



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**Beginning ASL I
SGNL 1401.01**

Gayle VanTrease

Note: This is a 16-week Blended/Hybrid 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.

Course Description:

SGNL 1401: Beginning American Sign Language

Introduction to American Sign Language (ASL) teaches beginning communication skills in American Sign Language. Covers finger spelling, numbers, vocabulary, cultural norms, basic sentence structure and other grammatical elements in preparing individuals to communicate with the hearing impaired. This course lays the foundation for interpreting oral speech into ASL for the hearing impaired. Introduces basic skills in both the production and comprehension of ASL, and develops conversational ability and culturally appropriate behaviors and requires interaction with the Deaf community. (This course is a Capstone for the Studies in Deafness Certificate)
Semester hours 4 (3 lec/2 lab)

COURSE GOAL: To know how, when and why to sign what to whom

Prerequisites and/or Corequisites:

No prerequisites for this course.

Course Notes and Instructor Recommendations:

SGNL 1401 is only offered in the Fall semester of each year.

The Lab hours follow the class time and are mandatory.

VISION STATEMENT

The American Sign Language (ASL) classrooms are characterized by students actively engaged in learning, and by teachers serving as guides and facilitators for frequent interaction in the target language. The students develop language proficiency as they use the language in relevant and meaningful situations through the use of simulations, small group work, technology, and authentic materials. The students are encouraged to increase their sensitivity to the Deaf culture, its values, customs, and traditions, to increase their understanding of ASL, and to respect the cultural and linguistic differences that they encounter in the classroom and the Deaf community.

Content Standards and Benchmark Stages

The framework for ASL instruction presented in this document is based on the development of student understanding and skills in the five strands/principles identified by the **National Standards in Foreign Language Project**. These principles (strands) are considered the “five C’s of foreign language education as follows:

- Communication
- Culture
- Connections
- Comparisons
- Communities

Because ASL is a visual language, instead of emphasizing only skills of listening, speaking, reading, and writing, the ASL framework focuses on communication as it occurs in real settings between and among people who communicate individually and in groups. The communication principle recognizes three communication modes that place primary emphasis on the context and purpose of communication.

- ***Interpersonal*** mode recognizes the exchange that occurs when individuals negotiate meaning, usually in a face-to-face or person-to-person context (e.g., conversational skills).
- ***Interpretive*** communication occurs when one receives information from a text or signed format (e.g., receptive skills - understanding movies, television broadcasts, or presentations).
- ***Presentation*** mode, the language user creates “one way” messages for consumption by a group of people (audience), as in presentations (e.g., expressive skills - storytelling, making presentations).

Principle 1: Communication

Expressing and comprehending information while interacting in ASL.

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings or emotions, and exchange opinions (interpersonal mode).

Standard 1.2

Students understand and interpret ASL on a variety of topics. (Interpretive mode).

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode).

Principle 2: Culture

Developing knowledge and understanding of the culture in which ASL is used.

Standard 2.1

Students demonstrate cultural understanding of the relationship between the practices and perspectives appropriate to the culture in which ASL is used.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives appropriate to the culture in which ASL is used.

Principle 3: Connections

Reinforcing and increasing knowledge of other disciplines through the use of ASL.

Standard 3.1

Students reinforce and further their knowledge of other subjects, and their knowledge of and skills in using ASL.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the use of ASL.

Principle 4: Comparisons

Comparing and contrasting ASL and its culture with a student's own language and culture.

Standard 4.1

Students demonstrate an understanding of the nature of language through comparisons of the language studied (ASL) and their own.

Standard 4.2

Students demonstrate an understanding of the concepts of culture through comparisons of Deaf culture and their own culture.

Principle 5: Communities

Participate in ASL communities.

Standard 5.1

Students use ASL both within and beyond the school setting.

Standard 5.2

Students show evidence of becoming life-long learners by using ASL for personal enjoyment and enrichment

Instructor Information:

Instructor Name:	Gayle VanTrease
MCC E-mail:	gvantrease@mcclennan.edu
Office Phone Number:	
Office Location:	CSC, E201
Office/Teacher Conference Hours:	TBA/Posted on Office Door

Required Text & Materials:

Title:	<i>Signing Naturally: Student Workbook Units 1-6 (with 2 DVDs)</i>
Author:	Smith, Lentz, and Milos
Publisher:	Dawn Sign Press
ISBN:	978-1-58121-210-5

You will need to supply a blank CD for the RSVP series or plan time outside class to complete these activities in the Interpreter Training Lab. The blank CD will need to be provided prior to September 4.

[MCC Bookstore Website](#)

Methods of Teaching and Learning:

Welcome to Planet EYEth!

Anyone can pick one of the myriad of sign language books or view YouTube videos in attempts to learn SIGNS by copying them. But you won't know if you are doing it correctly, picking up an accent that is not Texan and definitely won't be learning the Language and Deaf ways. By coming to class, on time, I promise to assist you in learning the Language, Mannerisms, Culture Norms as well as vocabulary. This will be done teaching mostly in ASL, thereby exposing and modeling the appropriate way to sign, the correct accent, the grammatical aspects of ASL and appropriate cultural behaviors. A **limited** amount of speech will be allowed at certain times during the period, mostly for instructional purposes. For most of the lesson, speech is considered disruptive to the visual language learning process. Speaking at inappropriate times will result in a lowered participation/daily grade and possibly a cash fine of \$.05 per word uttered (and change will not be given if you don't have the correct amount!!). Students are expected to give visual attention and feedback to the instructor and other students in accordance with Deaf cultural norms. **Deaf Culture rules will apply.** This means, among other things, that without being asked, you should be able to tell us why you are late, if you have to leave early or if you (frowning here) receive a cell phone call during class! Because of the visual nature of the language and the amount of material we will cover, your full attention and attendance is needed in class. Please turn off all cell phones, pagers, little children, etc. You will learn to abide by the Deaf Culture Norm of using your eyes, hands and bodies for communication.

Upon the completion of the course, the student will demonstrate the ability, on a basic conversational level, to:

- Introduce yourself and provide personal information about yourself and your family
- Utilize construct blends in descriptors and story telling
- Utilize cultural norms for attention getting, navigating signing space, line of sight
- Be able to eat and sign
- Ask for the information to be repeated or how to sign more slowly
- Ask for the meaning of a sign or what a sign is for a concept
- Use spatial referents and listing appropriately
- Give visual feedback
- Appropriately use facial grammar and facial expressions
- Give an opinion
- Recognize and employ appropriate turn taking during conversations
- Identify what is considered rude in Deaf Culture and the unwritten rules of Deaf Culture behavior
- Utilize basic ASL grammar rules concerning sentence structure, spatial use, possessives, pronouns, and adjectives
- Employ basic knowledge and recognition of number systems and finger spelling
- Utilize temporal aspects appropriately
- Demonstrate an emerging knowledge of how signs are modified with inflections and the impact this has on the meaning of the sign

Students will learn by first-hand interaction with the Deaf community, class dialogues, in-class projects/presentations, videos and completing assignments. Instructors will use daily interaction and participation, quizzes, performance tests, written tests to assess student understanding.

EXTRA CREDIT is given for participating ACTIVELY at Deaf Events. This entails not only attending a Deaf Event, but initiating and participating in conversations. Each additional 3 hours will add a point to your final grade.

Course Objectives and/or Competencies:

Appropriate workplace competencies and foundation skills identified by the Secretaries Commission on Achieving Necessary Skills (SCANS) are integrated into the following objectives/competencies (see Appendix B). The objectives listed below are also linked to the Student Learning Outcomes (SLO) for the program (see Appendix A).

The student will:

1. Recognize and exhibit basic principles of ASL syntax, including non-manual signals and grammatical markers and complex questions and statements (SLO 8).
2. Demonstrate the ability to express and receive an ASL core vocabulary (SLO 8).
3. Demonstrate the ability to use appropriate sign vocabulary choices based on conceptual accuracy rather than on English-language equivalents (SLO 8).
4. Demonstrate accurate use of the manual alphabet and the numbering systems at moderate conversational rates of speed (SLO 8).
5. Consistently use culturally appropriate behaviors such as attention-getting, maintaining eye contact, etc., and be able to identify appropriate and inappropriate behaviors for use in large and small-group settings (SLO 5).
6. Perform various functions in ASL communications and use appropriate communication strategies (SLO 8).
7. Develop reasoning skills to extract meaning of vocabulary and to formulate concepts of the grammatical structure of ASL.
8. Select and use appropriate technology (e.g. video camera, computer software) (SLO 11).
9. Use visualization techniques to communicate about topics when the student has not learned the relevant sign vocabulary
10. Interact appropriately with instructor, lab instructor, and other students in all classroom activities (SLO 13).
11. Complete and hand in long-term and out-of-class assignments (Bravo Family Videotapes, Deaf Cultural experiences, etc.)
12. Use the following grammatical features in short narratives and instructor-directed dialogs and conversations: inflected signs, agreement verbs, spatial referencing, classifiers, and temporal sequencing. Also demonstrate appropriate methods of initiating, continuing and terminating short conversations specific to given situations (SLO 8).

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Course Grading Information:

Student grades will be based on the following:

A	Attendance/Participation/Classwork	05%
B	Testing (Written and Skills Exam, 20% Midterm, 20% Final Exam)	40%
C	ASL/Deaf Events	20%
D	Videotaped Vocabulary, Grammar, Deaf Culture Rules (Filing Cabinet)	10%
E	RSVP/Finger Spelling Work	05%
F	Workbook/Homework	10%
G	Quizzes/Tapings	10%
	Total Possible Points	100%

Grade Scale

Letter Grade	A	B	C	D	F
Total Points	100 – 95	94 – 85	87 – 75	74 – 65	64 or Below

** A grade of B or above is required in both SGNL 1401 (ASL 1) and SGNL 1402 (ASL 2) to enroll in SLNG2401 (Interpreting I)

MCC Attendance Policy:

Regular and punctual attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades.

Please refer to the [Highlander Guide](#) for the complete policy.

Especially in ASL courses, attendance and participation is extremely important for student learning. Poor daily attendance and refusal to participate will have a negative effect on the 10% of your grade for attendance/participation/ classwork; however the greater impact is the expressive and receptive skill of utilizing ASL. ASL is not a subject one can read and study in isolation or learn how to sign from a book. The student needs to be in class to see the correct formation and how changes to movements can change the meaning of signs as well as the correct grammar and needs to participate to improve receptive skills.

Absences may also affect your quiz average. In addition, you will miss the presentation of new information and classroom practice (which affects your ability to perform well on the written and performance exams.) Students who are tardy are responsible to contact the instructor to be sure they are given credit for that day's attendance. Three tardies will equal one absence for this

course. Students who leave class early will also receive partial absences, according to the amount of class/lab time missed

Testing Procedures: Written test items will be constructed to resemble the types of activities done in class and/or presented in the workbook/videos in both content and format. There may also be written questions based on the written material in the workbook.

Performance skills assessments are based on the student's production (on video camera) of vocabulary, grammar, and pragmatic structures to the situations presented. Vocabulary: use of correct parameters to form signs and appropriate choices according to meaning. Grammar: includes word order, and non-manual markers (eyebrows, mouth, eyes, body language). Pragmatics: geared to perform the intended functions (asking, answering, getting attention, opening/closing conversations, etc.) The emphasis is on communication clearly understood by Deaf persons, and will be judged by the instructor according to standards for students at the beginning level. Clarity and fluency are valued above speed of production.

ASL/DEAF EVENTS: Attend events totaling 6 hours of interaction with Deaf people and/or workshops or Deaf Community events. Activities will be posted on the bulletin board in the classroom and via Facebook (MCC-ITP). You are responsible for sending a friend request in order to be notified via Facebook of events. Workshops will be credited as long as the topic relates to the class. Reflections and documentation of attendance will be done via videotaping with signing of the any vocabulary covered in class. It is expected that taping done early in the semester will contain minimal signing; however, videotaped reflections at the end of the semester should consist of 90% signing. Videotaped reflections must be submitted as close as possible to the event as possible to maintain the "freshness" of what transpired and within 10 days of the event. Video tapings can be done elsewhere and submitted via flash-drives, YouTube link or I-cloud sharing. **Reflections submitted more than 10 days after the event will not be accepted.**

VIDEOTAPED FILING CABINET: By Friday of each week, each student is required to tape the vocabulary, grammar rules, and Deaf Culture rules covered that week in class. If planning on recording at home, videos need to be placed on a flash drive to be transferred to the computers at MCC Interpreter Training Lab in the student's personal file, labeled STUDENT NAME.WEEKX

RSVP: Interpreters in the field struggle with finger spelling; students struggle even more. The primary barrier for students, other than remembering the hand shapes for the alphabet, is recognizing the letters spelled as a word. Success in recognizing finger spelling is to think of the word, not individual letters. RSVP is a research-based method to train the brain to recognize the word instead of the individual printed letters.

WORKBOOK: Upon the completion of each Unit, the corresponding workbook unit assignment will be due. The work does not have to be written on the worksheet in the workbook; these can be copied or handwritten on a sheet of paper in the event the workbook was purchased used and written in or to preserve the workbook for resale.

QUIZZES/TAPINGS: To ensure learning is occurring, periodically, without notice, the student will be asked to demonstrate knowledge of the vocabulary, grammar and/or Deaf Culture rules via an in class exam or a request to tape, during class, oneself signing the required material.

Course Outline or Schedule:

Calendar of when things are due:

RSVP: 4 units are due the last class period of every week starting with week 3. You will watch and write down the list of words and turn in that list to me. The exact dates are

WORKBOOK: Units due first class period of the week (tentative):

Unit 1 September 7-8	Unit 4 October 19-20
Unit 2 September 21-22	Unit 5 November 9-10
Unit 3 September 5-6	Unit 6 November 30/ December 1

Midterm: tentatively scheduled for Week 9: October 19-20

Final: scheduled for Week 15: December 2 and 3 ***Note this is a departure from the traditional Final Exam week

GRADE PENALTIES for cheating may include points deducted, re-doing an assignment, or a score of 0 on an assignment, depending on the weight of the assignment and the severity of the offense. Cheating includes (but is not limited to):

- Unauthorized use of other resources (text, notes, dictionaries, electronic information, information from other persons) during exams.
- Plagiarism or copying work from other students (including daily homework, quizzes, use of you-tube, etc.)
- Giving assistance to another student during an exam or quiz. Allowing others to copy your homework or other assignments.

Late Work, Attendance, and Make Up Work Policies:

Workbook assignments, classwork, and quizzes are due on the date assigned, and may not be turned in late without instructor's permission. Students absent on the due date may turn in daily assignments on the date they return to class. They should also bring in the CURRENT assignment (obtained from D2L/Brightspace or contacts with other students.) Daily quizzes, in class work may not be made up. Bravo Family worksheets may be turned in late, but points will be deducted. If students are absent on the day of a scheduled exam, they are responsible for scheduling a make-up exam with the instructor. (Make-up exams should be scheduled as soon as possible after the student returns to class.)

STUDENT RESPONSIBILITIES

Attend class and be on time

Ask questions when you do not understand

Adhere to Deaf Culture Norms as described in the body of this syllabus and in class

Accept feedback and integrating

Participate fully in class activities

Work collaboratively with peers

Be patient

Complete all assignments on or before due date

Have mid-term and final expressive exam tapes completed by dates assigned

Refrain from using your voice or interpreting for other students who may not understand instructor.

When you are absent it is your responsibility to:

- Check D2L/Brightspace for handouts/assignments, etc.
- Consult with another student on missed notes and information
- Bring in the current day's assignment, as well as assignments due on the day(s) you were absent
- Request a copy of any handout material from your instructor (if it is not on D2L/Brightspace)
 - Specific title(s) of the handout should be requested
- You may make an appointment with the instructor during office hours for additional individual assistance.
- Understand the instructor cannot "catch you up" on missed class information during class.

Student Behavioral Expectations or Conduct Policy:

I certainly want students to enjoy class, and I welcome and encourage appropriate and pertinent questions, comments and discussion. I also encourage professional, mature behavior.

Side Conversations: It is important that students are respectful to each other. Vocal side conversations are forbidden and cross the room signed conversations are very distracting. (Class discussion on pertinent course material is strongly encouraged!). When the teacher is working with other students, you are encouraged to have signed conversations with your neighbors.

Students are expected to maintain 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 education opportunity.

Students should demonstrate courtesy and respect to all instructors, guests, and fellow learners. While honest discussion and debate of topics is expected and encouraged, such interactions should not involve aggressive, derogatory, or hostile behaviors (verbal or otherwise). The

instructor reserves the right to act to protect the decorum of the learning environment and the image of MCC.

[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.

APPENDIX A: STUDENT LEARNING OUTCOMES for INTERPRETER TRAINING:

Student Learning Outcomes for the program and the courses in which they are primarily measured are indicated in this matrix:

	Student Learning Outcomes X = Assessed	SLNG 1317 Deaf Comm	SLNG 1321 Intro Interp	SLNG 1347 Deaf Culture	SLNG 2401 Interp I	SLNG 2402 Interp II	SLNG 2488 Intern- ship	Assessment Type
1	Explains/describes interpreters' role and responsibilities and the interpreting process		X					Exam
2	Demonstrates understanding of interpreter's role and functions appropriately in that role						X	Supv Eval
3	Identifies significant names, facts, acronyms related to Deaf Community, organizations, history	X						Exam
4	Identifies and explains environmental and logistical factors affecting the interpreting process, along with possible solutions		X					Exam
5	Recognizes and gives examples of cultural differences; identifies potential relevance to interpreting situations			X				Exam
6	Identifies health risks; explains and/or demonstrates methods for preventing RSI's and burnout		X					Exam
7	Explains/describes technology related to Deafness	X						Exam

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8	Demonstrates an appropriate level of ASL Skills (Competence in vocabulary, grammar, sociolinguistics, pragmatics, and strategy)						X	Capstone Project
9	Demonstrates an appropriate Level of skills in Interpreting/Transliterating					X		Mock Eval (Perform Eval)
10	Implements a professional development plan; demonstrates commitment to ongoing personal and professional development						X	Capstone Project
11	Uses appropriate technology (camera, recorders, videophones, etc.)				X			
12	Evaluates own skills and suitability for assignments; demonstrates appropriate levels of self-confidence and poise							Mock Eval (Perform Eval)
13	Establishes appropriate professional relationships with supervisors, mentors, peers, and consumers							Supv Eval
14	Knows and follows recognized codes of ethics/conduct		X					Exam

2021-2022

Statement of Workplace and Foundation Competencies

McLennan Community College is determined to prepare you with the knowledge and skills you need to succeed in today dynamic work environment. Towards this end, the following workplace competencies and foundation skills have been designed into the curriculum for:

MENTAL HEALTH PROGRAM

COMMON-WORKPLCE COMPETENCIS

Manage Resources:	Time / Money / Materials / Spaces / Staff
Exhibit Interpersonal Skills:	Work on teams / Teach others / Serve Customers / Lead work team / Negotiate with others
Work with Information:	Acquire and evaluate data / Interpret and Communicate data
Apply Systems Knowledge:	Work within social systems / Work within technological systems / Work within organizational systems / Monitor and correct system performance / Design and improve systems
Use Technology:	Select equipment and tools
FOUNDATION SKILLS:	
Demonstrate Basic Skills:	Arithmetic and Mathematic / Speaking / Listening
Demonstrate Thinking Skills:	Creative thinking / Decision making / Problem solving / Thinking logically
Exhibit Personal Qualities	Self-esteem / Self-management / Integrity

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Course Number: <u>SGNL 1401</u> Course Name: <u>Beginning ASL I</u>	Relevant Competencies (Identify by Competency Number)
SCANS COMPETENCIES.	
1. Managing Resources: a. Manage time b. Manage money c. Manage materials d. Manage space e. Manage staff	a. 11 b. c. 11 d. e.
2. Exhibiting Interpersonal Skills: a. Work on teams b. Teach others c. Serve customers d. Lead work teams e. Negotiate with others f. Work with different cultures	a. b. c. d. e. f. 5
3. Working with Information: a. Acquire/evaluate data b. Organize/maintain information c. Interpret/communicate data d. Process information with computers	a. 1, 2, 3, 4 b. 1, 2, 3, 4, 6 c. 1, 2, 3 d. 8
4. Applying systems knowledge: a. Work within social systems b. Work within technological systems c. Work within organizational systems d. Monitor/correct system performance e. Design/improve systems	a. 5, 10 b. 8 c. d. e.
5. Using Technology: a. Select equipment and tools b. Apply technology to specific tasks c. Maintain/troubleshoot technologies	a. 8 b. 8 c.
SCANS FOUNDATIONS.	
6. Demonstrating Basic Skills: a. Reading b. Writing c. Arithmetic/Mathematics d. Speaking e. Listening	a. 1, 3, 5, 6 b. c. 4 d. 2, 3, 5, 6, 10 e. 5, 6, 10
7. Demonstrating Thinking Skills: a. Creative thinking b. Decision making c. Problem solving d. Thinking logically e. Seeing with the mind's eye	a. 9 b. 3, 6, 8 c. 3, 4, 6, 9 d. 1, 2, 3, 7 e. 6, 9
8. Exhibiting Personal Qualities: a. Individual responsibility b. Self-esteem c. Sociability d. Self-management e. Integrity	a. 10, 11 b. c. 5, 10 d. 11, 7 e.

McLennan

C O M M U N I T Y

COLLEGE

ACADEMIC RESOURCES/POLICIES

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.

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.

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

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

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.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

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.

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.