



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

Social Welfare: Legislation, Programs, and Services

SOCW 2362.87

Catie Capp-Hays, LCSW

NOTE: This is a 16-week, on-line 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.

Social Welfare: Legislation, Programs, and Services

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Course Description:

SOCW 2362-- This course offers a historical and contemporary examination of legislation and resulting programs, policies, and services in the context of the social welfare system in the United States. Special attention is given to the political, economic, environmental, and social conditions that prompted the development of legislation to meet the needs of vulnerable populations. Societal responses to legislation are also considered.

Prerequisites and/or Corequisites:

SOCW 2361 or co-enrollment.

TSI complete in writing.

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 policy analysis paper 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 Email:	ccapp-hays@mclennan.edu
Office Phone Number:	254-299-8772
Office Location:	CSC E 129 E
Office/Teacher Conference Hours:	See schedule in Brightspace
Other Instruction Information:	ZOOM Meeting ID: 356 478 0936

Required Text & Materials:

Title: *Social Work, Social Welfare, and American Society*

Author: Popple, Philip R, Leighninger, Leslie, and Leighninger, Robert D

Edition: 9th Edition

Publisher: Pearson

ISBN: 10: 0-205-79383-5

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 policy analysis paper 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 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:

1. Describe characteristics of legislation.
2. Differentiate between legislation and policy.
3. Explain how legislation influences service delivery.
4. Trace the history of major pieces of social welfare legislation including the political, economic, environmental, and social conditions affecting vulnerable populations that prompted their development.
5. Describe how political ideology influences the development of social welfare legislation.
6. Describe how political ideology influences societal responses.
7. Compare and contrast the residual versus institutional view of social welfare.
8. Articulate how social workers can actively and ethically engage in the political process to address social justice issues.

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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
Module: Orientation Week: 8/22 – 8/28	Orientation to the course	1. Watch Orientation Video 2. Review Syllabus 3. Complete Discussion Board 4. Take Quiz
Module 1 Week: 8/29 – 9/4	Chapter 1: Introduction	1. Read Chapter 1 2. Review Chapter 1 PPT 3. Complete Discussion Board 4. Take Quiz
Module 2 Week: 9/5 – 9/11	Chapter 2: Competing Perspectives on Social Welfare	1. Read Chapter 2 2. Review Chapter 2 PPT 3. Complete Discussion Board 4. Take Quiz
Module 3 Week: 9/12 – 9/18	Chapter 3: Social Welfare: Basic Concepts	1. Read Chapter 3 2. Review Chapter 3 PPT 3. Complete Discussion Board 4. Take Quiz
Module 4 Week: 9/19 – 9/25	Chapter 7: Responses to Human Diversity	1. Read Chapter 7 2. Review Chapter 7 PPT 3. Watch You Tube Videos 4. Complete Discussion Board 5. Take Quiz
Module 5 Week: 9/26 – 10/2	Chapter 8: Religion and Social Work	1. Read Chapter 8 2. Review Chapter 8 PPT 3. Complete Discussion Board 4. Take Quiz

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Module 6 Week: 10/3 – 10/9	Chapter 9: Poverty: The Central Concept	<ol style="list-style-type: none"> 1. Read Chapter 9 2. Review Chapter 9 PPT 3. Watch You Tube Videos 4. Read Articles 5. Complete Discussion Board 6. Take Quiz
Module 7 Week: 10/10 – 10/16	Chapter 10: The Nature and Causes of Poverty	<ol style="list-style-type: none"> 1. Read Chapter 10 2. Review Chapter 10 PPT 3. Complete Discussion Board 4. Take Quiz
Module 8 Week: 10/17 – 10/23	Chapter 11: The Development of Anti-Poverty Programs	<ol style="list-style-type: none"> 1. Read Chapter 11 2. Review Chapter 11 PPT 3. Watch You Tube Videos 4. Read Articles 5. Complete Discussion Board 6. Take Quiz
Module 9 Week: 10/24 – 10/30	Chapter 12: Child Welfare	<ol style="list-style-type: none"> 1. Read Chapter 12 2. Review Chapter 12 PPT 3. Read Articles 4. Complete Discussion Board 5. Take Quiz
Module 10 Week: 10/31 – 11/6	Chapter 13: Crime and Criminal Justice	<ol style="list-style-type: none"> 1. Read Chapter 13 2. Review Chapter 13 PPT 3. Read Articles 4. Watch You Tube Video 5. Complete Discussion Board 6. Take Quiz
Module 11 Week: 11/7 – 11/13	Chapter 14: Health Care	<ol style="list-style-type: none"> 1. Read Chapter 14 2. Review Chapter 14 PPT 3. Read Articles 4. Complete Discussion Board

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		5. Take Quiz
Policy Paper Week: 11/14 – 11/20	No quiz or discussion board this week. Use this time to work on your paper.	POLICY PAPER IS DUE ON OR BEFORE SUNDAY, NOVEMBER 20 BY 8 PM VIA BRIGHTSPACE
Module 12 Week: 11/21 – 11/27	Chapter 15: Mental Health and Developmental Disability	<ol style="list-style-type: none"> 1. Read Chapter 15 2. Review Chapter 15 PPT 3. Watch You Tube Videos 4. Read Articles 5. Complete Discussion Board 6. Take Quiz
Module 13 Week: 11/28 – 12/4	Chapter 17: Aging	<ol style="list-style-type: none"> 1. Read Chapter 17 2. Review Chapter 17 PPT 3. Watch You Tube Videos 4. Read Articles 5. Complete Discussion Board 6. Take Quiz

Course Assignments:

Policy Paper

Each student will write an individual paper on a social welfare policy that you have chosen. It is perfectly fine to choose a social welfare policy that you read about in the text or in the power point lectures. The purpose of this assignment is for you to analyze and evaluate a social welfare policy. Your goal is to uncover the history of the policy, its social impacts, the varying political perspectives, its unintended consequences, how the policy was received by different populations, and how it could possibly be improved upon. Specific instructions can be found at the end of this syllabus and in 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 on a New policy. 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.

Quizzes

Each student will take a quiz at the end of each Module (this includes the Orientation Module). This means that there are a total of 14 quizzes (one quiz per chapter). Each quiz will consist of Multiple Choice and True/False questions. Most quizzes have 20 questions, however, there are a few modules that have less than 20 questions. 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. 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.

Grammar/punctuation/sentence structure: The use of proper grammar, punctuation, and sentence structure is extremely important in college and when one enters the workforce. Good grammar keeps your readers or listeners focused on what you have to say, not on how you are saying it or why you are making mistakes. Using proper grammar, spelling, punctuation, and sentence

structure is extremely important to this professor. I will take up to 25 points off on any discussion board that has numerous grammatical, spelling, punctuation, etc errors. If you need help with using correct grammar, punctuation, etc, please contact Academic Support and Tutoring @ ast@mclellan.edu or 254-299-8500.

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:

Assessment	Total/Percentage
Policy Paper	30%
Quizzes (14)x 3% each	42%
Discussion Boards (14)x 2% each	28%

Course grades are firm and will not be “curved” or “bumped.” **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.

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.

Late Work, Attendance, and Make Up Work Policies:

No late work will be accepted in this class. 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. For on-line classes, the instructor will evaluate attendance by participation in the weekly assignments. This means if a student completes the discussion board and quiz for the week, the student will be counted present for the

class for the week. If the student does not complete BOTH the quiz and the discussion board for the week, the student will be counted absent.

Students who are absent from 25% of scheduled class meetings (4 classes) may be withdrawn with a grade of W unless the professor has reason to believe the student will complete the course. However, if a student 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.**

This professor does not accept late papers unless there is a good reason. This professor defines what a “good reason” is.

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.

Student Behavioral Expectations or Conduct Policy:

Students are expected to maintain decorum that includes respect for other students and the professor, prompt and regular participation, and an attitude that seeks to take full advantage of the educational opportunity.

Students who willfully disrupt the learning environment or whose presence constitutes a substantial and material threat to the orderly operation of the premises may be involuntarily withdrawn. Students whose behavior is overtly disruptive to the learning environment will be asked to leave class at the professor’s discretion and counted absent for the day. This may include, but is not limited to, eating in class, talking out of turn to classmates, and cell phone use during class. [See the Highlander Guide](#) for more information on this policy. For on-line classes, students who willfully disrupt the learning environment may be withdrawn from class.

*** [Click Here for the MCC Academic Integrity Statement](#)**

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

[Click Here for the MCC Attendance/Absences Policy](#)

(<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.

Online Attendance

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

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.

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The link above will provide you with information about academic integrity, dishonesty, and cheating.

Cheating will not be tolerated. Any student found to be cheating will be subject to grade reduction, re-doing of assignments, reported to the conduct department, and/or dismissed from the course. Examples of cheating include but are not limited to:

- Copying the work of another student
- Seeking excused absences/tardies under false pretenses
- Plagiarism (claiming as your own work the work of another)

**** You will need to access each link separately through your Web browser (for example: Mozilla Firefox, Chrome, Microsoft Edge or Safari) to print each link’s information.***

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>

INDIVIDUAL POLICY PAPER GUIDELINES

Each student will write an individual paper on a social welfare policy that you have chosen. It is perfectly fine to choose a social welfare policy that you read about in the text or in the power point lectures. The purpose of this assignment is for you to analyze and evaluate a social welfare policy. Your goal is to uncover the history of the policy, its social impacts, the varying political perspectives, its unintended consequences, how the policy was received by different populations, and how it could possibly be improved upon. You **MUST** use the following prompts in your paper:

1. History of the Policy
 - When was it passed?
 - Why was it passed? What was the social context around the development of this policy?
 - What groups supported it?
2. What was the intended impact of the policy?
 - Was that the ACTUAL impact?
 - What were the unintended consequences (positive or negative)?
3. What debates exist(ed) about this policy?
4. Discuss any amendments or changes to the policy since it was enacted (or proposed changes)
5. What have you learned? What is your opinion of this policy?
6. How do you think this policy could be improved upon?

Research is a huge component of this paper. All of your points discussed should be evidence-based and cited within your paper. You are expected to use at least 5 professional (preferably peer-reviewed) sources and cite using APA format. The paper should be 5 pages long. There will be a MAJOR point deduction if you submit a paper that is shorter than 5 pages. Remember, the cover page and reference page do not count in the point total. This paper must be written in APA format. No abstract is required. Also, it is extremely important that you cover all topics listed above. Make it very clear in your paper what topics you are covering. If you don't cover all of the points listed above, there will be a MAJOR point deduction.

Writing in APA and using in-text citations is incredibly important. If you do not use in-text citations throughout your paper, you will earn ZERO points on this paper! If you do not include a reference page for this paper, you will earn ZERO points. If your paper has no in-text citations and no reference page, you will earn a ZERO on the paper.

Grammar/punctuation/sentence structure: The use of proper grammar, punctuation, and sentence structure is extremely important in college and when one enters the workforce. Good grammar keeps your readers or listeners focused on what you have to say, not on how you are saying it or

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why you are making mistakes. Using proper grammar, spelling, punctuation, and sentence structure is extremely important to this professor. I will take up to 25 points off on any paper that has numerous grammatical, spelling, punctuation, etc errors. If you need help with using correct grammar, punctuation, etc, please contact Academic Support and Tutoring @ ast@mclennan.edu or 254-299-8500.

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 on a NEW social welfare policy. 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.

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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.