



**EMSP-1501-201C3**  
**Emergency Medical Technician**  
**Fall 2025**  
**Monday-Thursday 1730-2200**

**Instructor Information:** Michele Brown mlbrown@com.edu

**Student Hours and Location:** By appointment only, email instructor to set up

**Required Textbook/Materials:**

MyBrady lab access code through Pearson. It comes with the digital textbook "Emergency Care, 14th Edition," ISBN 13: 9780136873242 (2020 update) by Daniel Limmer and Michael F. O. Keefe. A printed book is also available through Pearson.

1. The EMS Program Student Handbook
2. Class Uniform
3. Watch with a secondhand
4. A device to access the online course material, clinical scheduling skills tracking platform
5. Sterling Credentials Account
6. Com.surpath.com account

**Course Prerequisites & Co-requisites:**

**EMSP 1260:** EMT Clinicals (must maintain a passing grade to attend)

1. Must be concurrently enrolled in 1260
2. Must be 18 or older
3. Shot records for current immunization in MMR, Tetanus, Varicella, Influenza, HEP -B
4. Students must have recently been certified as BLS Health Care Providers.
5. Students must pass a criminal background check and drug tests.
6. To attend and remain active in 1501, you must maintain a passing grade in 1260

**EMSP 1501. EMERGENCY MEDICAL TECHNICIAN - BASIC  
(LECTURE 3, LAB 8). CREDIT 5. WECM.**

Preparation for certification as an Emergency Medical Technician (EMT). Upon completion, students will demonstrate proficiency in the cognitive, psychomotor, and affective domains required for the Emergency Medical Technician (EMT) credential, as outlined by the current guidelines of the credentialing agency.

**Course Description:** A health-related work-based learning experience that enables students to apply specialized occupational theory, skills, and concepts under the direct supervision of a clinical professional. Instructor approval is required.

**Program Goals:**

Educate professionals who can solve problems using highly developed assessment skills, backed by a solid understanding of pathophysiology and reinforced with clinical experiences, who are flexible and can think beyond the established protocols.

**After this, the student will be able to:**

1. Students will be able to apply life-saving knowledge (cognitive) at the EMT-Basic Level
2. Students will be able to demonstrate life-saving techniques (psychomotor) at the EMT-Basic Level
3. Students will display the proper attitude (affective) expected of an EMT-Basic.

**Course Rationale:** This course provides students with a foundation for the scope of practice of EMTs. Areas of study include medical-legal issues, EMS systems, EMS safety, the well-being of EMTs, public health, infectious diseases, disease prevention, documentation, therapeutic communication, additional pathophysiology, and psychomotor skills required for EMTs.

- Scene Sive-Up and Safety
- Primary and Secondary Patient Assessment
  - Airway, Respiration, & Ventilation
  - Cardiology & Resuscitation
  - Trauma and Medical
  - Obstetrics & Gynaecological
- Patient Treatment and Transport
- EMS Operations

**Course Completion Requirements:** To receive a course completion and be eligible to test for the National Registry, students must achieve a minimum passing grade of “C” to pass and receive credit for the course. They must also meet minimum attendance requirements and pass all DSHS and program-required skills and clinical hours to be eligible for NREMT testing. After completing all coursework, students must have a final average of 74.5%, pass each unit, midterm, and final exams with a score of 75%, have a final satisfactory affective evaluation, and complete all clinical hours, including the required minimum of 15 patient contacts and 96 clinical hours. Additionally, students must complete a Texas Jurisprudence Exam. Failure to meet any of the requirements listed in the syllabus will result in an inability to receive a course completion and, therefore, failure to take the certification exam.

**Course Student Learning Objectives/Outcomes:**

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

- Scene Sive-Up and Safety
- Primary and Secondary Patient Assessment
  - Airway, Respiration, & Ventilation
  - Cardiology & Resuscitation
  - Trauma and Medical
  - Obstetrics & Gynaecological
- Patient Treatment and Transport
- EMS Operations

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
1. Cognitive: Students can apply life-saving knowledge at the EMT-Basic level.	Empirical and Quantitative Skills: include the manipulation and analysis of numerical data or observable facts, resulting in informed conclusions.	Departmental Final Exam
2. Psychomotor: Students will be able to demonstrate life-saving techniques at the EMT-Basic level.	Teamwork: includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Final Skills testing
3. Affective: Students will display the expected attitude of an EMT-Basic.	Communication Skills: to include effective development, interpretation, and expression of ideas through written, oral, and visual communication	Final Affective Evaluation

**Specific Tasks Accomplished:** EMTs require a significant knowledge base to be effective. Lectures and discussions (including demonstrations and AV aids) are the primary modes of communicating knowledge objectives. Learning significantly increases when students complete the chapters, pretests, and homework before class. Students should also be prepared to engage in group and class discussions to assimilate with other materials in a lab demonstration of skills.

**Online Participation:** The student must have access to a reliable internet connection. At a minimum, study materials, practice exercises, major exams, quizzes, and grades are made available and/or posted online.

### **Lab Requirements**

As part of the program, students must complete several simulated patient contacts, skill competencies, formative scenarios, summative scenarios, and team leads to fulfill the semester's requirements. Students and instructors will monitor their progress toward these requirements via their EMCE accounts.

### **Skills Description:**

This section outlines the psychomotor (hands-on) skills students are expected to demonstrate competency in by the end of the course, as required by the Texas Department of State Health Services (DSHS) and aligned with NREMT standards. Students must complete five peer-to-peer evaluations for each of the following skills in addition to instructors' signoffs. They will need to have one instructor sign off on these evaluations before they can begin clinical rotations. Skills testing will be conducted at the midterm and at the end of the course, where students will need to have two different instructors sign off on all required core skills by the course completion.

### **EMT Skills Requirements (Texas DSHS & NREMT-Aligned)**

EMT students must demonstrate competency in the following psychomotor skills, typically evaluated through skill sheets or scenario-based testing:

#### **1. Patient Assessment**

- Medical Patient Assessment
- Trauma Patient Assessment

## **2. Airway Management and Ventilation**

- Oxygen Administration
- Use of non-rebreather mask, nasal cannula, and nebulizer
- Bag-Valve-Mask (BVM) Ventilation of an Apneic Patient
- Suctioning
- Oropharyngeal and Nasopharyngeal Airway Insertion
- Assessment of breathing adequacy

## **3. Cardiac and Circulatory Skills**

- CPR (Adult, Child, Infant) – Single and Two-Rescuer
- Automated External Defibrillator (AED) Use
- Manual Pulse Checks

## **4. Trauma Management**

- Bleeding Control and Shock Management
- Spinal Immobilization (Seated and Supine Patient)
- Long Bone Immobilization
- Joint Immobilization
- Traction Splinting
- Chest and Abdominal Injury Management
- Head Injury Management

## **5. Medical Emergency Interventions**

- Administration of medications (Assisting with patients' prescribed meds and EMT-administered meds like epinephrine, oral glucose, etc.)
- Respiratory Compromise Management (e.g., bronchodilator via MDI or nebulizer)
- Seizure and Stroke Recognition and Support

## **6. Obstetrics and Pediatrics**

- Assisting with Normal Childbirth
- Neonatal Resuscitation
- Pediatric Airway Management

## **7. EMS Operations**

- Scene Size-Up
- Safe Lifting and Moving Techniques (e.g., stair chair, backboard)
- Ambulance Operations and Safety
- MCI Triage (START Triage)

## **8. Communication and Documentation**

- Verbal Report to EMS Providers (Radio report, Transfer of Care)
- Written Patient Care Reports

## **9. Medication Administration**

- Epi auto-injector
- Oral glucose
- Aspirin (for chest pain)
- Inhaler or nebulized bronchodilator
- Nitroglycerin (assist only if prescribed)
- Naloxone (intranasal or IM/auto-injector)

## **Required Patient Contacts (Texas DSHS/NREMT Minimums)**

While NREMT does not specify strict numerical minimums at the EMT level, the following suggested patient contacts align with Texas DSHS and best practices:

Category	Suggested Minimum Patient Contact Types
Total Patient Contacts	15 (real or simulated)
Medical Assessment (Adult)	3
Trauma Assessment	3
Pediatric Assessment	1–2
OB/Childbirth (simulated)	1
CPR/AED/Code (sim or live)	1
Respiratory Complaint	2

### **Documentation Requirements**

All skills in lab and patient contacts must be:

- Logged in to the clinical tracking system, Sterling Credentials
- Reviewed and verified by the clinical coordinator

### **Evaluation & Competency Sign-Off**

Each skill will be practiced in lab settings and formally evaluated by instructors using program-approved skill sheets. Students must demonstrate proficiency in all required skills to be eligible for course completion and NREMT certification testing.

To complete this course, the student must meet the following patient contacts either in lab scenarios or live patient contacts:

#### **A. Ages**

1. The student must demonstrate the ability to assess pediatric patients comprehensively.
  - a. The student should assess pediatric patients, including newborns, infants, toddlers, preschoolers, school-age children, and adolescents.
2. The student must demonstrate the ability to perform a comprehensive assessment of adult patients.
3. The student must demonstrate the ability to perform a comprehensive assessment of geriatric patients (those 65 years and older).

#### **B. Pathologies**

1. The student must demonstrate the ability to perform a comprehensive assessment of medical patients
2. The student must demonstrate the ability to assess trauma patients comprehensively and effectively.
3. The student must demonstrate the ability to assess psychiatric patients comprehensively.

#### **C. Complaints**

1. The student must demonstrate the ability to perform a comprehensive assessment for a patient with chest pain.
2. The student must demonstrate the ability to perform a comprehensive assessment of a patient with dyspnea or respiratory distress.
3. The student must demonstrate the ability to perform a comprehensive assessment for a patient with abdominal complaints.
4. The student must demonstrate the ability to perform a comprehensive assessment for a patient in cardiac arrest.

5. The student must demonstrate the ability to perform a comprehensive assessment for a patient with an altered mental status
6. The student must demonstrate the ability to perform a comprehensive assessment for a patient with a diabetic emergency
7. The student must demonstrate the ability to perform a comprehensive assessment for a patient with an allergic reaction

### **Exam Requirements:**

To pass the course, students must achieve a 75 average on all unit exams and a 75 on both the midterm and final exams. Students may have a maximum of three retakes on unit exams, and the grades will be averaged together. For students with grades below 75 on the midterm or final exam, a retake will be allowed if their exam average score before the exam is at least 75. They are then eligible for a retest; however, they must score at least 75 on the retest to remain in the class. The highest grade achievable on the midterm or final retests is a 75. The midterm and final exams are cumulative, covering all chapters and information reviewed before the exams. The Final exam is comprehensive, covering all course materials. Must make a 100 on the syllabus and student handbook exam by the end of the third week of class.

### **Course Requirements**

1. To complete the EMT Basic course, students must:
2. Score the minimum requirements for the initial or retest or higher on each of the following:
  - a. Unit Exams 40% of the overall grade
  - b. Midterm Exam 25% of the overall grade
  - c. Final Exam is 25% of the overall grade
  - d. Miscellaneous 10% of overall grade
3. Complete all required lab/skills sessions
4. **Post-Test Requirement:** All 41-chapter post-tests must be submitted before the final exam, with a minimum score of 75. Unlimited retests are allowed.
5. **Attendance & Participation:** Students must attend and participate in all sessions. Any missed lab days must be made up outside of their regularly scheduled class time. Students may attend another current class or sign up for an open lab date.
6. **Professionalism:** This is a non-negotiable requirement for course completion eligibility. Maintain satisfactory standing in the affective domain (professional behavior and participation)

**Failure to achieve a minimum average score of 75% on the Unit Exams, Midterm, Final, or a negative affective score will result in course failure, regardless of overall points earned.**

### **Grading Scale**

Letter Grade	Points Range
A	90 - 100
B	80 - 89
C	75 - 79
D	< 65 - 74 or < 75% on any major exam
F	< 64

## **Additional Policies**

**Exam Retakes:** Missed exams due to absence are at the instructor's discretion and require instructor approval. The maximum grade allowed will be 75. One retake is allowed for both the midterm and final exams. Retakes of the midterm and final exams are only permitted if the student has passed all other program components, including progress in 1260, and must be approved by the program director at the instructor's recommendation. If the students know they will be absent on a major exam day, they may make arrangements to take a unit exam, midterm, or final BEFORE the exam date to receive full marks for that exam.

**Late Work or Make-Up Work:** A missed or late assignment, homework, or exam without a written request before the due date may still be submitted, but it will only receive a maximum grade of 75. The missing work must be completed within five days past its original due date. After this grace period, students will receive a zero for any assignments or exams submitted past this deadline. Students are encouraged to complete the work even if they are to receive a zero, as they will need the knowledge to be successful as they continue in the program.

Make-up work or late assignments for full credit will only be allowed at the instructor's discretion. When a student contacts the instructor in writing before the due date of the assignment or exam, the instructor must establish and confirm a submission time. Failure to meet the make-up deadline will result in a grade of zero.

### **Lab Grades:**

A separate laboratory grade is not issued for EMSP 1501; however, active participation is essential. Students must verify proficiency in all required skills and the ability to integrate assessment and management skills during scenario testing. During laboratory sessions, proficiency will be verified on a pass/fail basis. Each student will have a total of three attempts to complete all the required program-tested skills.

Students who do not demonstrate proficiency in the competency skills testing held at the middle and end of the semester will be provided with remediation. Students who do not demonstrate proficiency by the final skills testing held at the end of the semester will receive an F and will not be eligible to complete the program. Any student who retests a competency they have failed twice must do so with the program director and or medical director.

Students are expected to behave professionally and appropriately care for the equipment assigned during the lab.

### **Participation/Professionalism (Affective):**

The affective evaluation measures the student's attitude, behaviour, professional attributes, motivation, and values. You will not receive a separate grade; however, you must pass the evaluation to successfully complete your courses. To pass this evaluation, you must demonstrate professional behaviour, ethics, and adherence to policies. Failure to meet these standards will result in a student conference, the establishment of an improvement plan, and an opportunity to complete the required tasks. Failure to meet the affective grade requirement by the end of the course will result in dismissal from the EMS program. Students will need to sign the affective contract.

Significant, egregious threats to the well-being of others or repeated issues will fail the affective domain and, consequently, the course. Students will be evaluated using the items described below. You can score 1 to 7 points on each domain, as listed in the table below. Students are also assessed after each clinical rotation. Students are expected to score at least a three for each domain, with a minimum of nine points required on each evaluation. These points will be required for lab, clinical, and class. Any score of three or less will result in a student conference and, if necessary, an improvement plan.

Students will maintain proper appearance and personal hygiene in class, the lab setting, and at all times, including when wearing uniforms.

1. While in the lab setting, the student will demonstrate self-confidence.
  - a. The student will demonstrate the ability to trust personal judgment.
  - b. The student will demonstrate an awareness of strengths and limitations.
  - c. The student will exercise good personal judgment
2. In the class setting, students must demonstrate self-motivation.
  - d. The student will take the initiative to complete assignments.
  - e. The student will seek out learning experiences
  - f. The student will take the initiative to improve and/or correct behavior. The student will take on/follow through on tasks with minimal supervision.
  - g. The student will show enthusiasm for learning and improvement.
  - h. The student will strive for excellence in all aspects of patient care and professional activities.
  - i. The student will accept constructive feedback in a positive manner.
  - a. The student will wear neat, clean, well-maintained clothing and/or uniform.
  - b. The student will demonstrate good personal hygiene and grooming.
  - c. The student will wear a proper uniform and identification.
3. While in the class setting, the student will demonstrate adequate communication skills.
  - j. The student will speak clearly, write legibly, and listen actively.
  - k. The student will adjust communication strategies as needed.
4. In class, the student will demonstrate effective time management.
  - l. The student will demonstrate consistent punctuality.
  - m. The student will complete tasks and assignments on time.
5. In class, the student will demonstrate teamwork and diplomacy.
  - n. The student will place the success of the team above self-interest. The students will help and support other team members.
  - o. The students will show respect for all team members. The students will remain flexible and open to change. The student will communicate effectively with others to resolve problems.

**Affective Grading Method:** All EMS courses have a cognitive, psychomotor, and affective grading domain, and a passing grade must be achieved in all domains to pass the course. All summative evaluation ratings on the Professional/Affective Behavior Evaluation tool at the end of the course must be fair or good. Any ratings of needs for improvement result in a failing grade, which in turn leads to failing the course and renders the student ineligible for course completion.



## EMS Student Evaluation Scale (1–7)

Score	Cognitive	Psychomotor	Affective
<b>7 - Exceptional</b>	Demonstrates deep understanding; applies knowledge to complex scenarios with insight and minimal prompting.	Performs all skills with precision, confidence, and consistency; anticipates next steps.	Exemplifies professionalism, empathy, leadership, and integrity, motivating peers and contributing positively to the classroom culture.
<b>6 - Advanced</b>	Accurately applies knowledge to varied situations; demonstrates clinical reasoning and strong retention.	Performs skills with minor errors, quickly self-corrects; efficient and organized technique.	Consistently respectful, engaged, and responsible; models positive behaviors and is receptive to feedback.
<b>5 - Proficient</b>	Understands material and applies it to common EMS scenarios; asks relevant questions.	Performs most skills correctly with minimal guidance; demonstrates coordination and confidence.	Regularly professional and respectful; participates actively and responds well to constructive feedback.
<b>4 - Competent</b>	Demonstrates general understanding; may need prompts for application; some knowledge gaps.	Performs skills adequately but may require occasional correction or enforcement.	Generally appropriate attitude and effort; may need reminders to stay on task or maintain professionalism.
<b>3 - Developing</b>	Inconsistent understanding of concepts; requires prompting and review; struggles to connect ideas.	Skills are uncoordinated or hesitant; needs frequent guidance.	Effort and behavior vary; may show inattentiveness or require repeated redirection.
<b>2 - Beginning</b>	Lacks a minimal understanding, frequently confuses or misapplies concepts, and shows poor retention.	Unable to perform skills without step-by-step prompting; lacks preparation or practice.	Demonstrates poor engagement or professionalism and is resistant to feedback.
<b>1 - Unsatisfactory</b>	Lacks basic knowledge and is unable to participate meaningfully in discussions or applications.	Fails to attempt or improperly performs skills; unsafe or noncompliant with instruction.	Disrespectful, disruptive, or disengaged; unwilling to participate or reflect on behavior.

### **1. Cognitive Domain (Clinical Judgment & Knowledge Application)**

#### Evaluation Focus

Ability to assess patients.

Appropriate differential diagnosis.

Selection of appropriate treatments.

Integration of protocols and guidelines.

#### Counseling Strategy

Ask the student to walk through their clinical reasoning after a call or scenario.

Review missed cues or misapplied protocols.

Recommend specific topics for review or simulation-based remediation.

### **2. Psychomotor Domain (Skills & Task Performance)**

#### Evaluation Focus

Competency in performing assessments and interventions.

Correct equipment handling and procedural setup.

Adherence to protocols, safety, and aseptic technique.

#### Counseling Strategy

Provide real-time feedback during or immediately after skills.

Utilize simulation, repetition, or peer practice.

Offer video review or skill lab assignments for development.

### **3. Affective Domain (Professional Behavior)**

#### Evaluation Focus

Attitude, empathy, and teamwork.

Communication with patients, peers, and staff.

Accountability, integrity, and a willingness to receive feedback.

#### Counseling Strategy

Use specific observations when giving feedback (e.g., “You spoke over the patient”).

Explain how affective behaviors impact patient outcomes and team dynamics.

Develop a goal-based improvement plan (e.g., “Arrive 10 minutes early; debrief after each call”).

**Attendance Policy:** Your attendance and active class participation are an integral component of your educational experience and that of your classmates. Therefore, you are expected to attend all classes and labs. All lecture classes, labs, and clinical rotations require mandatory attendance. Class and lab attendance are checked daily.

A student can miss no more than **two days** of class a semester. As outlined in the program manual, any absence must be excused and documented in the student's progress report. At the course instructor's discretion, the student may make up excused missed hours only, or the instructor or program director can assign additional assignments based on the content covered during the missed time to be completed outside of class time. Further absences will result in the student being placed on a performance improvement plan, which puts them at risk of being removed from the course. See the program manual for PIP documents.

### **Skills Lab Missed**

If a student has an excused absence from a skills session, they must follow the steps below to continue in the program. This will not serve as “make-up” time—time missed is time missed for any unexcused absence.

- Scheduled time outside of regular class times will count on a 2:1 ratio in open lab sessions only; if they attend another class session, it will count hour by hour. One hour of open lab time will count as two hours of excused missed lab time. A student will only be allowed to attend no more than three make-up sessions, either in an open lab or by attending another in-session class.

**Communicating with Your Instructor:** All official electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about class performance through other electronic means. (At their discretion, faculty may add additional statements requiring monitoring and communication expectations or options via D2L or other Learning Management Systems (LMS) or digital group options, such as GroupMe or WhatsApp.)

### **EMS Chain of Command**

We employ chain-of-command policies, similar to those found in the workplace, to develop professional skills relevant to the workforce.

1. If you have a problem or question, first consult the syllabus.
2. Verbally discuss the issue with the Lead Instructor.
  - a. Follow up an email TO the LEAD INSTRUCTOR summarizing the meeting and your understanding of the outcomes.
  - b. If you are dissatisfied with the outcome, proceed to Step 3.
3. Forward your summary of the initial meeting to the Program Director and the Lead Instructor. You should also state your desired outcome and justifications for that outcome.
  - a. You will be asked to meet with the Program Director in person.
  - b. As before, prepare a follow-up email summarizing the meeting's outcome.
  - c. If you are dissatisfied with the outcome, proceed to Step 4.
4. Forward your summary of the initial meeting to the Department Chair, the Program Director, and the Lead Instructor. You should also state your desired outcome and justifications for that outcome.
  - a. You will be asked to meet with the Dean in person.
  - b. As before, prepare a follow-up email summarizing the meeting's outcome.
  - c. If dissatisfied with the outcome, refer to the Student Handbook for the next steps. [COM Student Handbook](#)

**Academic Dishonesty:** The College of the Mainland EMS Program strictly prohibits academic dishonesty. Disciplinary action will include, but is not limited to, recording a “0” for the assignment. In cases of cheating or falsification of clinical documents, dismissal is likely.

*NOTICE: Falsification of any program document is grounds for immediate dismissal and may result in a report of all personnel involved under Texas Administrative Code RULE §157.3*

**Student Concerns:** If you have any questions or concerns about any aspect of this course, **please contact your lead instructor using the contact information provided first.** If you continue to have questions after discussing your concerns, don't hesitate to reach out to Sarrissa Ryan, Program Director, at [sryan4@com.edu](mailto:sryan4@com.edu).

**Course Disruption:**

Due to circumstances beyond our control, such as a pandemic, hurricane, or flooding, classes, labs, and clinical rotations may be converted from face-to-face to remote learning or disrupted, resulting in an Incomplete course or a possible delay in graduation. In such an event, when courses can resume, the days and times to make up the content may differ from those originally designated. All efforts will be made to provide adequate notice of any changes. Students must attend those adjusted days/times to complete the curriculum requirements.

**Course Outline:** An in-depth schedule will be provided in class and available on Brightspace.

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## **Institutional Policies and Guidelines**

*Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook <https://www.com.edu/student-services/student-handbook.html>. An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: [AccessibilityServices@com.edu](mailto:AccessibilityServices@com.edu)

Location: COM Doyle Family Administration Building, Student Success Center

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is October 1<sup>st</sup>. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2<sup>nd</sup> 8-week session is November 25.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**Nondiscrimination Statement:**

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.