



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**Deaf Culture
SLNG 1347 01**

Gayle VanTrease

NOTE: This is a 16-week Blended/Hybrid course.

COVID 19 Notice:

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

Course Description:

SLNG 134 – Deaf Culture:

Provides a historical and contemporary perspective of American deaf culture using a socio-cultural model. Includes cultural identity, values, group norms, communication, language, and significant contributions made by deaf people to the world. Three lecture hours per week. Three credit hours

Prerequisites and/or Corequisites:

There are no prerequisites or corequisites.

Course Notes and Instructor Recommendations:

SLNG 1347 is only taught in the Spring Semester. Please contact your instructor for more information.

Instructor Information:

Instructor Name: Gayle VanTrease

MCC E-mail: gvantrease@mclennan.edu

Office Phone Number:

Office Location: BTB 113 (temp)

Office/Conference Hours: For the hybrid course I will be here in office on Mondays and Tuesdays after classes only. The best way to contact me is via email. I will try to respond within 24 hours to emails, possibly longer over the weekend or when I am out of town. Email is the best way to contact me. If you want to see me in person, email me and we will set up an appointment. I will be available via email for any questions or concerns. I generally will respond within 24 hours to emails.

I am committed to your successful completion of our classes without lowering the college's academic standards. I understand that you are facing additional pressures from work and family, and have other obligations both within and outside academic pursuits as well. I realize that at times issues beyond your control will interfere with class requirements. If you experience any circumstances that has a negative impact on our participation in this course, please make me aware of it as soon as possible. I may be able to assist or make accommodations for your particular circumstance. Do not wait until the end of the semester to ask for advice.

Required Text & Materials:

Title: A Journey into the Deaf World

Author: Lane, Hoffmeister and Bahan
Publisher: DawnSign Press
ISBN: 0-915035-63-4

Title: Deaf Heritage: A Narrative History of Deaf America
Author: Jack Gannon
Publisher: National Association of the Deaf
ISBN: 0-913072-38-9

Title: Madness in the Mainstream
Author: Mark Drolsbaugh
Publisher: Handwave Publications
ISBN: 978-0965746090

Textbooks for other classes within the Interpreter Training Degree program will also be utilized as well as articles, journals, etc. Copies of these materials will be made available to the students.

[MCC Bookstore Website](#)

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/>

* [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)

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.

Course Objectives and/or Competencies:

By the end of the course, the student will be able to:

1. Demonstrate an understanding of deaf culture and apply it to situations encountered in the interpreting profession.
2. Compare and contrast American mainstream culture with Deaf Culture
3. Identify issues of political importance within the deaf community.
4. Demonstrate an understanding of the values, norms, cultural identity and rules of social interaction within the American Deaf community.
5. Outline the experience individuals from co-cultural communities share with the American Deaf Community.
6. Compare and contrast cultural identities deaf individuals have, based on their racial,

ethnic, gender, sexual orientation, religious affiliation, economic class, educational background and generational perspectives.

7. Locate, "visit" and write papers on the information compiled on Deaf websites.

To view the complete list of the program student learning outcomes, and see how this particular course fits into the overall plan, see Appendix A.

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The learning objectives of this course have been linked to the SCANS Competencies and Foundational Skills. See Appendix B.

Course Outline or Schedule:

We will covering chapters from an Introduction to American Deaf Culture via from my lectures and **"Journey to a Deaf World"** for some lectures and reading. Readings will be assigned each week. There will be additional outside readings and videos that will be posted on GoReact and BrightSpace. It is the student's responsibility to check GoReact and Brightspace for those articles and videos. There are some open quizzes and study questions to be graded as completed assignments that are part of your content map presentation information.

DATE	TOPIC	J D W	DH	MIM	OTHER
WEEK 1 1/10-16	What is Deaf?	no ne	none	Introjecti on(61-63) Wallflow er Universit y (98- 101) What about HOH? (177-185)	Introduction to American Deaf Culture. (GVT lecture) Culture Defined (5 Hallmarks) Reaction paper #1 Due Jan 17th Which five hallmarks of a culture surprised you related to Deaf Culture?
WEEK 2 1/17-23	Mitigating Disabilities	12	16:37 7-399 (stop at Deaf PhDs)	Welcome to Mainstrea m (23-28 Speech VS Resilience (35-41) Tuning out (111- 114)	https://www.texastribune.org/2016/11/01/us-supreme-court-orders-dismissal-deaf-texans-suit/ JDW Chapter 12 Quiz DUE Jan 30th Introduction to American Deaf Culture: Who are the Deaf People. (GVT lecture) Reaction paper # 2 Due Jan 24th "To label or not to Label" Deaf Culture Event points: Clarke School for the Deaf article and video Daily Moth at marking 9:30: https://youtu.be/BjDUp6GIIH4
WEEK 3	Eradicating	14	3: 75-	Once you	video: http://www.bslzone.co.uk/watch/zoom-focus-confession/

Deaf Culture
SLNG 1347 01

1/24-1/30	Disabilities		79 (stop at The Debate...)	go Deaf (50-55) Mythbusters (152-157) Isolation Myth (158-163) Cochlear Implant Elephant (167-176)	http://www.bslzone.co.uk/watch/zoom-focus-end/ Introduction to American Deaf Culture: Collision between Culture and Disabilities. JDW Chapter 14 quiz DUE Feb 6th Reaction paper # 3 Due Feb 7th Explain your thought and reaction after watching on Through Deaf Eyes. Through Deaf Eyes: https://youtu.be/tJeAG8tZyf4
WEEK 4 1/31-2/6	Families	2	none	Diagnostic Crisis (58 – 60) Signing with the Fockers (75-79) Breakthrough (80-84) From outside looking in (119-125) Parent Trap (139-142) If it ain't broke.. (143-151) epilogue (197-198)	For a Deaf Son https://www.youtube.com/watch?v=SCzl4kuWLw0 Alone in a hearing world: https://www.youtube.com/watch?v=RImphoFjIU8 Sound & Fury: https://www.youtube.com/watch?v=hdIoSNwNfVs Sound and Fury movie and sound and Fury 6 years later video https://drive.google.com/file/d/1MpdBGFM0t22uCcJ6AmUr24fLZiUT1B/view?usp=sharing JDW Chapter 2 test DUE Feb 13th Introduction to American Deaf Culture: Deafhood (GVT lecture) Youtube: "Hearing...but not as you know it" https://youtu.be/icPsm9RnO2E Youtube: "My son finally Deaf" https://drive.google.com/file/d/1MkLBEDPTRt6MI8psswbS9ikeUXpvXbm/view?usp=sharing Reaction paper #4 Due Feb 14th What is your thought about the video about "Hearing...but not as you know it" and "My son finally Deaf"?
WEEK 5 2/7-13	Education	8	1(1-16) 2(59-64) 11(just look over)	Intro (3-5) Out of Order (17-22) Mainstreaming vs Deaf	History of Deaf Ed in Europe http://www.bslzone.co.uk/watch/history-of-deaf-education/history-deaf-education-1/ Deaf Education in America: https://www.youtube.com/watch?time_continue=3&v=7b1AdV-Y9FU JDW Chapter 8 EDUCATION Quiz DUE Feb 27th Introduction to American Deaf Culture:

Deaf Culture
SLNG 1347 01

				School (29-34) Mainstreaming vs Deaf School Part II (45-49) Breaking Point (126-131) How to Survive (135-138)	Early Definition of Deaf Culture and Deaf Culture Redefined. Youtube: Hogsworth and Deaf school https://youtu.be/8glGJtRdlfw Reaction #5 Due Feb 21th Hogsworth and Deaf School compared video Introduction to American Deaf Culture: Early Definitions of Deaf Culture. (GVT lecture) PPTS below 1817 history ASL history Discovering timeline Deaf History George Veditz documentary
WEEK 6 2/14-20	Education: BI-BI	10		Removing the Mask (64-70) Truth Shall set you free (115-118)	BI BI: https://repository.library.northeastern.edu/files/neu:rx917z79v Hearing the Unheard: https://www.youtube.com/watch?v=aqV_MjKliW0
WEEK 7 2/21-27	Evaluations	7, 11			Introduction to American Deaf Culture: The Vibrant Deaf Community. Discuss about agency or organization that advocates the Deaf Community. (GVT Lecture) JDW Chap 7 Study questions and Chap 11 Quiz DUE March 14
WEEK 8 2/28-3/6	DEAF Culture	5		Happy Feet (42-44) Meet Deaf wow (71-74)	DPN: https://www.youtube.com/watch?v=El_qTr3LOG0 Deaf Mosaic on DPN: https://www.youtube.com/watch?v=OtsYVeRuBuW Deaf Culture: Identity http://youtu.be/jUMqGNXf8fQ Audism Unveiled movie DUE March 20h (upload in GoReact) VALUES: http://youtu.be/FZkrM6M5QsQ JDW Chapter 5 Study guide questions DUE march 21
SPRING BREAK 3/7-13	3/8-14				ENJOY!! REST!! RECHARGE!!
	Lan	3		Lost (9-16) Super	ge & Traditions: http://youtu.be/OL4vLdv9WwU orms: http://youtu.be/86zyhn_Jp3U r 3 Study Questions DUE March 27th

**Deaf Culture
SLNG 1347 01**

				Phony (107-166)	tion to American Deaf Culture: ASL. The Language of the Deaf y. (GVT lecture) www.youtube.com/watch?v=DYWWXy0wy2w&t=61s #6 Due April 4th "Early Intervention: Missing link".
WEEK 10 3/21-27	ASL	4	15	ASL 101 (164-166)	ASL Grammar: https://www.youtube.com/watch?v=p0AvJadl85Y Audism & Linguisticism: https://www.youtube.com/watch?v=73zUW76OOxg RULES OF SOCIAL INTERACTION http://youtu.be/EFxi7ul-bws
WEEK 11 3/28-4/3	ASL con't				Introduction to American Deaf Culture: Rules of Social Interaction. (GVT lecture)
WEEK 12 4/4-10	Language & Literacy	9			Introduction to American Deaf Culture: Deaf Lit "Tomorrow, my father still be Deaf" Reaction paper #7 Due April 11th "Tomorrow, my father still be Deaf"
WEEK 13 4/11-17	world Deaf Scene, misc	16			Introduction to American Deaf Culture: Deaf Art and Diversity in Deaf Community. (GVT lecture)
WEEK 14 4/18-24	PRESENT ATIONS			DEAF PERSON/ DEAF ORGANI ZATION	DEAF PERSON (Video or in person)PRESENTATION DUE April 20th on Outline/PPT presentations. Reaction paper #8 Due April 25th Has your perspective toward Deaf people changed since you now understand more about Deaf people? Do you think Deaf people still need to be fixed? Why/Why not?
WEEK 15 4/25-5/1	CONTENT MAP PRESENT ATIONS				CONTENT MAP (GoReact video) PRESENTATION Deaf Culture Events Reflection paper due April 30

Course Grading Information:

Grades shall be based on student performance in the following areas:

a.	Reaction Papers #1-8 (50 each)	400
b.	Presentations (Deaf person)	400
c.	Deaf Club/Culture Event	300
d.	Final Exam Content Map	<u>400</u>

TOTAL POSSIBLE POINT 1500

Grade Scale:

Letter Grade	A	B	C	D	E
Total Points	1500 -1350	1349 – 1200	1199 – 1050	1049 – 900	899 or Below

Note: Students majoring in Interpreter Training (or Studies in Deafness) must obtain C or better in all required SLNG and SGNL classes in order to complete their degree or certificate

Reaction Papers@ 50 points each (400 pts) The reaction paper assignments are part of the lectures related to Introduction to Deaf Culture provided by your professor.

Reaction papers are not research paper nor are summaries. They are one or two pages which document your feelings, your thoughts, and your insight about videos or articles. Each article or video presents issues specific to the deaf community or deaf culture, but you should look into your own past or present to find experiences of your own or of people you know which in some way parallel those experiences of the people or topics discussed in each article or video.

Reaction papers should: 1) analyze the issue as the author presents it, 2) reveal whether the information was new or old to you, 3) indicate how it might have changed your thinking about an issue, 4) identify where you agree with the author and where you disagree, and 5) consider how the issue may relate to other minority groups. Two points are awarded for each of these five areas...please label them clearly.

PRESENTATIONS: DEAF PERSON, ORGANIZATIONS

After Spring Break, students will do 2 presentations: one on a Deaf Person and one on organizations of/for the Deaf. Students will be graded on the content of the presentation as well as the presentation itself. Powerpoints are preferred and will be uploaded in GoReact for students to look at it. JDW quizzes submitted are included for this presentation grade.

Deaf Culture Event (200 points)

6 HOURS OF INTERACTION WITH DEAF PEOPLE AND/OR WORKSHOP ATTENDANCE.

All activities will be posted on the MCC-ITP facebook page and on the calendar. Workshops will be credited as long as the topics relates to this class. DUE to COVID 19 The GOREACT There will br 6 hours worth of videos and questions will be provided.

You are required to turn in a reflection paper. The reflection paper is due the same week as the content map.

DEAF CULTURE EVENT REFLECTION PAPER REQUIREMENTS

If you attend an event that had a ticket, flyer, brochure, armband or any other verification of attendance, you must attach that to your report. (DUE to COVID 19 You may choice to submit your video questions/answers in GoReact.

Include in your report:

Your name

Name of Event

Location of Event

Date of Event:

Hour you arrived and left; total number of hours at the event.

Description of the event

What did you observe? Relate to the things you have been learning in class i.e. was it the same as what you learned or different?

Any additional comments or questions.

Concept mapping (400 points)

The last week of the semester, in lieu of a final exam, you will present your Concept Maps of Deaf Culture. For more information go to <https://www.lucidchart.com/pages/concept-map>

Attendance

The primary method of instruction in this class is lecture and discussion. I cannot catch you up on any missed classes. Please contact a fellow classmate for any materials, etc in case you are absent. If you miss 25% of the class, I may drop you, especially if there has been no contact.

Please notify me if you will be absent or as soon as you can.

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

Late Work and Make Up Work Policies:

Because of the nature of the class, late work is generally not tolerated. In the event of extenuating circumstances, such as death in the family, etc, please contact the instructor as soon as possible to discuss options.

Student Behavioral Expectations or Conduct Policy:

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

Students are expected to maintain appropriate netiquette decorum that includes respect and courtesy for other students and the instructor, and an attitude that seeks to take full advantage of the education opportunity. 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.

MCC Academic Integrity Statement:

Cheating will not be tolerated. Any student found to be cheating will be subject to grade reduction, re-doing of assignments, grade of 0 on the assignment or dismissal from the course, depending on the weight of the assignment and the severity of the offense. Examples of cheating include but are not limited to:

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

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 Guide describes the rights, privileges, and obligations of students affiliated with MCC. The complete guide may be accessed by clicking here: [Highlander Guide](#)

MCC Academic Integrity Statement:

The Center for Academic Integrity, of which McLennan Community College is a member, 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 responsibilities and rights, please consult the McLennan website and your Highlander Student Guide.

MCC Attendance Policy:

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

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

[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.

APPENDIX A: STUDENT LEARNING OUTCOMES for INTERPRETER TRAINING:

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

**Deaf Culture
SLNG 1347 01**

	Student Learning Outcomes X = Assessed	SLNG 1317 Deaf Comm	SLNG 1321 Intro Interp	SLNG 1347 Deaf Culture	SLNG 2401 Interp I	SLNG 2402 Interp II	SLNG 2488 Intern- ship	Assessment Type
1	Explains/describes interpreters' role and responsibilities and the interpreting process		X					Exam
2	Demonstrates understanding of interpreter's role and functions appropriately in that role						X	Supv Eval
3	Identifies significant names, facts, acronyms related to Deaf Community, organizations, history	X						Exam
4	Identifies and explains environmental and logistical factors affecting the interpreting process, along with possible solutions		X					Exam
5	Recognizes and gives examples of cultural differences; identifies potential relevance to interpreting situations			X				Exam
6	Identifies health risks; explains and/or demonstrates methods for preventing RSI's and burnout		X					Exam
7	Explains/describes technology related to Deafness	X						Exam
8	Demonstrates an appropriate level of ASL Skills (Competence in vocabulary, grammar, sociolinguistics, pragmatics, and strategy)						X	Capstone Project
9	Demonstrates an appropriate Level of skills in Interpreting/Transliterating					X		Mock Eval (Perform Eval)
10	Implements a professional development plan; demonstrates commitment to ongoing personal and						X	Capstone Project

**Deaf Culture
SLNG 1347 01**

	professional development							
11	Uses appropriate technology(camera, recorders, videophones, etc.)				X			
12	Evaluates own skills and suitability for assignments; demonstrates appropriate levels of self-confidence and poise							Mock Eval (Perform Eval)
13	Establishes appropriate professional relationships with supervisors, mentors, peers, and consumers							Supv Eval
14	Knows and follows recognized codes of ethics/conduct		X					Exam

Appendix B

Statement of Workplace and Foundation Competencies

McLennan Community College is determined to prepare you with the knowledge and skills

you need to succeed in today's dynamic work environment. Towards this end, the following workplace competencies and foundation skills have been designed into the curriculum for:

INTERPRETER TRAINING PROGRAM:

COMMON WORKPLACE COMPETENCIES

Manage Resources:	Time / Money / Materials / Space / Staff
Exhibit Interpersonal Skills:	Work on teams/ Teach others / Serve customers / Lead work teams / Negotiate with others
Work with Information:	Acquire & evaluate data / Interpret & communicate data
Apply Systems Knowledge:	Work within social systems / Work within technological systems / Work within Organizational systems / Monitor & correct system performance / Design & Improve systems
Use Technology:	Select equipment and tools

FOUNDATION SKILLS

Demonstrate Basic Skills:	Arithmetic & Mathematics / Speaking / Listening
Demonstrate Thinking Skills:	Creative thinking / Decision making / Problem solving / Thinking logically
Exhibit Personal Qualities:	Self-esteem / Self-management / Integrity

Deaf Culture
SLNG 1347 01

Course Number: <u>SLNG 1347</u> Course Name: <u>Deaf Culture</u>	Relevant Competencies (Identify by Competency Number)
SCANS COMPETENCIES.	
1. Managing Resources: a. Manage time b. Manage money c. Manage materials d. Manage space e. Manage staff	a. 8 b. c. d. e.
2. Exhibiting Interpersonal Skills: a. Work on teams b. Teach others c. Serve customers d. Lead work teams e. Negotiate with others f. Work with different cultures	a. b. c. all d. e. f. all
3. Working with Information: a. Acquire/evaluate data b. Organize/maintain information c. Interpret/communicate data d. Process information with computers	a. all b. 3,5,6,7,8 c. 3,5,6,7,8 d. 8
4. Applying systems knowledge: a. Work within social systems b. Work within technological systems c. Work within organizational systems d. Monitor/correct system performance e. Design/improve systems	a. 1,2,3,9 b. c. 2,3,6,7 d. e.
5. Using Technology: a. Select equipment and tools b. Apply technology to specific tasks c. Maintain/troubleshoot technologies	a. 8 b. 8 c.
6. Demonstrating Basic Skills: a. Reading b. Writing c. Arithmetic/Mathematics d. Speaking e. Listening	a. all b. 5,6,8 c. d. 2,5,6 e. 1,2,4,6,
7. Demonstrating Thinking Skills: a. Creative thinking b. Decision making c. Problem solving	a. b. 4,5 c. 5,6

Deaf Culture
SLNG 1347 01

d. Thinking logically e. Seeing with the mind's eye	d. 4,5,6,8 e.
8. Exhibiting Personal Qualities: a. Individual responsibility b. Self-esteem c. Sociability d. Self-management e. Integrity	a. b. c. d. e.

McLennan

C O M M U N I T Y

COLLEGE

ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

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

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

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

Title IX:

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

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

Student Support/Resources:

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

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

MCC Foundation Emergency Grant Fund:

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

MCC Academic Integrity Statement:

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

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

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

Minimum Technical Skills:

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

Backup Plan for Technology:

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

Email Policy:

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

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

Forwarding Emails:

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

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.