis</p> <p>Quiz 7 (estim fundamentals, TENS, IFC, iontophoresis): due 3/22 Discussion Board Post #7: video demonstration of Sensory estim TENS or IFC: due 3/22 Discussion Board Post #8: give feedback to 1 classmate (see requirements): due 3/24</p>
3/22	<p><u>Lecture and Lab – NMES, FES, HVPC, Russian, Micro current</u></p> <p>Quiz 8 (NMES, etc above): due 3/24</p>

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	Discussion Board Post #9: video demonstration of motor estim-(NMES, FES, or Russian) due 3/29 Discussion Board Post #10: give feedback to 1 classmate due 3/31
3/24	No Class!!
3/29	<u>Electromagnetic Lecture and Lab:</u> Diathermy UV, Laser, Nerve conduction, Biofeedback Quiz 9 (electromagnetic): due 3/31 Discussion Board Post #11: due 3/31
3/31	Diathermy and Biofeedback Check-offs!!! Case Review
4/5	<u>Wound care Lecture and Lab</u> Listen to <i>PowerPoint</i> on Hydrotherapy Hands on practice of debridement Quiz 10 (wound care, hydrotherapy): due 4/12 Discussion Board Post #12: due 4/12
4/7	No Class!!!
4/12	<u>Compression Lecture and Lab</u> Compression Unit application Residual Limb wrapping Lab Quiz 11(Compression): due 4/14
4/14	<u>Edema, Lymphedema - Lecture and Lab</u> Assignment 6: Edema vs Lymphedema chart-due 4/26 Discussion Board Post #13: due 4/26 Compression Check-offs!!!
4/19	Written Exam #3
4/21	<i>SKILLS PRACTICAL #3 – Notebook due!!!</i>
4/26	<u>Guest Speaker</u> – Lymphedema
4/28	No Class!!!!
5/5	<i>WRITTEN FINAL EXAM</i>

***Dates are tentative and subject to change**

***keep a pair of shorts in your locker this semester-we will need for lab regularly, or wear shorts under warm-up pants.**

*****when there are due dates such as quizzes, DB, assignments, exams-the deadline is at 11:59 PM on stated due date. No late credit.**

*****quizzes and exams require Respondus Lockdown**

*The schedule is subject to change based upon progression or other demands. Students will be notified by either announcement in class or by BrightSpace, dependent upon which is more proficient. ****

Course Grading Information:

Grade Compilation:

<i>Written Exams</i>	<i>25%</i>
<i>Written Final</i>	<i>15%</i>
<i>Skills Practical</i>	<i>25%</i>
<i>Quizzes</i>	<i>10%</i>
<i>Assignments/Discussion Board</i>	<i>15%</i>
<i>Participation/Attendance</i>	<i>5%</i>
<i>Notebook</i>	<i>5%</i>
<i>Total</i>	<i>100%</i>

Grade Requirements: A student must have a combined average of 75% on all exam, quizzes, assignments and a minimum of 75% on each skills practical in order to receive a passing grade for this course. In addition, any student scoring below 75% on a skills practical will be required to repeat that skills practical. A maximum of one skills practical may be repeated during the semester for a maximum grade of 75%. There will be no make-up exams for written exams or skills practicals except with permission from the instructor for excused absences only (i.e. death in family, illness with note from MD, acts of God, etc).

Any student who receives a D or below for the course may not continue in the PTA program, but may be eligible to re- enter the following year. Please refer to the student handbook for specific details.

- 1. Quizzes:** Quizzes will be given on a weekly or bi-weekly status on a specific due date and require Respondus Lockdown.
- 2. Assignments:** will be given on a weekly or bi-weekly basis and uploaded to Brightspace.
- 3. Discussion Board Posts:** will be given weekly or bi-weekly basis and uploaded to Brightspace.

CRITICAL SAFETY SKILLS:

Demonstrating mastery of specific critical safety skills is necessary in order to pass each skills practical. Competency with critical safety skills indicates that a student carries out intervention per the plan of care in a manner that minimizes risks to the patient, self, and others. Failure to demonstrate mastery of any one of these critical safety skills will require

the student to re-take the skills practical for a maximum grade of 75. These skills will be specified on the grade sheet for each skills practical. Critical safety skills for this course include:

1. Application of physical agents in accordance with the POC (not adding any biophysical agent not supported by the POC).
2. Recognition of changes in the patient's status that indicate necessity to communicate with the supervising PT a potential need to modify the use of biophysical agents..
3. Recognition of both contraindications and precautions for application of specific biophysical agents.
4. Applying biophysical agents within safe parameters regarding the patient's status and condition.

Grade Requirements: A student must have a combined average of 75% on all written exams **and** a minimum of 75% on each skills practical in order to receive a passing grade for this course. In addition, any student scoring below 75% on a skills practical will be required to repeat that skills practical. A maximum of one skills practical may be repeated during the semester for a maximum grade of 75%. **There will be no make-up exams for written exams or skills practicals except with permission from the instructor for excused absences only (i.e. death in family, illness with note from MD, acts of God, etc).**

Any students who receives a D or below for the course may not continue in the PTA program, but may be eligible to re- enter the following year. Please refer to the student handbook for specific details.

Preparation for Lab:

All students must be **prepared** for lab sessions at all times, and appropriate lab clothing must be worn. 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. 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. Good personal hygiene is an expectation both in lab as well as clinical affiliation.

Skills Practical Assessments:

Proof of completion of lab skills assessments, or check offs, of the skills to be tested will be required prior to taking the skills practical. 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 skills covered in lab prior to the skills practical must be checked off prior to the lab practical. Otherwise, it will count as a failure and the student will be required to repeat that skills

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practical for a maximum grade of 75. Only one skills practical can be replaced with the maximum grade of 75 per semester.

Late Work, Attendance, and Make Up Work Policies:

ATTENDANCE:

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 for BOTH lecture and for lab times. Excused absences will not count against the student. Excused absences include Acts of God (ie 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. SEE ATTENDANCE GRADING below and professional development.

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***

Attendance – Professional Development

*For a student that does not have any absences or tardies – 100 in gradebook for participation/attendance

*Every unexcused absence – minus 10 points

*Every tardy – minus 5 points

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.

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Re-take Policy:

grades that must be greater than 75% to pass the course are deemed so due to critical safety in clinical practice. Critical safety is further addressed in the syllabus in the Lab Skills and Skills Practical section.

Grade Requirements: A student must have a combined average of 75% on all written exams and a minimum of 75% on each skills practical in order to receive a passing grade for this course.

- Any student scoring below 75% on a skills practical will be required to re-take that skills practical.
- A maximum of one skills practical may be repeated one time (one re-take) during the semester for a maximum grade of 75%. (Failure of two skills practicals in a course per semester will cause the student to not be able to progress in the program.)
- If a student fails a skills practical, policy requires two faculty graders for the re-take of the skills practical. If a student fails a re-take on a skills practical, it will result in failure of the course. Failure of the course will prohibit the student from progressing in the program and result in dismissal from the program.
- Students who have failed a skills practical are required to complete their re-take PRIOR to the next scheduled practical. Failure to do so will be considered a failure of the re-take.
- It is the STUDENT'S **responsibility to coordinate scheduling of the re-take** by meeting with the primary instructor and requesting a second faculty grader.
- It is the STUDENT'S responsibility to select another student to be his/her patient for the re-take and ensure that the selected student is available at the chosen time of the retake.

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 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:

Generic Abilities & Professional Behaviors:

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

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students, faculty, and instructors. If a student is found to be lacking in any area of the generic abilities, the student will be called in by the faculty member who will fill out the form and review any deficiencies. The faculty member, and if deemed necessary the program director, will then discuss with the student a plan of action to assist the student in development in the areas that have been deemed deficient.

Any student who persists with the same deficiencies with no improvement in professional behavior over 3 different episodes may be dismissed from the program based upon lack of progress in professional 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.

[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.

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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 & Tape 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.

Cell phone policy:

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

Grievances:

During the course of the program should a student have an issue evolve with a faculty member or program policy, the student is encouraged to bring the issue to light. A major component of the program is to develop professional behavior and professional communication skills which also includes professional and ethical handling of grievance procedures.

The first step in the process is to address the issue directly with the individual faculty member (or student if it is a student-student issue) and see if resolution can be reached. To initiate the grievance process, the issue must be written up in a concise but thorough manner and include possible solutions or resolutions to the issue. The written grievance must be presented to the faculty within a 1-week timeframe of the occurrence that initiated the issue. The faculty will then schedule a meeting with the student to review the grievance and attempt to find resolution. The meeting should occur within a 1-week time-frame from the date the written grievance is presented.

If the student does not feel that the issue is satisfactorily resolved after meeting with the faculty member, or the issue continues, the next step is for the student to contact the PTA Program Director and present the director with the written grievance and subsequent actions

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taken to find a solution or resolution. The Program Director will then review the grievance and schedule a meeting with the student to discuss potential solutions or resolution.

If the matter cannot be resolved at the Program Director level, the student may contact the Division Director of Health Sciences with the original written grievance as well as written documentation of the subsequent steps and results of the grievance process undertaken up to that point. If the issue is not satisfactorily resolved at the end of this process, the student may initiate a formal grievance procedure. The Student Grievance Procedure is outlined in the Highlander Guide: MCC Student Handbook.

McLennan

C O M M U N I T Y

COLLEGE

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

254-299-8122

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 Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC 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/>

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 a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and 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.

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

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-Staff-Commons/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.

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.

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.

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.