



WACO, TEXAS

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**COURSE SYLLABUS  
AND  
INSTRUCTOR PLAN**

**OTHA 1162**

**CLINICAL II**

**Laura Shade, MOT, OTR/L**

**NOTE: This is a 16-week course.**

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**Course Description:**

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Course Credit: 1 Semester Hour

Clock Hours/External: 6 external hrs/wk; 96 external hrs/semester

**Prerequisites and/or Corequisites:**

Admission to the Occupational Therapy Assistant Program. Concurrent enrollment in OTHA 2302 Therapeutic Use of Activities II, OTHA 1319 Therapeutic Interventions, and OTHA 2231 Physical Dysfunction in Occupational Therapy.

**Course Notes and Instructor Recommendations:**

- Make sure to contact your clinical site at minimum of 4 weeks prior to your start date
- Attempt to physically visit your site prior to starting the rotation.
- Check with your individual site to see what paperwork or incoming procedures they may require prior to you starting (each facility is different). **Some require an additional background check.**
- Be sure to keep copies of all pertinent information in your portfolio for your first clinical day – immunization records, liability insurance, background check, drug screen, CPR certification, etc.
- Check Brightspace on a regular basis for assignments and important announcements such as dates and times for clinical site visits. Timely and accurate communication is essential to coordinating site visits.
- Turn in clinical assignments on time. Late work will not be accepted. You can fail your clinical rotation if you fail to turn in your assignments on time.
- Success in the clinical setting requires self-motivation, initiative, continual review and integration of academic concepts from all previous course work into clinical practice utilizing higher level critical thinking skills. Utilization of all previous course materials will be helpful.

**Instructor Information:**

Instructor Name: Laura Shade

MCC Email: lshade@mclennan.edu

Office Phone Number: 254-299-8365

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Office Location: HPN 118

Office/Teacher Conference Hours: T, Th 8:30 a.m. – 11:00 a.m.

Additional Hours by Appointment

Other Instruction Information: If you need to ensure personal contact during office hours, be sure to schedule an appointment to avoid conflicts with other student meetings, professional meetings, or clinical visits.

**Required Text & Materials:**

No specific textbook is required. Student is expected to utilize texts from previous and concurrent OTHA courses.

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

**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 contacted/notified through 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.

\* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)  
([www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements))

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

**Relation to Overall Curricular Design:**

This Level I Fieldwork is taken in the third semester of the program. Focus will be on either psychosocial or pediatric settings opposite the first Level I experience. This course will provide reinforcement of concepts and curricular threads learned in all previous OTHA courses by providing "hands-on" delivery methods.

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**Methods of Teaching and Learning:**

The clinical education component of the program is multifaceted. It offers the student a chance to be exposed to a variety of health care settings in order that the student may understand the scope of the profession and the health care needs of the community. The student will be working under supervision and have an active opportunity to practice and master the skills utilized by the occupational therapy assistant in the profession. The student will actively work to develop problem solving and critical thinking skills related to the application of the clinical skills learned in the academic program in a setting with actual patients. The student will also develop skills related to presenting inservices, documentation, and professional communication with multiple disciplines.

The clinical education program is an integral part of the academic program and is designed to:

1. expose the student to clinical practice at various stages of his/her academic experience
2. provide the student an opportunity to integrate acquired academic and classroom knowledge with clinical practice in a supervised setting
3. foster an environment for the student to develop effective and professional communication skills with patients and health care professionals
4. serve as a mechanism for feedback from practicing clinicians that allows the Occupational Therapy Assistant faculty to review the effectiveness of the academic program

**Course Student Learning Outcomes:**

1. Student will apply theory, concepts and skills in a specified practice setting
2. Student will apply the use of specialized materials, tools, equipment, and procedures in a specified practice setting
3. Student will demonstrate appropriate professional behaviors and interpersonal skills in a specified practice setting
4. Student will follow regulations and policies of the specified practice setting
5. Student will demonstrate legal and ethical behavior
6. Student will demonstrate safe practice
7. Student will utilize effective interpersonal and teamwork skills
8. Student will utilize appropriate OT terminology and demonstrate appropriate written and verbal/nonverbal communication skills

**FACILITIES & PLACEMENTS:**

Clinical experience will be attained in Central Texas area occupational therapy clinics and other area facilities as well as travel sites for which McLennan's OTA program has contracts.

Students are required to have at least one clinical rotation in a setting which focuses on psychosocial issues. Every effort will be made to accommodate one rotation where the patient's status can change rapidly (i.e., inpatient acute care, inpatient rehabilitation, LTACH, or SNF) and at least one rotation each in an outpatient setting and a pediatric setting. Assignments for clinical affiliations will be made by the Fieldwork Coordinator (FWC) of the OTA program based upon site and clinical instructor availability, and the specific experiences required to educate competent entry level clinicians.

- ☐ If for any reason a student refuses a clinical placement it will be at the discretion of the FWC and the program director as to whether or not the student will be allowed to progress any further through the program.
- ☐ If a student is asked to leave a clinical placement due to unprofessional behaviors, it will be at the discretion of the FWC and program director as to whether or not the student will be allowed to progress any further through the program or what steps must be taken to remediate the issues.
- ☐ If a student is asked to leave a clinical rotation based upon recurrent safety issues the student **will not be allowed** to progress any further through the program.

**Course Policies:**

**All policies as noted in the OTA Student Handbook must be followed. You will also be accountable for following all clinical site policy and procedures.**

***Confidentiality:***

**It is unethical to share information with other individuals regarding patients/clients, healthcare facilities, clinical supervisors, or your classmates. Violations will be enforced as per policies stated in the student handbook. Follow HIPPA guidelines. Please see the Fieldwork Coordinator with questions or concerns related to confidentiality.**

***Students are strictly prohibited from removing any patient related material from the clinical site, regardless of whether the information has been de-identified.***

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**Course Schedule:**

Week	Due Dates
1 Aug. 22 or 24	Review Evaluation of Fieldwork, Objectives, and Assignments with the Fieldwork Educator <b>DUE 8/25</b> <a href="#">Level I Objectives</a>
2 Aug. 29 or 31	<b>DUE 9/1</b> <a href="#">Fieldwork Data Form</a>
3 Sept. 5 or 7	
4 Sept. 12 or 14	<b>Due 9/15 by 11:59 P.M</b> <b>Team Roles Assignment</b>
5 Sept. 19 or 21	
6 Sept. 26 or 28	<b>Due 9/29 by 11:59 P.M</b> <b>SOAP Note</b>
7 Oct. 3 or 5	MIDTERM MEETING WITH FIELDWORK EDUCATOR
8 Oct. 10 or 12	MIDTERM MEETING WITH FIELDWORK EDUCATOR
9 Oct. 17 or 19	<b>Due 10/20 by 11:59 P.M</b> <b>SOAP Note</b>
10 Oct. 24 or 26	
11 Oct. 31 or Nov. 2	<b>Due 11/5 by 11:59 P.M</b> <b>SOAP Note</b>
12 Nov. 7 or 9	
13 Nov. 14 or 16	<b>Due 11/17 by 11:59 P.M</b> <b>Interview Assignment</b>
14 Nov. 21 or 23	If you don't attend on the 23rd, you will need to make up a day. This should be determined between you and the Fieldwork Educator.
15 Nov. 28 or 30	LAST DAY OF FIELDWORK - you need 96 contact hours
16 Dec. 4 and 7	<b>DUE by 5:00 P.M. on Dec 7<sup>th</sup></b> <a href="#">Level I Fieldwork Competency Evaluation – <b><u>MUST PASS</u></b></a> <a href="#">Generic Abilities Form</a> <a href="#">Attendance Record</a> <a href="#">Student Evaluation of Fieldwork Experience</a>

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**Course Grading Information:**

**COURSE GRADING:** Credit/No Credit, based on:

- A “Pass” from the Clinical Site per Level 1 Fieldwork Competency Evaluation for OTA students
- Adherence to time requirements
- Meeting minimum requirement of the assignments (see rubrics for SOAP notes, team roles, and interview assignments).
- Assignments will be included in the final evaluation of fieldwork for consideration of credit/no credit

**Evaluation forms completed by your clinical instructor must be completed, reviewed with you, and *sealed in an envelope* by the scheduled due date. Students will bring sealed envelopes to Academic Fieldwork Coordinator.**

**UNSAFE CLINICAL PRACTICE NOTE:** Despite completeness of assignments or attainment of other clinical and professional skills, if a student is deemed to be unsafe in clinical practice, the student may be removed from the affiliation. When unsafe practices are noted by the clinical instructor, the FWC should be contacted. The student will be informed and attempts to remediate the student will be undertaken by either, or both, the clinical instructor and FWC. If the student is still deemed unsafe in clinical practice after remediation the student will be removed from the affiliation and not allowed to progress through the program.

A student must receive a "C" or above for successful completion of an OTA course or science course. For the purpose of this course, “credit” will be considered successful completion. Any student receiving a "D" or "F", or “no credit” for the purpose of this course, will be dismissed from the OTA program. Please refer to the student handbook for specific details.

**Assignments are due by 11:59 p.m. Friday of the assigned week or as stated in each assignment in D2L. 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”.

***Student Accident/Injury Procedures:***

In the event that a student is injured at the site of his/her clinical affiliation and it appears that the student should be seen by a physician, the student may choose to see his/her own physician, go to a minor emergency center, or be transported to a hospital. Treatment is at the expense of the student. The Fieldwork Coordinator must be notified of all injuries and/or accidents immediately (no matter the extent of the event).

**Course Attendance/Participation Guidelines:**

If a student is not in attendance in accordance with the policies/guidelines of the class as outlined in the course syllabus as of the course census date, faculty are required to drop students from their class roster prior to certifying the respective class roster. A student’s financial aid will be re-evaluated accordingly, and the student will only receive funding for those courses attended as of the course census date.

**Late Work, Attendance, and Make Up Work Policies:**

**CLINICAL ATTENDANCE:**

Due to the significant nature of clinical time for the student, all clinical hours missed due to absence must be made up at a time convenient to the clinic and agreed upon by the clinical instructor, academic coordinator, and the student. More than 2 unexcused absences or 2 incidences of tardiness (leaving early will also be considered a tardy) may be taken as evidence that the student does not intend to participate sufficiently to assure likelihood of success, and with 2 or more absences, the student will be required to conference with the FWC. Possible



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consequences of excessive absences or tardiness range from removal from the clinical assignment which will delay graduation to *expulsion from the program*.

Students must notify the clinical instructor and fieldwork coordinator in advance via e-mail or phone message whenever tardiness or absence is unavoidable. **Failure to notify as above 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, approved professional conference, etc.). It is the *student's* responsibility to reschedule hours and attain the information that is missed due to his/her absence.

**Student Behavioral Expectations or Conduct Policy:**

Generic Abilities & Professional Behaviors:

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 3 different episodes may be dismissed from the program based upon

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lack of progress in professional behavior. It will also be at the faculty member's discretion to take 2 points from the student's final grade for each documented episode related to unprofessional behavior.

**Attachment #10 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.
10	Stress management	The ability to identify sources of stress and to develop effective coping behaviors.

May W, Morgan BJ, Lemke J, Karst G, Stone H. Model for ability based assessment in physical therapy educatee; *Journal of Physical Therapy Education* 1995;91:3-6.

**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.

Students are not to use laptop computers, smart phones, iwatches/smart watches, or other electronic devices in the classroom unless prompted by the instructor. These devices are to remain stored in the student's backpack during class.

***Students are not to post any classroom materials on any internet or social media site without the express written consent of the faculty.***

A student who has an unauthorized electronic device activated during an examination period will not be permitted to continue the examination, will be asked to leave the classroom, and will be denied the opportunity to complete or re-take the examination. Due to the circumstance, the instructor may question the validity of any portion of the examination completed prior to the violation and may elect not to grade the examination. In such a situation, the student will not receive credit for the examination and will not be permitted to make up the missed examination.

**Video & Tape Recordings:** Students may only tape record or video class activities and instructors with permission of the instructor and in no circumstance are allowed to post recordings on any internet site or social network site. The recording may only be utilized by the individual. Students who do not remain in compliance with this policy will be written up, put on probation, or potentially dismissed from the program based upon the extent to which the policy has been disregarded.

**Bleepers, cellular telephones, text, and personal telephone calls.** Cell phones or other personal communication devices must be turned off and put away during clinical hours. They may be used only during designated breaks as allowed by the facility.

**Additional Items:**

- ✓ **Verbal, non-verbal, and written communications** are to be polite and respectful at all times
- ✓ **Food** is not allowed in class
- ✓ **Children** are not allowed in class
- ✓ **Sleeping** is not allowed in class

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- ✓ **Drinks** with screw-on lids are permitted if the student leaves the lid in place
- ✓ **Smoking, vaping, using tobacco**, using simulated tobacco or similar products are not allowed in class
- ✓ **Alcohol and drugs are not allowed** in the classroom and students should not attend class under the influence of them nor with the smell of any of them

Any of the above will result in being asked to leave the classroom and receiving an absence for the day at a minimum but could result in being written up, put on probation, or potentially dismissed from the program based upon the extent to which the policy has been disregarded.

\* [Click Here for the MCC Academic Integrity Statement](http://www.mclennan.edu/academic-integrity)  
([www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity))

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

The Center for Academic Integrity defines academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” Individual faculty members determine their class policies and behavioral expectations for students. Students who commit violations of academic integrity should expect serious consequences. For further information about student rights, responsibilities, and academic integrity definitions, please consult the *General Conduct Policy* in the [Highlander Guide](#).

Students are expected to refrain from academic dishonesty. This includes any conduct aimed at misrepresentation with respect to a student’s academic performance. Examples of academic dishonesty include: cheating or collaborating on written exams; possession, at any time, of current or previous test materials without the instructor’s written permission; plagiarism; collaborating with others if contrary to stated guidelines for assignment or skill; providing students who have not completed skills practicals with information related to the exam; and intentionally assisting another student in any dishonest action. Violations of this policy will be brought to the attention of the student by the instructor. If there is suspicion of wrongdoing without corroborating evidence, the matter will be discussed with the student, and a verbal warning will be issued if warranted. If there is clear evidence that a violation has taken place, the instructor may impose a sanction ranging from a written warning to expulsion from the course with a failing grade.

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**[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.

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Updated 07/18/2023



## **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](http://www.mclennan.edu/disability).

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

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu) 2542998122 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 acting Title IX Coordinator at [titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling, Dr. Claudette Jackson, (Accommodations/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center 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/](http://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/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom. You can contact the Academic Support and Tutoring team via Zoom or email ([ast@mclennan.edu](mailto:ast@mclennan.edu)) by going to our website (<https://www.mclennan.edu/academic-support-and-tutoring/>).

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 either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing [crew@mclennan.edu](mailto:crew@mclennan.edu) or a Success Coach by calling (254) 299-8226 or emailing [SuccessCoach@mclennan.edu](mailto:SuccessCoach@mclennan.edu). Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to [https://mclennan.co1.qualtrics.com/jfe/form/SV\\_07byXd7eB8iTqJg](https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg). Both the Completion Center and Paulanne's 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](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

**MCC Academic Integrity Statement:**

Go to [www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity) for information about academic integrity, dishonesty, and cheating. The unauthorized use of artificial intelligence (AI) for classwork can be a violation of the College's General Conduct Policy. Whether AI is authorized in a course and the parameters in which AI can be used in a course will be outlined by each instructor.

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

Go to <https://www.mclennan.edu/center-for-teachingandlearning/FacultyandStaffCommons/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/studentemail](http://www.mclennan.edu/studentemail).

**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](mailto: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](mailto: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.