



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

Assessment and Case Management

SCWK 2301.87

Catie Capp-Hays, LCSW

NOTE: This is 16-week Online 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:

SCWK 2301 – Assessment and Case Management

Exploration of procedures to identify and evaluate an individual's and/or family's strengths, weaknesses, problems, and needs in order to develop an effective plan of action. Topics include oral and written communications essential for screening, assessment, and case management to determine the need for prevention, intervention, and/or referral.

Prerequisites and/or Corequisites:

None

Course Notes and Instructor Recommendations:

This is a 100% on-line course. To do well in this class, you must read the entire chapter, review the power point, watch/read You Tube videos and articles. It is also important to complete all discussion boards and take all quizzes. In addition, you will have a strengths assessment paper as well as a case management vision board video presentation to complete. It is important to not fall behind. If you need help, please reach out to me!

Instructor Information:

Instructor Name:	Catie Capp-Hays, LCSW
MCC E-mail:	ccapp-hays@mclennan.edu
Office Phone Number:	(254) 299-8772
Office Cell Phone Number:	(254) 300-9733
ZOOM Link:	https://mclennan.zoom.us/j/3564780936
Office Location:	CSC 129 E
Office/Teacher Conference Hours:	Please see Brightspace
Other Instruction Information:	ZOOM Meeting ID: 356 478 0936

Required Text & Materials:

Title: *Generalist Case Management: A Method of Human Service Delivery*
Author: Marianne Woodside & Tricia McClam
Edition: 5th edition
Publisher: Cengage Learning
ISBN: 978-1-305-94721-4

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

Methods of Teaching and Learning:

This is a 100% on-line course. The professor will use power points, videos, and articles to present the material. Discussion boards and quizzes will be used to ensure student understanding. This list is not all-inclusive and is adaptive to fit the needs of the specific class.

To do well in this class, you must read the entire chapter, review the power point, watch/read You Tube videos and articles. It is also important to complete all discussion boards and take all quizzes. In addition, you will have a strengths assessment paper as well as a case management vision board video presentation to complete. It is important to not fall behind. If you need help, please reach out to me!

Students will need to make regular weekly time to complete each module per week. Once a module is closed, it will remain closed. A HIGH level of self-discipline is needed to successfully complete the course.

Submission of discussion boards, quizzes, papers, and a video presentation for this course will be conducted via the internet on Brightspace. All quizzes will take place in Brightspace. Email and Brightspace communication will be used by the professor extensively to communicate course information, including supplemental instruction materials and any needed course changes. Therefore, students must bring a working knowledge of web browser use, email, and Brightspace for successful completion of this course. If you need assistance in any of these areas, please notify me. It is also important to check your Brightspace Announcements at least (at the very minimum) of weekly. **Please note.. all Discussion Boards and Quizzes will open on a Monday at 8 am and will close on the following Sunday at 8 pm.**

Course Objectives and/or Competencies:

Describe the steps in screening, assessment, and case management; gather relevant information from client and secondary sources; and determine need for prevention, intervention, and/or referral.

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Course Outline or Schedule:

Course schedule is subject to change based on student needs. Students will be notified by the professor of changes via Brightspace. **Please note.. all Discussion Boards and Quizzes will open on a Monday at 8 am and will close on the following Sunday at 8 pm.**

Week/Module	Topic	Assignments
Week 1 8/22 – 8/28	Orientation to the Course	1. Watch Orientation Video 2. Review Syllabus 3. Complete Discussion Board 4. Take Pre-Test 5. Take Quiz
Week 2 8/29 – 9/4	Chapter 1: Introduction to Case Management	1. Read Chapter 1 2. Review Chapter 1 PPT 3. Read article 4. Watch video 5. Complete Discussion Board 6. Take Quiz
Week 3 9/5 – 9/11	Chapter 2: Historical Perspectives on Case Management	1. Read Chapter 2 2. Review Chapter 2 PPT 3. Read Article 4. Complete Discussion Board 5. Take Quiz
Week 4 9/12 – 9/18	Chapter 3: Methods of Delivering Case Management Services	1. Read Chapter 3 2. Review Chapter 3 PPT 3. Read Article 4. Complete Discussion Board 5. Take Quiz
Week 5 9/19 – 9/25	Chapter 4: Ethical and Legal Perspectives	1. Read Chapter 4 2. Review Chapter 4 PPT 3. Read Articles 4. Complete Discussion Board 5. Take Quiz

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Week 6 9/26 – 10/2	Chapter 5: Working with Diverse Populations	1. Read Chapter 5 2. Review Chapter 5 PPT 3. Read Article 4. Complete Discussion Board 5. Take Quiz
Week 7 10/4 – 10/9	Chapter 6: Assessment Phase of Case Management	1. Read Chapter 6 2. Review Chapter 6 PPT 3. Read Articles 4. NO Discussion Board this week. TURN IN SALEEBEY STRENGTHS ASSESSMENT PAPER on or before Sunday, October 9 by 8 pm 5. Take Quiz
Week 8 10/10 – 10/16	Chapter 7: Effective intake Interviewing Skills	1. Read Chapter 7 2. Review Chapter 7 PPT 3. Complete Discussion Board 4. Take Quiz
Week 9 10/17 – 10/23	Chapter 8: Service Delivery Planning	1. Read Chapter 8 2. Review Chapter 8 PPT 3. Review SMART GOALS PPT 4. Review Bridging the Gap Worksheet 4. Complete Discussion Board 5. Take Quiz
Week 10 10/24 – 10/30	Chapter 9: Building a Case File	1. Read Chapter 9 2. Review Chapter 9 PPT 3. Review Forms 4. Complete Discussion Board 5. Take Quiz

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Week 11 10/31 – 11/6	Chapter 10: Service Coordination	1. Read Chapter 10 2. Review Chapter 10 PPT 3. Complete Discussion Board 4. Take Quiz
Week 12 11/7 – 11/13	Start Chapter 11: Working withing the Organization Context	1. Read Chapter 11 2. Review Chapter 11 PPT 3. Complete Discussion Board 4. Take Quiz
Week 13 11/14 – 11/20	1. Chapter 12: The Case Manager's Professional Growth and Development	1. Read Chapter 12 2. Review Chapter 12 PPT 3. Complete Discussion Board 4. Take Quiz 5. Take Post Test- due on 12/7/22 by 8 pm
Week 14 11/21 – 11/27 Thanksgiving Week No assignments		
Week 15 11/28 – 12/4	Case Management Vision Board Presentation Video	This video presentation must be uploaded into the assignment AND in the discussion board on or before Friday, December 3 by 8 pm. Students will have until Sunday, December 5 by 8 pm to provide feedback. Each student must respond to at least 3 of their student peers.

Specific instructions for each assignment are included in this syllabus and will also be posted on Brightspace.

All assignments will be uploaded to Brightspace by 8 PM on the due date.

Course Assignments:

Saleebey Strengths Assessment Paper

In order to subscribe to the strengths perspective and focus on applicant/clients' strengths, one must be able to identify and dwell upon his or her own strengths. Write a Strengths Perspective Reflection paper using Saleebey's Survival, Support, Exception, Possibility, and Esteem questions on page 189 of the textbook. Saleebey's 5 Types of Questions to Assess Strengths will also be posted in Brightspace. You will see under each topic (example: Survival Questions is a topic), there are several questions to answer. You only need to answer 2 questions (your choice) under each topic. It is important that you are writing the topic and questions and your responses in the paper.

This is a reflection paper that does not have to include research. If you use research, you must cite it in APA format. The reflection paper must be written in APA format. This includes a cover page and reference page (if you are using research), write in Times New Roman, 12 pt.. It is very important that you respond to all of the topics (there are 8 topics). Failure to do so will result in a major point deduction. The reflection paper must be at least 4 pages but no more than 6 pages (remember, the cover page and reference page do not count in the page total). **PLEASE watch the video under the Saleebey Strengths Assessment Paper tab for a more thorough explanation of this assignment.**

The Saleebey Strengths Assessment Paper is DUE on or before Sunday, October 9, 2022 by 8pm via Brightspace.

It is expected that the paper you submit for this class is one that was written solely for this class and not for another class. To write a paper and submit it for a grade in two different classes is highly unethical. Students caught doing this will receive a zero (0) for this assignment.

If you are retaking this course, you must submit a NEW paper. Do not resubmit the paper that you submitted the first time that you took this course. If you resubmit an old paper, you will earn ZERO points for the paper.

Case Management Vision Board Presentation VIDEO

Create a vision board (digital or a poster board) with case management as the theme. Start by doing an Internet search on "vision board" or "career vision board" to learn more about what it is. Examine the major sections of Chapter 12 (look on pages 395-396 for a snapshot view):

- Self-development survival skills
- Professional growth
- Advocacy
- Leadership

Incorporate the themes and topics discussed in each chapter section (such as burnout, leadership skills, levels of advocacy, etc.) into your vision board by finding visuals or statements which represent each theme. You must include all topics and at least 3 sub-topics. You must also incorporate your personal mission statement into the board. You may do a poster or electronic version for your vision board.

You will video yourself presenting all aspects of your vision board. On or before the due date, you will upload the video to the discussion board for your student-peers to make comment. In the presentation, you must review every aspect of your case management vision board. In addition, please incorporate the following questions and your answers into your presentation:

1. What did you enjoy most about the activity?
2. How do you feel when you look at your Vision Board?
3. Why is a vision board important or not important in your opinion?

Professor will assess your grade on this assignment by using the following rubric:

- Was the presentation at least 10 minutes but no longer than 15 minutes?
- Was the vision board visually appealing?
- Did the student include the following **topics** on her/his vision board:
 1. Professional Development: Self-directed survival skills
 2. A focus on professional growth
 3. Professional Development: Others-Directed Advocacy
 4. Leadership
- Did the student include at least 3 **subtopics** on her/his vision board?
- Did the student clearly identify and explain every topic and subtopic?
- Did the student clearly incorporate their personal mission statement to the board?
- Did the student include the 3 presentation questions?
 1. What did you enjoy most about the activity?
 2. How do you feel when you look at your Vision Board?
 3. Why is a vision board important or not important in your opinion?
- Was the presentation clear and concise?

Each student must upload their video into the Assignment AND into the Discussion Board and respond to at least 3 of their student peers.

The Case Management Vision Board Presentation Video is DUE (and uploaded into the Assignment AND into the Discussion Board) on or before Friday, December 2, by 8 pm. All students must provide feedback on at least 3 of your student peer's videos by Sunday, December 4 by 8 pm. In the feedback to your student peers, you must include at least 7, well, thought out sentences.

You will be graded on your individual video (that you submit as an assignment) and you will also be graded on your feedback to your peers in the discussion board. If this does not makes sense to you, please contact me.

PLEASE watch the video under the Video Vision Board Presentation Instructions tab in Brightspace for a more thorough explanation of this assignment.

Quizzes

Each student will take a quiz at the end of each Module/Chapter (this includes the Orientation Module/Chapter). This means that there are a total of 13 quizzes (one quiz per chapter). Each quiz will consist of Multiple Choice and True/False questions. All quizzes have 20 questions and you will have 30 minutes for each quiz. It is extremely important that you **STUDY** for each quiz. **You get ONE CHANCE to take each quiz.** I will NOT provide study guides for these quizzes. I take quiz questions from the power points, videos, and articles provided. I **HIGHLY SUGGEST** that you read each chapter to make sure that you are understanding the power points. These quizzes are not easy. Since there are weekly quizzes, there will be no exams (mid-term, final, etc).

Pre/Post Tests: FALL SEMESTER ONLY

As a part of our Student Learning Outcomes (SLO), we are asking students to take a test at the start of the course (pre-test) and another test at the end of the course (post-test). These are all generalized questions from the overall content of the course. All questions are Multiple Choice. Your scores on these 2 tests do not factor into your final grade for the course. They will be used for statistical purposes only.

Discussion Boards

Discussion boards are a way that the Professor can make sure that students are understanding the material. Discussion boards are also a useful tool to ensure that there is classroom discussion in an on-line format. Each week, students will respond to discussion board posts weekly. You will not see any of your classmates threads until you have posted one. After you have made your post, you will see your classmates threads. You have to answer the original Db question and reply to at least two other students' posts to get any credit. Anything less than 3 posts will earn zero (0) points. To earn a top score (100%), the student must do an original post and thoughtfully respond to at least 2 of your peers. Writing a couple of sentences in a post will NOT earn you a high score. To earn a high score on a discussion board, the student must write at least 10 sentences (in each post). My expectation is that ALL STUDENTS be respectful to each other when they make posts. More detailed instructions regarding expectations and “how to” do a discussion post is located in Brightspace. Please see Discussion Board Etiquette at the end of the syllabus.

Course Grading Information:

Assignment	Grade Percentage
Discussion Boards (13)	26%
Quizzes	39%
Saleebey Strengths Assessment Paper	20%
Vision Board Video Presentation	15%

W WITHDREW - this grade is given for an instructor- or student-initiated course withdrawal through the 12th week of a semester (fourth week, Summer day term; sixth week, Summer nine-week term). After the 12th week or until the end of the semester (fourth week, Summer day term; sixth week, Summer nine-week term), if a student withdraws from a course the instructor will either assign a W if passing work was being accomplished or an F if the student was doing failing work).

I INCOMPLETE - is given when a course is incomplete because of a student's absence caused by reasons acceptable to the instructor. To be eligible, the student must have essentially completed the course. If work is not made up within the following long semester, the "I" will be changed to and "F" and the course must be repeated if credit is to be given.

Grades are based on actual performance, not amount of effort exerted, potential, hardships encountered during the semester, etc. There is no extra credit in this course. In order to earn a C or above, students must stay current with readings and assignments and exhibit strong class performance. A minimum final grade of C is required in all Mental Health/Social Work classes for graduation.

Attendance/Participation: In this course, the student will not receive a grade for attendance and participation. However, attendance and participation are rewarded when it comes to calculating the student's final grade.

Online Attendance

This professor takes attendance every week. The student must have completed and submitted the quiz and discussion board for the week to be considered "present." If the student completes the quiz and not the discussion board or vice versa, the student will be considered "absent."

Late Work, Attendance, and Make Up Work Policies:

This professor does NOT accept late papers unless there is a good reason. This professor defines what a "good reason" is. All work not turned in by the due date will receive a "0." If the

professor makes the decision to accept a late paper, there will be an automatic 10 point deduction on the assignment.

Assignment submission folders close as noted on Brightspace and/or in the syllabus and will not be reopened for any reason. Make sure you set aside enough time to complete your submissions on a timely basis while they're open if the professor asks that you submit an assignment in Brightspace.

Regular 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.

Students who are absent from 25% of scheduled class meetings will be withdrawn with a grade of W unless the professor has reason to believe the student will complete the course. However, if a student who is not passing reaches the 25% point after the official drop date, the student will receive an F.

As stated in [the Highlander Guide](#), “students will be permitted to make up class work and assignments missed due to absences caused by (1) authorized participation in official college functions, (2) personal illness, (3) an illness or a death in the immediate family, or (4) the observance of a religious holy day.” All other reasons for late work will be considered at my discretion and will likely require documentation. It is your responsibility to inform me of any absences and their reasons in a timely manner. For this course, that means **you will be dropped on the 4th absence.**

Student Absence on Religious Holidays

McLennan Community College shall excuse a student from attending classes or other required activities including examinations for the observance of a religious holy day, including travel for that purpose. Students are required to file a written request with each instructor for an excused absence. A student whose absence is excused for this observance may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. Religious holy day means a holy day observed by a religion whose places of worship are exempt from property taxation under the Texas Tax Code.

McLennan Community College may not excuse absences for religious holy days which may interfere with patient care.

Student Behavioral Expectations or Conduct Policy:

In general, 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. The Highlander Guides describes the rights, privileges and obligations of students affiliated with MCC.

Learning should be fun and not torture. However, there are expected guidelines for each class.

Courtesy and Respect

Students should demonstrate courtesy and respect to all instructors, guests, and fellow students. 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.

Discussion Board Etiquette

The Discussion Board is a vital part of communication in online learning. If all participants agree to follow a few principles of civility and professionalism, the discussion board can be a great opportunity to express opinions, share ideas, and receive feedback from peers who are engaged in the same learning objectives.

Me, Too, I Agree!

The me-too post certainly is a frustration in the online environment and does not add any depth to the discussion or learning. In a study by Stodel, Thompson, and MacDonald (2006), "Learners got frustrated with the constant agreements and comments such as 'Good point' and 'I agree'; feeling it made the conversation overly positive and fake." Therefore, be sure to post substantive ideas and avoid the "I agree" posts which just clutter up a discussion board.

Tone and Courtesy in Writing

The "tone" is a very important part of electronic communication. When you read your message out loud, does it sound the way you would speak to another student in the classroom?

- Humor can be difficult to convey in text, so make sure everyone realizes when you are trying to be funny. It is easy for messages to be misinterpreted since there are no physical gestures or voice inflections that accompany the text.
- Think through and re-read your comments before you post them.
- Be nice. Refrain from inappropriate language and derogatory or personal attacks.
- Make a personal commitment to learning about, understanding, and supporting your peers.
- Assume the best of others in the class and expect the best from them.
- Disagree with ideas, but avoid challenges that may be interpreted as a personal attack.
- Be open to be challenged or confronted on your ideas or prejudices.
- Challenge others with the intent of facilitating growth. Do not demean, harass or embarrass others.
- Encourage others to develop and share their ideas.
- Remember that others will be able to read your posts. Be careful about posting anything that is too personal about you or others.

Check Previous Postings Before You Post

Remember to read what has previously been posted by others to avoid repeating comments.

- Make sure you are posting under the appropriate heading or thread.

- Stick to the topic; if you wish to pursue an unrelated idea with a classmate, move your communication to e-mail so that others don't spend time on non-essential topics.

Give Credit Where Credit is Due

Cite your references.

Grammar, Spelling and Fonts

The Discussion Board is part of a college course, so your writing style should conform to the rules of standard English. Here are some guidelines for all messages posted to the course's Discussion Board and course-associated emails:

- Avoid slang (e.g., "Wassup?", "Yo," and so forth).
- Don't curse.
- Use standard spelling:
 - you (not u)
 - are (not r)
 - to or too (not 2)
 - you're (not ure)
 - right (not rite)
 - I (not i)
- Use the spell check! Mistakes in spelling and grammar reflect poorly on you, and they're not acceptable.
- Stick to the APA standard font -- Times New Roman, 12 pt. -- and color -- black. Avoid the use of fancy formatting such as crazy fonts, smileys, unusual text colors and anything animated.
- DON'T WRITE THE ENTIRE POSTING WITH YOUR CAPS LOCK ON. IT'S REALLY ANNOYING.

Other:

If you find something on the discussion board that is upsetting or unacceptable, make sure to let the professor know about it as soon as possible.

Taken from: https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html and

<https://fgc.instructure.com/courses/582/files/5077/download>

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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 <https://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 <https://www.lighthouse-services.com/mclennan/incidentLandingPageV2-MCC.asp>.

Go to McLennan's Title IX webpage at <https://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 <https://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 regarding college email, which can be found at <https://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>. 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 <https://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](#)
- [Email Setup for Androids](#)

Forwarding Emails:

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email helpdesk@mclennan.edu.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.