



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

PTHA 2431

Management of Neurological Disorders

Heather Davis, PT, MSPT

NOTE: This is an 11-week course

This is a Face-to-Face course

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Course Description:

Integrates previously learned and new skills/techniques into the comprehensive rehabilitation of selected neurological disorders.

4 semester hours

Clock Hours:

3 Lec hours/week 48 Lec hours/semester

3 Lab hours/week 48 Lab hours/semester

Prerequisites and/or Corequisites:

Prerequisites: Successful completion of PTA program Year 1.

Course Notes and Instructor Recommendations:

Course Day/Times

Tuesday / Thursday 10:00am – 3:30pm

Lecture & lab combined

Instructor Information:

Instructor Name: Heather Davis, PT, MSPT

MCC E-mail: hdavis@mclennan.edu

Phone Number: 254-299-8715

Office Location: CSC C200

Office/Teacher Conference Hours: W 9:30-12:00 and by appointment

Required Text & Materials:

1. Umphred and Lazaro. Neurorehabilitation for the Physical Therapist Assistant, 2nd Edition, SLAC Incorporated, Thorofare, NJ., 2014.
2. O'Sullivan and Schmitz. Physical Rehabilitation: Assessment and Treatment, 5th Edition, F. A. Davis Co., Philadelphia, Pa., 2007.

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

Methods of Teaching and Learning:

The material will be presented through lecture and demonstration, group and experiential learning, patient case-based learning, and with performance of specific therapeutic techniques during specified laboratory time both during and following lecture. Active learning is required through evidence informed inquiry presentations and through instructor guided peer-teaching experiences with classmates relative to neurorehabilitative intervention strategies, clinical decision making and critical thinking. Evidence based inquiry includes a written portion to work on the ability to write professionally

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and correctly reference information, as well as a presentation component utilizing audio-visual materials and class participation to enhance professional communication skills and ability to produce clinically relevant in-services. The EIP component in this course will be used to enhance knowledge and understanding about intervention, medications and relevant outcome measures designed to emphasize the ability to apply EIP to actual intervention decisions with a specific patient scenario to advance critical clinical decision-making skills. Guest lectures and field trips may be incorporated to enhance the classroom material.

Student learning outcomes will be measured by written exams, quizzes, OSCEs, check-offs, performance on skills practicals, and student reports and presentations as applicable.

Course Objectives:

Upon successful completion of this course, the student will be able to:

A. Content objectives:

1. Identify characteristics of appropriate texts and continuing education offerings as sources of information for the purpose of gaining additional knowledge/insights in the various areas/topics presented in this course and to guide clinical practice.
2. Identify the basic elements of critical thinking and apply those principles to patient care decision-making
3. Define, describe, compare and contrast major theories of motor control and place them in historical context.
4. Define and describe basic principles of motor learning and recovery of function
5. Define and describe general signs and symptoms of neuropathology.
6. Define and describe various outcome measures/tests and measures that are appropriate for use in neurological physical therapy.
7. Evaluate different components of patient/client treatment, including structuring treatment environment and activities, giving appropriate feedback, prescribing therapeutic exercise, and performing therapeutic techniques.
8. Describe normal and abnormal postural control, mobility, reach and grasp.
9. Describe developmental milestones, righting reactions, and equilibrium reactions.
10. Describe and demonstrate basic neurologic assessment/screening skills in the following areas:
 - a. mentation
 - b. sensation
 - c. strength/tone
 - d. coordination/balance
 - e. assessment of cranial nerves
11. Identify potential patient risk factors and treatment modifications that need to be made based on medication use and patient PMH (HTN, Diabetes, COPD, etc.)

B. Process Objectives:

12. Compare and contrast motor control and motor learning theories
13. Relate motor control and motor learning theory to contemporary neurorehabilitative treatment strategies

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14. Compare and contrast the treatment techniques of PNF, NDT, TOA and CIMT
15. Discuss the implications of various pathological conditions (e.g., stroke, infectious disorders of the CNS, CNS neoplasms, epilepsy, TBI, Sci, degenerative diseases of the CNS, diseases of and insults to the PNS, vestibular disorders) affecting the nervous system, including incidence, risk factors, etiologic factors, pathogenesis, clinical manifestations, medical management, and special implications for the physical therapist assistant.
16. Describe potential patient risk factors and treatment modifications that need to be made based on medication use and patient PMH (HTN, Diabetes, COPD, etc.)
17. Utilize the basic procedures of EIP to create a presentation for the class on a neurological intervention-related topic.
18. Construct and ICF table to describe patient/clients impairments, activity and participation limitations and potential internal and external factors that could influence overall recovery

C. Integrative Objectives:

17. Demonstrate and assess the treatment techniques of PNF and TOA as applied to specific patient case scenarios related to:
 - a. Stroke
 - b. TBI/Concussion
 - c. SCI
 - d. Parkinson's Disease
 - e. Multiple Sclerosis
 - f. Other neurological disorders
18. Given a specific mock patient scenario, evaluate, design and execute an appropriate patient/client interventions, within the plan of care established by the PT, as they pertain to:
 - a. Therapeutic exercise
 - b. Therapeutic activities
 - c. Transfer training
 - d. Gait training
 - e. Balance training
 - f. Selected facilitation and inhibition techniques
 - g. Patient/client safety
19. Produce a rationale for intervention choices and critique intervention choices for appropriateness using metacognitive strategies
20. Effectively instruct and execute therapeutic techniques, therapeutic exercises and functional training for various patient populations in a safe manner to address specific impairments.
21. Implement an appropriate modification to intervention based on patient response in real time
22. Evaluate, using metacognitive strategies, self-performance, patient response to intervention, and effects of modifications needed, from the mock patient scenario
23. Demonstrate effective communication techniques to:
 - ensure patient understanding of the specific intentions and goals regarding specific intervention techniques & strategies,

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- processes & procedures of intervention techniques,
 - correct performance of exercises and intervention strategies.
 - and attain informed consent with all components necessary.
24. Demonstrate effective documentation skills regarding patient interventions in a manner that meets professional standards and effectively communicates patient status, intervention provided, and response to intervention.
 25. Demonstrate correct and safe use of selected exercise equipment in accordance with the POC.
 26. Value and appreciate the need for a clean and orderly clinic/classroom environment and the relationship to patient safety and effective care.
 27. Perform cleaning and basic organizational operations to maintain an orderly lab/clinic working area following cleaning schedules utilizing techniques to ensure cleanliness of equipment and tables according to professional standards.
 28. Organize & prepare for lecture and lab sessions by having all pertinent equipment ready, prepped and available, and wearing the appropriate clothes for the planned activities.
 29. Receive constructive feedback from faculty and classmates in a positive manner.
 30. Value teamwork and the important contribution of each colleague to the learning process.
 31. Appreciate working with assigned lab or presentation partners in a positive and constructive manner in order to accomplish tasks.

Course Schedule:

Tuesday/Thursday 10:00am – 3:30pm

Schedule 2023

DATE	SUBJECT
MAY	
T 30	(Syllabi) CNS Review / Embryology / CVA – TALK about TICKETS
JUNE	
TH 1	CVA / MC/ML/ Tone & Reflexes
T 6	Myotome/ Dermatome/Reflex Review / Sensory / Brunnstrom & Recovery of Function

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TH 8	PNF / TOA (intro to NDT) / GAIT
T 13	EXAM 1 / Ticket 1 Walk through
TH 15	TBI/ Concussion/ Ticket 2
T 20	Ticket 3 / Skills exam PRACTICE (Open Lab)
TH 22	Parkinson's LSVT BIG / Dr. P's Awesome NDT Lecture/LAB
T 27	SKILLS EXAM 1
TH 29	MS/ ALS/ GB/ Seizures / Ticket 4
JULY	
T 4	Fourth of July
TH 6	EXAM 2 / Spinal Cord Injury
T 11	SCI/ Ticket 5
TH 13	Ticket 6 / Skills exam PRACTICE (Open Lab)
T 18	Introduction to Pediatrics – Typical Development
TH 20	SKILLS EXAM 2
T 25	Vestibular / Peripheral Nerves function/ Sensory/ ANS
TH 27	Pedi w/ Kimmy
AUGUST	
T 1	Pedi w/ Kimmy
TH 3	Day of Transfers/ GONI / MMT <i>'Cause your headed to clinic in 2ish weeks!</i>

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T 8	FINAL EXAM NEURO ANATOMY
TH 10	FINAL EXAM NEURO REHABILITATION

***** The schedule is subject to change based upon progression or other demands. Students will be notified by either announcement in class or by Blackboard dependent upon which is more proficient. Lab Exams may be scheduled on Fridays as needed*****

Course Grading Information:

GRADE COMPILATION:

Written Exams(2)	25%
Written Final	15%
Ticket	15%
Mid-term Skills Practical	15%
Final Skills Practical	15%
Quizzes	15%

TOTAL 100%

Grades will not be rounded for this course

Grade distribution for the course is as follows:

90% and aboveA

80%- 89.99%B

75%- 79.99%.....C

60%- 74.99%D

Below 60%F

Grade Requirements: A student must have a combined average of 75% on all course work for this class (written/lab/skills exams, quizzes, assignments, etc. as applicable) **and a student must also have a minimum of 75% on each individual** skills practical, in order to receive a passing grade for this course and progress in the program.

- 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 across all PTHA courses in a given semester will result in the student not being able to progress in the program. Refer to the Student Handbook for details.)

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- 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 with an "F". 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 skills practical in the course. Failure to take the re-take prior to the next skills practical in the course will be considered a failure of the re-take and result in failure of the course with a grade of "F".
- It is the **STUDENT'S** responsibility to coordinate scheduling of the re-take by communicating with the primary instructor for the course as well as all other program instructors for options of a second grader. The **STUDENT** is responsible for ensuring that the two-grader re-take is scheduled in plenty of advance of the next skills practical in the course to prevent interference of future performance on upcoming practicals, exams, etc. Faculty have busy and conflicting schedules. If a student is not proactive and waits too long to attempt getting the two-grader re-take scheduled, he/she risks not being able to get the required two-grader re-take scheduled which will result in failure of the re-take which results in failure of the course with a grade of "F". Failing any course in the program prohibits progression/continuation in the program.
- It is the **STUDENT's** responsibility to select another student to be his/her patient for the re-take (due to FERPA laws) and ensure that the selected student is available at the scheduled time of the re-take.

There will be no make-up exams for written exams or skills practicals except with permission from the instructor for excused absences only that have supporting documentation (ie death in family, illness with note from MD, acts of God, etc).

Any student with a course average less than 75% at the end of the semester will not be allowed continue in the PTA program, but may be eligible to re-apply to the program. Please refer to the student handbook for specific eligibility details.

*****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 & Skills Practical section.*****

Any student who receives a D (74.99) or below for the course may not continue in the PTA program, but may be eligible to re-apply the following year. Please refer to the student handbook for specific details.

Preparation for Lab:

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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.

Written Exams:

Information tested on the 2 written exams is cumulative. Each exam will contain approximately 80% not previously tested information and 20% previously tested information. The final exam is comprehensive and will contain information from the entire semester.

- Students are not allowed to have ANY personal items other than a #2 pencil and a scantron at their desk during exams. Students are also not allowed to wear baseball caps during the exam. Examples of personal items include: backpacks, books, purses, computers, phones, food, drinks. If a student has a need for their phone to be on during a test (eg. Sick child), the phone may be placed with the instructor during the exam.

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 practical for a maximum grade of 75. Only one skills practical can be replaced with the maximum grade of 75 per semester. Re-takes of a skills practical MUST be graded by 2 instructors. It is the student's responsibility to coordinate times for the re-take. It is also the student's responsibility to find someone to act as their "patient" during the skills re-take. Any re-take must be completed prior to the next regularly scheduled skills exam. If not, the student will receive an automatic zero for the exam.

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:

- Ability to follow and appropriately carry out the POC established by the PT

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- Safe implementation of the POC based upon patient diagnosis, status and response to intervention without placing the patient in jeopardy of harm or injury.
- Safe handling of the patient during intervention (ie transfers, guarding during intervention, level of assistance provided, requesting assistance when necessary)
- Ensures a safe working environment by recognizing and eliminating environmental hazards, safe handling of lines and tubes, proper maintenance and adjustment of assistive devices and equipment
- Safe choice and implementation of transfer technique based upon provider and clinician body type and abilities of both patient and provider.
- Demonstration of knowledge and appropriate response regarding contraindications and precautions for specific patient diagnosis relative to physical therapy intervention within the POC (BP, Blood sugar, specific post-surgical precautions, safe versus contraindicated positions for acute TBI and stroke patients; recognition of environmental safety hazards for ambulation)
- Ability to correctly identify physiological measures and responses (BP, HR, blood glucose levels, etc) outside of parameters that allow for safe therapeutic exercise/intervention and provide appropriate response such as adjustment of intervention within the plan of care, withholding intervention and consulting with supervising PT, or immediate notification of the appropriate medical personnel (ie MD, Nurse)
- Ability to recognize patient responses during therapeutic intervention that may indicate a life threatening/emergency condition (shortness of breath, chest pain, sudden dizziness, s/s of blood glucose issues, dysarthria, etc.) and provide proper response and notification of the PT/MD/Nurse

There are 2 skills practical exams in this class. The first skills practical will cover intervention related to PNF and TOA approaches to treatment of neurological disorders as well as any other skills covered up to the point of the practical (BP, transfers, myotomes, dermatomes, reflexes etc.). The second skills exam will be comprehensive over the entire semester. All students will be required to turn in proof of completion of skill check off sheets as well as a written treatment plan (TICKETS) for the skills exam case scenarios prior to starting the skills exam.

Late Work, Attendance, and Make Up Work Policies:

ATTENDANCE:

Attendance is essential for attainment of course objectives and skills competencies. A

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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 (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. Student's 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 instructor (message on office phone or email) PRIOR to class starting, 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 (ie 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 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:

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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 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 Blackboard.

Any student who persists with deficiencies with no improvement in professional behavior over 3 different episodes will be dismissed from the program based upon lack of progress in professional behavior. This policy is effective throughout the entire program across all courses, program related activities and clinical work as professional behavior extends across all aspects of the program.

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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.

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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 will be asked to leave the classroom for that day. Examples include but are not limited to: surfing the internet, checking e-mails, watching programs on the computer, etc.

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. If a student needs to receive a text/phone call during class time for emergency purposes (sick child, death in the family), the student must take the text/call OUTSIDE of the classroom. If a student chooses to text/call during class time for non-emergent purposes the student will be asked to leave class for that day.

[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 11/04/2022



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-
2998122

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, (Diversity, Equity & Inclusion/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 from 7:30 am - 6:00 pm Monday through Thursday and 7:30 am - 5:00 pm on Friday. You can contact the Academic Support and Tutoring team via Zoom (<https://mclennan.zoom.us/j/2542998500>) or email (ast@mclennan.edu) during the above mentioned times.

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.

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

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