



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

Principles of Occupational Therapy

OTHA 1305_01

Cherece Henry

NOTE: This is a 16-week course.

COVID 19 Notice:

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

Course Description:

Introduction to occupational therapy including the historical development and philosophy. Emphasis on the roles of the occupational therapy assistant. Topics include occupation; occupational therapy personnel; current health care environment; and moral, legal, and ethical issues.

3 Lecture hours

3 Lab

Prerequisites and/or Corequisites:

Prerequisite Courses:

- BIOL 2401 Anatomy & Physiology I
- PSYC 2301 General Psychology
- HPRS 1206 Medical Terminology
- ENGL 1301 Composition I

Corequisite Courses:

- BIOL 2402 Anatomy & Physiology II *
- PSYC 2314 Lifespan Growth & Development *
- 3-Credit Hour Humanities Course

Course Notes and Instructor Recommendations:

Please read the syllabus in its entirety

Meeting Time and Days : Tues and Thurs

Lecture: 9:00 am -10:25 am

Lab: 10:45 am-12:10 pm

Instructor Information:

Instructor Name: Cherece Henry, MPA, COTA/L

MCC Email: Chenry@McLennan.edu

Office Phone Number: 254-299-8154

Office Location: HPN 123

Office/Teacher Conference Hours: Monday 9 am to 12 pm, Wednesday 3 pm to 4 pm, Tues and Thurs 4 to 5 pm

Other Instruction Information: I will respond to emails during business hours Monday through Friday.

Required Text & Materials:

Title: Introduction to Occupational Therapy
Author: O'Brien
Edition: 5th Edition
Copyright Year: 2018
Publisher: Elsevier

ISBN: 9780323444484

Title: Principles & Techniques of Patient Care
Author: Fairchild, Shea, and Washington Edition: 6th Edition
Copyright Year: 2018 Publisher: Elsevier
ISBN-13: 978-0-323-44584-9

Title: The OTA's Guide to Documentation Author: Morreale
and Borherding
Edition: 4th Edition Copyright year: 2017
Publisher: Slack Incorporated ISBN-13: 978-1-
63091-296-3

Title: Occupational Therapy Practice Framework: Domain and Process (*Will be Provided to the Student*)
Author: AOTA Edition: 4th edition
Copyright Year: 2020 Publisher:
AOTA

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

Methods of Teaching and Learning:

The material will be presented in lecture/demonstration format with hands on performance of specific techniques in the laboratory following the lecture. Group learning and discovery learning will also be utilized (i.e., groups will be assigned to learn about and then teach certain components of the course followed by instructor feedback and input). Other educational methods will include discussion groups, group projects, lab exercises, lab skills check-off's,

Course Objectives and/or Competencies:

1. Articulate the history and philosophy of occupational therapy.
2. Articulate the framework of occupational therapy practice.
3. Describe the aspects of occupational therapy domain.
4. Describe the process of occupational therapy service delivery.
5. Describe varying taxonomies, theories, and models of occupational therapy practice.
6. Compare and contrast the education, roles, and functions of occupational therapy personnel.
7. Compare and contrast practice areas – existing and emerging.
8. Explain the concepts of ethics in occupational therapy practice and describe the OT Code of Ethics.
9. Explain the legal implications of Occupational Therapy in health.
10. Demonstrate use of basic medical terminology.
11. Demonstrate basic documentation skills using proper medical terminology and occupational therapy terminology.
12. Demonstrate patient/practitioner interaction in supervised and structured lab setting.
13. Demonstrate basic patient and practitioner safety skills in supervised and structured lab setting.

Course Objectives:

2.	B.2.2.	Define the process of theory development and its importance to occupational therapy.	Assigned chapter reading, assignments and exams
3.	B.3.1.	Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	Assigned chapter reading, assignments and exams
4.	B.3.7.	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	Assigned chapter reading, assignments and exams
5.	B.4.1.	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Assigned chapter reading, assignments and exams

6.	B.4.11.	Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.	Assigned chapter reading, assignments and exams
7.	B.4.13.	Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Assigned chapter reading, assignments and exams
8.	B.4.15.	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none">• Electronic documentation systems• Virtual environments• Telehealth technology	Assigned chapter reading, assignments and exams
9.	B.4.25.	Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.	Assigned chapter reading, assignments and exams
10.	B.4.29.	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.	Assigned chapter reading, assignments and exams
11.	B.5.1.	Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy.	Assigned chapter reading, assignments and exams
12.	B.5.2.	Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role.	Assigned chapter reading, assignments and exams

13.	B.5.3.	Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding.	Assigned chapter reading, assignments and exams
14.	B.5.4.	Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice.	Assigned chapter reading, assignments and exams
15.	B.5.5.	Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.	Assigned chapter reading, assignments and exams
16.	B.5.7.	Participate in the documentation of ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and implement program changes as needed to demonstrate quality of services.	Assigned chapter reading, assignments and exams
17.	B.5.8.	Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.	Assigned chapter reading, assignments and exams
18.	B.6.1.	<ul style="list-style-type: none"> Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. Explain how scholarly activities and literature contribute to the development of the profession. 	Assigned chapter reading, assignments and exams
19.	B.7.1.	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and AOTA <i>Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.	Assigned chapter reading, assignments and exams

20.	B.7.2.	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.	Assigned chapter reading, assignments and exams
21.	B.7.4.	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	Assigned chapter reading, assignments and exams
22.	B.7.5.	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> Liability issues under current models of service provision. Varied roles of the occupational therapy assistant providing service on a contractual basis. 	Assigned chapter reading, assignments and exams

Course Outline or Schedule:

Provide at least a week by week description of lecture or course topics, major tests, major assignment due dates, and other due dates. Include the departmental learning objectives that are included in each test or graded assignment. Warn students if the schedule is subject to change and tell them how they will be notified about changes (posting information in D2L|Brightspace, announcement in class, etc.)

Course Grading Information:

The following percentage system for letter grade assignment will be utilized for reporting grades:

A=90-100%

B=80-89.99%

C=75-79.99%

D=65-74.99%

E=Below 64.99%

OTA courses require an average of 75% on written exams as well as a minimum of 75% on EACH skills exam to be given credit in a course. If a student fails a skills exam, that student will be allowed one (1) re-take of the skills exam. If the student fails the skills exam a second time, this will result in failure of a course, and the student will not be able to continue in the program. Failure of two skills practical **across all OTHA courses** in a given semester will result in the student not being able to progress in the program.

Your grade will be calculated using a weighted percentage system.

45% percent of your grade will be derived from your lecture exams, 25% from your skills check off labs and 30% from your assignments. Your final grade will be a compilation of each area for which your grade has been weighted. It is important to maintain a passing grade in all areas weighted, particularly those areas which are weighted at a higher number, in order to ensure success in the course. **Course calendar, schedule and syllabus are subject to change. In the event that there is a change, you will be notified via email or during a class session.**

Plagiarism

Plagiarism is the intentional- or unintentional- use of someone else's work without adequate documentation. Whenever writers want to include another's ideas, key terms or copied text into their own papers or presentations, they must always use that borrowed information accurately and ethically.

Documentation, an agreed upon style of providing credit to others' work, is necessary in order to avoid plagiarism. Plagiarism is a serious offense in college-level writing, for it is intellectually dishonest, robbing authors of their property.

All documentation styles include internal citations, a works cited list, and quotation marks around copied terms and information.

To consider: As we would never borrow one of our neighbor's possessions without asking permission, we should never use someone's words or ideas without permission. Correctly documenting someone else's material permits us legal use of words and ideas not belonging to us.

It should be obvious that buying papers, using someone else's papers and similar activities are plagiarism at its worst.

Each instructor will determine penalties for plagiarized work.

Document when:

- You use someone's ideas from any traditional or web source
- You copy sentences and phrases from a source
- You copy a key term from a source
- You use information from an interview or survey
- You copy pictures, charts, and diagrams from sources
- You use information you did not originate

Student Ethics

Students in the OTA program are expected to:

1. Use their own knowledge and skill to complete examinations without referring to others' answers, class notes or other references unless specifically permitted by the instructor.
2. Use their own knowledge to write major papers or compile research information. They shall not plagiarize, quote or copy other persons' works without giving proper recognition as stated in a standard manual on style.
3. Comply with all testing procedures/protocols as outlined by the instructor and/or testing center.
4. Respect the opinions of the instructor and other learners. They shall not insult, slur or degrade instructors, other health professionals or students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification but does modify the manner in which the question or clarification is brought forth.)
5. Respect the limited resources of textbooks, library books, reprints, and journals. They shall not mutilate, deface, damage or withhold resources for their own use.
6. Conserve limited resources by using only supplies needed for completion of assignments and maintain equipment in good working order. They shall not waste supplies or misuse equipment.
7. Assist in maintaining class and laboratory rooms in good order. They shall not leave these rooms dirty or

in disarray or disorder upon completion of their assignment in each room.

8. Complete all assignments by the scheduled date and time or make satisfactory arrangements with the course instructor for an extension. They shall not expect to receive equal consideration in grading unless such arrangements are made.
9. Complete all assignments. The student shall not expect to pass a course until **all assignments** have been submitted. A grade of zero will be given on late assignments.
10. Observe all safety procedures when working with patients and equipment whether in class, clinic or patient's home. They shall not endanger the safety and welfare of patients, other students or faculty and staff.
11. Observe all policies and procedures established by the Division of Health Professions, Occupational Therapy Assistant Program, and all fieldwork facilities. Student shall not exempt themselves without specific permission by a faculty member or Fieldwork Educator.
12. Respect the confidentiality of patient information regardless of source (patient, therapist, records, charts and any other patient identifiers). They shall not repeat information outside of the classroom, clinic or facility in which any part of the patient's name appears except initials. Shall abide by the HIPPA policies set forth by the OTA Program and any Fieldwork Facility.
13. Work in cooperation with and respect for other health care team members. Student shall not interfere with or obstruct the rendering of the services provided by other health care members.
14. Protect the property and property rights of the facility, clinic, and patient. They shall not remove or borrow property without permission and shall not damage or misuse property while in the facility, clinic or home.
15. Respect other student's projects. They shall not handle, steal, alter, deface or otherwise harm another student's project, especially in a manner that might cause the project to receive a lower grade by the instructor.
16. Use sound judgment in regard to the safety of self and others during all class-related activities.
17. Take responsibility for own learning by seeking out assistance and learning opportunities.
18. Accept and make the necessary behavioral changes based on constructive feedback.
19. Demonstrate initiative, preparedness, and dependability.
20. Demonstrate positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
21. Demonstrate respect for human diversity during all program activities.

Late Work, Attendance, and Make Up Work Policies:

Assignments are due at the beginning of the class day or as stated in each assignment in Brightspace. Late assignments **will not** be accepted unless it is due to a documented excused absence (i.e., death in family, illness with note from MD, acts of God, etc.). *Minor illnesses do not constitute excused absences.*

The following are **not** acceptable forms of assignments:

- assignments in other than "Word" or pdf format
- hard copy of assignments that were to be uploaded
- illegible assignments
- emailed assignments that were to be uploaded
- jpg. or other digital formatting
- assignments sent through text message
- handwritten assignments in other than blue or black ink

- assignments with unprofessional presentation including being incomplete
- assignments with extensive grammatical errors will not be graded and will receive a “zero”
- assignments that use identifying information of a subject/supervisor/facility (must use initials only) will receive a “zero”.

Attendance and Assignments Policy

Attendance is essential for the attainment of course objectives in both classroom and clinical instruction.

Any student who is absent from class or lab due to personal physical illness, serious illness or death of an immediate family member will be required to present documentation of the illness or death in order to make up any missed work. It is the **student's** responsibility to attain the information that is missed due to his/her absence.

Regardless of the reason for a particular absence, each absence will count toward the stated limitations. (See McLennan's attendance policy). See course syllabi for additional information.

Attendance is essential for attainment of course objectives and skills competencies. A student who is not present at the scheduled start time of class is considered tardy (this includes start of day as well as return from breaks and return from lunch). A student who misses more than 50% of a class period, whether it is due to late arrival or early departure, will be counted as absent. **Three (3) tardies will constitute one absence.** At the instructor's discretion, the door may be locked at the beginning of class with the late student being denied entry.

- Two (2) absences: verbal warning
- Three (3) absences: written warning
- Four (4) absences or one no call/no show: program probation
- Five (5) absences or two no call/no show's: **withdrawal from program**

Additionally, the third absence, and each additional absence, will result in a reduction of the final course grade by two points.

Absences from lab will also be handled following the above policy; however, hours missed from lecture and lab will not be combined to penalize the student.

Make-up work may be allowed/required, at the discretion of the instructor, for absences in order to ensure that student acquires information and skills presented during their absence. **Students must notify the instructor in advance via e-mail or phone message whenever tardiness or absence is unavoidable. Failure to notify the instructor will result in program probation.**

Students should not schedule travel events during any class day from the first day of the semester to the last day of finals per the college calendar. Students who plan travel and miss course content or exams will receive a grade of 0 unless **prior** written approval is given by the faculty for an excused reason (i.e., death in the family, etc.).

It is the 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 day or as stated in each assignment in Brightspace. Late assignments will not be accepted unless it is due to a documented excused absence (i.e., death in family, illness with note from MD, acts of God, etc.). ***Minor illnesses do not constitute excused absences.***

The following are not acceptable forms of assignments:

- assignments in other than “Word” or pdf format
- hard copy of assignments that were to be uploaded
- illegible assignments
- emailed assignments that were to be uploaded
- jpg. or other digital formatting
- assignments sent through text message
- handwritten assignments in other than blue or black ink
- assignments with unprofessional presentation including being incomplete
- assignments with extensive grammatical errors will not be graded and will receive a “zero”
- assignments that use identifying information of a subject/supervisor/facility (must use initials only) will receive a “zero”.

In-class assignments, including but not limited to quizzes, presentations, and lab activities, missed due to an absence, late arrival, or leaving class early will be awarded an automatic “zero” and cannot be made up. Arriving to class after the morning quiz or exam has started will result in an automatic grade of “zero”.

There will be no make-up exams for written exams or skills practicals except with permission from the instructor for excused absences only (i.e., death in family, illness with note from MD, acts of God, etc.). ***Minor illnesses do not constitute excused absences.*** When make-up exams are granted, they will be scheduled at the instructor’s convenience. Absence or tardiness for a make-up exam will result in a grade of “zero”. In general, work “re-do’s” will not be allowed. If, at the discretion of the instructor, a re-do is permitted, a maximum grade of 75% will be given.

Time/hours missed on clinical/fieldwork placement must be made up/rescheduled at the convenience of the facility.

Technology Devices:

Personal Computer/Electronics Use: **Computer use is expected throughout the Program. The MCC library has computer availability for after class hours if necessary. Access to library search engines is required and will be a part of the student's required class participation.**

Student Behavioral Expectations or Conduct Policy:

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. Likewise, all communications with the instructor are to be professional. (E-mails that are discourteous, use improper grammar, and/or simulate a text message will not be responded to).

Students in the Occupational Therapy 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 OTA 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 three (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 two (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 are included in each course syllabi.

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.
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10	Stress management	The ability to identify sources of stress and to develop effective coping behaviors.
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May W, Morgan BJ, Lemke J, Karst G, Stone H. Model for ability based assessment in physical therapy educate;
Journal of Physical Therapy Education 1995;91:3-6.

[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.



ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit www.mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

Title IX:

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:

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

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

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

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails. For more information about your student email account, go to www.mclennan.edu/student-email.

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](https://support.microsoft.com/en-us/office/set-up-an-outlook-account-in-the-ios-mail-app-b2de2161-cc1d-49ef-9ef9-81acd1c8e234?ui=en-us&rs=en-us&ad=us) (<https://support.microsoft.com/en-us/office/set-up-an-outlook-account-in-the-ios-mail-app-b2de2161-cc1d-49ef-9ef9-81acd1c8e234?ui=en-us&rs=en-us&ad=us>)
- [Email Setup for Androids](https://support.microsoft.com/en-us/office/set-up-email-in-android-email-app-71147974-7aca-491b-978a-ab15e360434c?ui=en-us&rs=en-us&ad=us) (<https://support.microsoft.com/en-us/office/set-up-email-in-android-email-app-71147974-7aca-491b-978a-ab15e360434c?ui=en-us&rs=en-us&ad=us>)

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.