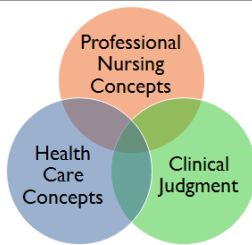


Concept-Based Transition to Professional Nursing Practice

RNSG 1324.01



Texas Concept-Based Curriculum McLennan Community College ADN Program RNSG 1324 – Concept-Based Transition to Professional Nursing Practice Summer 2022

McLennan
C O M M U N I T Y
COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

Concept-Based Transition to Professional Nursing Practice

RNSG 1324.01

Patricia Brown, MSN, RN

Tiffanie Elbrecht, MSN, RN-BC, CHSE, EMT-B

Susan Olson, PhD, MSN, RN

Tammy Towner, DNP, MSN, RN, CCRN

Jenna Warf, MSN, RN

NOTE: This is an 9-week course.

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 on any changes to these guidelines: <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html>

Concept-Based Transition to Professional Nursing Practice

RNSG 1324.01

AN EQUAL OPPORTUNITY INSTITUTION

Summer 2022

SEMESTER HOURS

3

CONTACT HOURS

LECTURE: 2 LAB: 4

PREREQUISITES:

**VOCATIONAL NURSING LICENSE AND ACCEPTANCE
TO THE PROFESSIONAL NURSING PROGRAM.**

COREQUISITES:

RNSG 1128, 1118, 1162 OR 1163

COURSE DESCRIPTION:

Integration of previous health care knowledge and skills into the role development of the professional nurse as a provider of patient-centered care, patient safety, advocate, member of health care team, and member of the profession. Emphasis is on clinical decision-making for patients and their families. Review of selected health care and professional nursing concepts with application through exemplars. Health care concepts include comfort, diversity, elimination, functional ability, human development, mobility, nutrition, sensory perception, sleep, coping, thermoregulation, tissue integrity, acid-base balance, clotting, cognition, fluid and electrolyte balance, gas exchange, immunity, metabolism, nutrition, grief, and perfusion. Professional nursing concepts include clinical judgment, communication, ethical-legal, evidence-based practice, health promotion, health information technology, patient-centered care, patient education, professionalism, safety, teamwork and collaboration. Introduces concepts of leadership and management. This course lends itself to a concept-based approach.

PREREQUISITES AND/OR COREQUISITES:

Prerequisite: Vocational nursing license and acceptance to the professional nursing program. Corequisites: RNSG 1128, 1118, & 1163

COURSE NOTES AND INSTRUCTOR RECOMMENDATIONS:

Students are responsible for materials placed on Brightspace and Evolve by faculty daily. Many announcements are also sent out via students' MCC email. Students are expected to check their MCC email and Brightspace announcements daily for changes and updates. Posting of power point presentations, lecture notes, and other materials are at the discretion of each individual instructor. Communication with the student's assigned faculty advisor and/or clinical instructor will occur through MCC email only. No other email addresses will be used. Please refer to the ADN Student Handbook for additional information.

Concept-Based Transition to Professional Nursing Practice

RNSG 1324.01

INSTRUCTOR INFORMATION:

Patricia L. Brown, MSN, RN

Email: pbrown@mclennan.edu

Phone: (254) 749-9680 (call/text for appointment)

Office: TBA

Tiffanie Elbrecht MSN, RN-BC, CHSE, EMT-B

Office: HPN

Email: telbrecht@mclennan.edu

Phone: 254-299-8352

Susan Olson, PhD, MSN, RN-Academic Success Coach

Office: HPN 162

Email: solson@mclennan.edu

Phone: (254) 299-8744

Tammy E. Towner, DNP, MSN, RN, CCRN

Email: ttowner@mclennan.edu

Phone: (254) 717-8017

Office: TBA

Jenna Warf, MSN, RN

Office: HPN 225

Email: jwarf@mclennan.edu

Phone: (254) 299-8359

REQUIRED TEXT & MATERIALS:

Elsevier: [https://evolve.elsevier.com/cs/\[SEP\]](https://evolve.elsevier.com/cs/[SEP])

HESI: [https://evolve.elsevier.com/\[SEP\]](https://evolve.elsevier.com/[SEP])

Texas State Board of Nurses: <http://www.bon.state.tx.us/nursinglaw/npa.html>

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

METHODS OF TEACHING AND LEARNING:

Lecture, class discussion, case studies, group projects, written reports/papers, exams, quizzes, simulators, Elsevier/Evolve Website and HESI tutorial software. Students are expected to be present in class; however, in the event of Covid-19 quarantine or having Covid-19, a ZOOM meeting option will be available.

****Course teaching methods subject to change as per guidelines for management of COVID-19****

Concept-Based Transition to Professional Nursing Practice

RNSG 1324 - 01

COURSE OBJECTIVES AND/OR COMPETENCIES:

Upon completion of this course the student will:

1. Utilize a systematic process to analyze selected health care concepts to manage care for diverse patients across the lifespan.
2. Describe the interrelatedness between health care concepts to assist in developing clinical judgment.
3. Describe the attributes and roles of the professional nurse including leadership, management and principles of delegation.
4. Apply a systematic problem-solving process for the development of clinical judgement.
5. Discuss the legal-ethical parameters for professional nursing practice including the Nursing Practice Act and the American Nurses Association (ANA) Code of Ethics as related to selected exemplars.
6. Utilize professional communication techniques in providing patient-centered care and collaborating with members of the health care team.
7. Identify health promotion needs for diverse patients across the life-span.

STUDENT LEARNING OUTCOMES (SLO)

The graduate will be able to:

1. Use clinical reasoning and knowledge based on the nursing program of study, evidence-based practice outcomes, and research-based policies and procedures as the basis for decision-making and comprehensive, safe patient-centered care.^{[L][SEP]}
2. Demonstrate skills in using patient care technologies and information systems that support safe nursing practice.
3. Promote safety and quality improvement as an advocate and manager of nursing care.
4. Coordinate, collaborate and communicate with diverse patients, families^{[L][SEP]}
5. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.
6. Demonstrate knowledge of delegation, management, and leadership skills.^{[L][SEP]}
7. Demonstrate behavior that reflects the values and ethics of the nursing profession, including a spirit of inquiry.

COURSE OUTLINE OR SCHEDULE:

Concepts are taught according to the dates and times outlined in the course calendar located under RNSG 1324 in Brightspace.

Concept-Based Transition to Professional Nursing Practice

RNSG 1324 - 01

HEALTH CARE CONCEPTS - BIOPHYSICAL

Acid Base Balance

- Diabetic Ketoacidosis (DKA)
- Hyperventilation (Birthing Mother, Panic Attack)
- Gastrointestinal Losses (Pediatric)
- Drug Overdose with Hypoventilation

Clotting

- Hemophilia
- Deep Vein Thrombosis (DVT)

Comfort

- Osteoarthritis (Chronic Pain)
- Post-Operative Pain- Total Joint Arthroplasty (Acute Pain)
- Procedural Pain (Dressing Changes/Wound Care, PT after Arthroplasty (Acute Pain)
- Pancreatitis (Chronic Pain, Acute Exacerbations)
- Sick Cell Anemia (Chronic Pain, Acute Exacerbations)
- Post-Operative Pain: Abdominal Surgery (Acute Pain)
- Renal Calculi (Acute Pain)
- Peripheral Vascular Disease (PVD) (Neuropathic Pain)→move to Perfusion?

Elimination

- Benign Prostate Hypertrophy (BPH) – urinary retention
- Diarrhea – Bowel Incontinence
- Gerontology – Urinary Incontinence
- Clostridium Difficile (C.-diff)
- (Constipation/Impaction – Elderly – skills course)
- Diverticulitis
- Paralytic Ileus – Bowel Obstruction
- Neurogenic Bladder – Spastic

Fluid & Electrolyte Balance

- Dehydration – Gastroenteritis – Elderly and Pediatrics
- Extracellular Fluid Volume Excess
- Hypocalcemia

Concept-Based Transition to Professional Nursing Practice

RNSG 1324 - 01

-
- Hypercalcemia
 - Hypokalemia
 - Hyperkalemia - Chronic Renal Failure
 - Hyponatremia - Syndrome of antidiuretic Hormone (SIADH),
 - Hypernatremia – Diabetes Insipidus (DI)
 - Hypophosphatemia
 - Hyperphosphatemia
 - Hypomagnesemia
 - Hypermagnesemia

Gas Exchange

- Asthma
- Chronic Obstructive Pulmonary Disease (COPD)
- Pneumonia- Aspiration
- RSV/Bronchiolitis (Pedi)
- Tracheal Esophageal Fistula (Pedi/Newborn)
- Sleep Apnea (from Sleep)

Mobility

- Hip Fractures
- Disuse syndrome
- Joint Replacement
- Osteoarthritis
- Osteoporosis

Immunity

- Vaccines
- Otitis media
- Urinary Tract Infection
- Cellulitis
- Osteomyelitis
- Pneumonia
- Appendicitis
- Trauma-sprain

Metabolism

- Diabetes Type1
- Diabetes Type 2
- Gestational Diabetes
- Graves' Disease – Hyperthyroidism
- Hypothyroidism

Nutrition

Concept-Based Transition to Professional Nursing Practice

RNSG 1324 - 01

-
- Diets (Regular, Soft, Mechanical Soft, Clear Liquids, Full Liquids)
 - Obesity
 - Malnutrition (Inadequate-excess)
 - Iron deficiency Anemia
 - Dysphagia
 - Heart Healthy Diet
 - Diabetic Diet
 - Malnutrition (Introduce Parenteral Nutrition)
 - Peptic Ulcer Disease (PUD)
 - Gastroesophageal Reflux Disease (GERD)
 - Malabsorption Syndromes Infant & Elderly (Gastrostomy and Enteral Feedings)
 - Starvation – Failure to Thrive
 - Infant Nutrition (Breast/Bottle)

Perfusion

- Basic ECG Rhythms
- Congestive Heart Failure
- Hypertension
- Gestational Hypertension
- Mitral Valve Prolapse
- Coronary Artery Disease (CAD)
- Peripheral Vascular Disease (PVD)

Thermoregulation

- Environmental Exposure
- Hypothermia – Frost Bite, Infant
- Hyperthermia – Heat Stroke – Elderly
- Fever (pedi)
- Malignant Hyperthermia

HEALTH CARE CONCEPTS - PSYCHOSOCIOCULTURAL

Cognition

- Alzheimer's Disease/Dementia
- Delirium (include sleep deprivation and insomnia from sleep)

Coping

- Anxiety
 - Generalized Anxiety Disorder
 - Panic Disorder (Attack)
 - Obsessive Compulsive Personality Disorder
 - Eating Disorders
 - Anorexia Nervosa
 - Bulimia
 - Phobia

Concept-Based Transition to Professional Nursing Practice

RNSG 1324 - 01

-
- Stress
 - Separation Anxiety (Developmental)
 - Post-Traumatic Stress Disorder
 - Physical Response/Disease
 - Lifespan Response
 - Substance Abuse/Addictive Behaviors
 - Alcoholism
 - Maternal/Fetal Cocaine Addiction
 - Neonatal Abstinence Syndrome (Withdrawal)

PROFESSIONAL NURSING CONCEPTS

Clinical Judgment

- Scenarios applying the Nursing Process
- Clinical Skills (Assessing Wound/Dressing Decisions; Timing and Clustering of Daily Care)
- Urgent/Emergent Situations (Start Oxygen, Recognize Anaphylaxis, Failure to Rescue, Rapid Response Team)
- Medication Management
- When to Contact Physician or other Health Care Provider

Communication

- Interpersonal
- Inter-professional
SBAR
Electronic Healthcare Records-include HIT concept (point of care documentation, HIPAA)
- Intra-personal
- Peers and Healthcare Team Members
- Assertive Communication
- Therapeutic Communication

Ethics & Legal precepts

- Nursing Practice Act
- Patient Confidentiality (HIPAA and Social Media)
- ANA Code of Ethics
- Patient Rights
- Criminal Law
- Civil Law
- Informed Consent

Evidence-Based Practice

- Best Practices and Standards (related to course content)

Concept-Based Transition to Professional Nursing Practice

RNSG 1324 - 01

Leadership & Management

- Delegation

Patient-Centered Care

- Advocacy
- Prioritizing Individualized Care-include Health Promotion and Patient Education concepts
- (Scenarios Related to Course Content)

Professionalism

- Attributes of the Profession
- Roles of the Nurse (DECS)

Safety

- Standard Precautions
- National Patient Safety Goals
- Environmental Safety & Medication Administration (Skills)
- Time Outs
- Core Measures
- Anticipatory Guidance

Teamwork & Collaboration

- Interdisciplinary Plan of Care
- Group work
- Chain of Command
- Conflict Management Strategies
- Group Process - Operating Room Team

* only the concept is covered – no exemplars

COURSE GRADING INFORMATION:

All unit exams are calculated by a percentage computed to two decimal places. Exam grades will be figured to the tenth. The final exam for the course will be computed to two decimal places.

The final course grade will be rounded off to a whole number. The student is expected to participate in class, simulation and other lab activities, and complete assigned requirements on learning activities and group presentations by the due dates given on D2L|Brightspace. The student must have a passing average on the exams in order to pass the course.

Concept-Based Transition to Professional Nursing Practice

RNSG 1324 - 01

The grade in RNSG 1324 will be determined by the following:

Simulation: 2%
PNC Assignments: 10%
Exam 1: 21% (5 concepts)
Exam 2: 21% (5 concepts)
Exam 3: 21% (4 concepts)
Final: HESI, 25% All concepts of 1324

The ADN grading system is:

90-100=A
80-89=B
75-79=C A passing average is 75
65-74=D
Below 65 = F

HESI POLICY LEVELS 1 – 3 & LVN TO ADN TRANSITION

All students in the concept-based curriculum Levels 1, 2, and 3 and LVN to ADN Transition will take a Level-specific HESI Concept Comprehensive exam.

Students are required to perform at the following competency levels.

Level 1 – 800

Level 2 & LVN to ADN Transition– 850

Level 3 – 875

Students who do not attain the required level of achievement will be required to complete the following remediation. After the remediation, the student will take another HESI comprehensive exam.

Level 1 – Complete the HESI patient reviews and case studies pertaining to the concepts taught in level 1. Retake the HESI practice test until an 80% is achieved. The time spent on the patient reviews will be monitored for satisfactory progress. The student will take another comprehensive HESI exam.

Level 2 & LVN to ADN Transition – Complete the HESI patient reviews and case studies pertaining to the concepts taught in this level. Retake the HESI practice test until an 80% is achieved. The time spent on the patient reviews and case studies will be monitored. The student will take another comprehensive HESI exam.

Level 3 - Complete the HESI patient reviews and case studies pertaining to the concepts taught in this level. Retake the HESI practice test until an 80% is achieved. Time spent on the patient reviews and case studies will be monitored for satisfactory progress. The student will take another HESI comprehensive exam.

The HESI benchmark for each level will be: **Level 1 = 800, Level 2 = 850; Level 3 = 875.**
HESI 1 will be administered to the class per the course calendar.

Concept-Based Transition to Professional Nursing Practice

RNSG 1324 - 01

The conversion score on HESI 1 will be assigned as the final exam grade for the class. If a student is passing all other aspects of the class and meets the benchmark score, the final grade will be assigned per the MCC calendar and the student will be encouraged to complete HESI NGN remediation packets that are assigned within the HESI System before progressing to the next level*. If a student is failing the class after the HESI 1 conversion score (final exam grade) is recorded, that student will fail the course. Students who do not pass a course are encouraged to complete HESI remediation. The grade earned in the class will be recorded; the student will be subject to any and all progression, reapplication, and readmissions (if eligible) policies.

If a student has a passing average in the class but fails to meet the benchmark on the HESI exam (L1 - 800, L2 - 850, Transition - 850), the student will be required to complete the assigned remediation packets within the HESI system. The assigned remediation must be completed and submitted before the scheduled HESI 2 testing date per the course calendar and faculty instructions. HESI 2 will be administered per the course calendar.

Students who fail to achieve the benchmark score on HESI 2 will be required to complete the remediation packets within the HESI system by the date set in the course calendar. Failure to complete all of the assigned HESI remediation by the faculty-assigned date will result in failure of the course. A grade of "F" will be assigned regardless of average in the class. All progression, re-application, and readmission policies apply.

The Exit HESI Policy for Level 4 (benchmark score – 900) remains unchanged.

**All nursing courses must be taken concurrently. Passing the class in which HESI is administered does not automatically allow the student to progress. ALL courses in each level must be passed for progression to occur. (passed 11/29/21, sb)*

DOSAGE CALCULATION EXAMS INSTRUCTIONS & LAB

Dosage Calculation Exams will have 20 questions. Students will be given 1 hour to complete this exam. Students with accommodations must test in testing center.

1. Conversion or equivalency charts **will not** be used during examinations. Students may use approved non-memory calculator for Dosage Calculation Exams. For credit, answer must be on answer line. On Theory Exams, students will use calculator available through the online testing program. Dosage calculation answers must be typed on the answer line with correct label when using the online testing program. Calculations used to determine answers must be shown on blank sheet of paper handed out by instructor in order to receive credit for the question. Paper will be turned back in to instructor when exam is finished.

2. One of the 2012 Patient Safety Goals requires that the rules for the use of a trailing zero or leading zero must be followed when writing a medication dosage on a patient chart.

A. Use of trailing zero: If the dosage is 1 mg only, write 1 mg. Writing this as 1.0 mg could be misread and more than 1 mg administered. If the dosage is 1 tablet, only write 1 tablet and not 1.0 tablet. The use of an inappropriate trailing zero on an exam will result in the problem being counted wrong even if the math calculation is correct.

Concept-Based Transition to Professional Nursing Practice

RNSG 1324 - 01

-
- B. Use of leading zero: If the dosage is .5 mg or tablet, the dosage must be written as 0.5 mg or 0.5 tab. Omission of a required leading zero will result in the problem being counted wrong even if the math calculation is correct.
3. All calculations should be carried to the nearest hundredth and maintained at hundredths until arriving at the final answer. Final answers should be rounded to the nearest tenth with some exceptions. Tablets should be rounded to the nearest 0.5 (1.52 tablets becomes 1.5 tablets).
- A. Rules to be followed in rounding decimals:
- 1) if the last digit to the right is less than 5, drop the last digit without changing the number to its immediate left
 - 2) if the last digit to the right is 5 or greater, drop the last digit, and add 1 digit to the number at its immediate left
 - 3) Examples: 3.45 becomes 3.5, 3.43 becomes 3.4
 - 4) Values less than 1 mL should be rounded to the nearest hundredth. Example: 0.458 becomes 0.46, 0.452 becomes 0.45.
4. Final answers in the metric system must be in decimal form (Example: 0.5). Final answers with the decimal point in the wrong place are incorrect.
5. Final answers should always be in a whole number for units, seconds, and drops.
6. All medications less than 1 mL must be measured in a 1 mL syringe.
7. All syringes containing medications must be labeled in the medication room with patient name, ID number, medication name and dosage.
8. For conversions use equivalents on the Equivalent Table.
9. When determining the therapeutic range of a medication, you must complete your problem for both the high end and the low end of the range. Then, figure the dose ordered and compare to that range. If dose is too high, then it may be a toxic level; if dose is too low then it may be a sub-therapeutic level.
10. Students must make 90% or better on the dosage calculation exam. If a student does not make 90% or better, they must complete a remediation activity. Once this is completed, the student will then have a second opportunity to take an equivalent dosage calculation exam. If the score is less than 90% on the 2nd dosage calculation exam, the student must complete additional remediation. Once remediation is completed, the student will then have a third opportunity to take an equivalent dosage calculation exam. If 90% or better is **not** achieved on the third dosage calculation exam, the student will fail the course and will be withdrawn from the program.
-

Concept-Based Transition to Professional Nursing Practice

RNSG 1324 - 01

11. All dosage calculation exams will give directions in the stem of the question to which place value the answer will be carried out with the exception of units, seconds, drops, and tablets.

A. Example: "As the nurse, you will administer gtt/min."

B. Example: "As the nurse, you will administer 0.1mL every second"

SIMULATION

Simulation and other assigned activities will be 2% of the theory grade. If student does not attend simulation or is not able to receive credit due to the fact of not completing the pre-work as assigned, the student will receive a 0 for the assigned Evolve case study.

LATE WORK, ATTENDANCE, AND MAKE UP WORK POLICIES:

1. Students must complete the daily self-assessment before coming to campus.
2. Any COVID-19 symptoms or exposures to COVID must be reported through the MCC self-reporting portal and notify instructor. Students must be cleared before returning to campus.
3. COVID-19: Any absences due to COVID-19 will be addressed on a case by case basis.
4. Graded written work submitted past the due date will have 10% of the total points deducted per each day it is late.
5. The ADN program attendance policy is in the student handbook.

Please be prepared to social distance. We ask that you adhere to these recommendations in seating during class. In order to remain face-to-face for our classes and complete our clinical rotation this semester, we must all do our part to stay healthy and Covid-free.

WITHDRAWAL FROM NURSING COURSES

Due to the inter-relationship of nursing courses taught each semester, if a withdrawal from one nursing course is necessary, the student must withdraw from all nursing courses. Each semester's nursing courses are concurrent courses. A student with a failure in a nursing course that is granted re-admission to the program and the failed semester is required to take all related courses for that specific semester. At no time may a student take only the theory course(s) or clinical course(s) independent from the related courses.

STUDENT BEHAVIORAL EXPECTATIONS OR CONDUCT POLICY:

1. Be on time and remain throughout class. Arrive at least 10 minutes prior to class starting.
2. Be in class every day and ready to learn. Should some unforeseen incidents occur preventing your

Concept-Based Transition to Professional Nursing Practice

RNSG 1324 - 01

attendance, contact your instructor.

3. Be a professional. Maintain a professional attitude and be positive. Maintain classroom civility which includes respect for other students and for the faculty. Civility is expected in all verbal and electronic interactions with peers, professors, and college administrators.
4. Know your course expectations. Read your concept syllabi and course instructional plans, check your course calendar, the learning management system (D2L/Brightspace) and MCC email daily.
5. Collegiality: Be a positive and productive influence in your work/learning environment, communicating and working professionally, safely, and legally.
6. Know your ethical responsibility to your chosen profession, and the public you will serve.
7. Collaboration: As a professional you will collaborate with clients, their families, other professionals in the health career arena. Be positive, civil, open to new ideas, and research to promote the healing environment.
8. Additional student behavioral expectations are in the ADN Student Handbook.

Reference: Billings, D. M., Halstead, J. A., (2016). Teaching in Nursing: A guide for faculty. St. Louis, MO. Elsevier. 14:236.

CLASSROOM EXPECTATIONS:

Students are expected to be in class, on time. For security reasons, the **doors to the classroom will remain locked from the outside and will remain locked after class starts**. If the student cannot be in the classroom by the time class starts, or if the student must leave the classroom for an emergency, the student will quietly pick up course materials and leave the classroom. Since the doors are locked from the outside, the student will not be able to come back into the class.

The students' cooperation is required and appreciated. Students will be allowed entry/re- entry into class at break times.

Students are expected to attend class in person as scheduled, unless quarantined for COVID-19 exposure or diagnosis. If you miss class due to COVID-19, you are required to self-report and notify your instructor.

The College currently does not require face masks for those who are vaccinated. If you are not vaccinated, you are strongly encouraged to wear a mask while around others or in-doors at MCC.

Please refer to MCC's website regarding Covid-19. <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html>

[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

Concept-Based Transition to Professional Nursing Practice

RNSG 1324 - 01

additional guidelines specific to this course.

* [Click Here for the MCC Academic Integrity Statement](#)

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

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.