McLennan

COMMUNITY

COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

Clinical – Medical/Clinical Assistant

MDCA 1160 – SECTION 01

David Choate

Alyssa Van Vleet

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. Semester Hours (1 clinical

Prerequisites and/or Corequisites:

MDCA 1417 Procedures in a Clinical Setting
MDCA 1421 Administrative Procedures
MDCA 1343 Medical Insurance

Course Notes and Instructor Recommendations:

You need to make sure you:
Complete at least 8 hours of Clinicals each week.
Arrive on time and stay your complete number of hours each day
Dress appropriately.
Work diligently.
Treat everyone with respect.

Instructor Information:

Instructor name: David Choate
MCC E-mail: dchoate@mclennan.edu
Office Phone Number:299-8262
Office Location: HP 130
Office/Teacher Conference Hours: 12 noon – 1 p.m. Monday – Thursday

Other Instruction Information:
Instructor name: Alyssa Van Vleet
MCC E-mail: avanvleet@mclennan.edu
Office phone: 254-299-8319

Required Text & Materials:

None Required

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

Methods of Teaching and Learning:
Student performances at Clinical Site
Written reports

Course Objectives and/or Competencies:
 1. Present a professional appearance. (Workplace Competencies: Interpersonal—A, Information—B) (Foundation Skills—Personal Qualities—A, B, D)

 2. Demonstrate good attitude while on the job. (Workplace Competencies: Interpersonal—A, C, E, F) (Foundation Skills—Personal Qualities—A, B, C, D, E)

 3. Be able to receive input from a coworker or supervisor professionally. (Workplace Competencies: Interpersonal—A, C, E, F, Information—A, B)

 4. Be able to prioritize tasks and avoid procrastination. (Workplace Competencies: Interpersonal—A, C, E, F, Information—A, B)

 5. Answer phone professionally. (Workplace Competencies: Interpersonal—A, B, C) (Foundation Skills—Thinking Skills—B, C, D, E, F)

 6. Avoid discussing sensitive and confidential information by phone. (Workplace Competencies: Interpersonal—A, B, C) (Foundation Skills—Thinking Skills—B, C, D, E, F)

 7. Handle phone calls from patients discreetly when symptoms are spoken and need to be conveyed to physician. (Workplace Competencies: Interpersonal—A, B, C) (Foundation Skills—Thinking Skills—B, C, D, E, F)

 8. Be able to place a caller on hold (after specific instructions for the phone system). The student should be able to explain the situation to the caller and handle the situation professionally. (Workplace Competencies: Interpersonal—A, B, C) (Foundation Skills—Thinking Skills—B, C, D, E, F)

 9. Answer and handle calls on a multi-line phone professionally without sounding rushed. (Workplace Competencies: Interpersonal—A, B, C) (Foundation Skills—Thinking Skills—B, C, D, E, F)

10. Take a phone message correctly, repeat caller's number, and be discreet about symptoms if other patients may be able to hear the conversation. (Workplace Competencies: Interpersonal—A, B, C) (Foundation Skills—Thinking Skills—B, C, D, E, F)

11. Make phone calls, i.e., plan call, identify self and clinic, speak with patient or leave a message, apply HIPPA privacy laws, and end call professionally. (Workplace Competencies: Interpersonal—A, B, C) (Foundation Skills—Thinking Skills—B, C, D, E, F)

12. Use a phone directory. (Workplace Competencies: Interpersonal—A, B, C) (Foundation Skills—Thinking Skills—B, C, D, E, F)

13. Greet patients upon arrival and be able to speak professionally with patients about office situations. (Workplace Competencies: Interpersonal—A, B, C) (Foundation Skills—Basic Skills—D, E; Thinking Skills—B, C, D, E, F; Personal Qualities—A, B, C, E)

14. Identify the necessary criteria for using the paper CMS-1500 form. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

15. Apply general guidelines for completing a CMS-1500 form. (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

16. Identify timely filing for submitting Blue Cross and Blue Shield claims. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

17. Perform the function of preauthorization, precertification, and referral forms. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

18. Explain the various methods for verifying Medicaid eligibility. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

19. Read a Medicaid standard remittance advice. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

20. Know about Medicare replacement. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

21. Learn how TRICARE's role works in military insurance. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

22. List and explain TRICARE's three choices for health-care. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

23. Define a nonavailability statement, and advise when it must be used. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

24. Know what the Department of Defense has done to implement HIPAA's privacy rules (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

25. Know workers' compensation eligibility requirements, exemptions, and benefits. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

26. Know the reporting requirements of workers' compensation claims (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

27. Know what the Centers for Disease Control and Prevention's Disability and Health Team activities are and how to use them. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

28. Filing Social Security Disability Insurance and Supplemental Security. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

29. List the health insurance professional's responsibilities that can assist disability claims processing. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

30. Use diagnostic coding. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

31. Know the format of the ICD-9 CM manual. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

32. Differentiate between an essential and nonessential modifier. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

33. Know the essential steps to diagnostic coding. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

34. Interpret and use HCPCS coding. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

35. Know the basic steps in CPT coding. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

36. Know the three key components that establish the level in E & M coding. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

37. Know the four contributing factors that can affect the level of E & M coding. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

38. Know how time can be measured in E & M coding. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

39. Know 1997 E & M documentation guidelines. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

40. Know identifiable information, and list the various elements that make it so. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

41. Know how personal health information can be identified. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

42. Know the process for submitting secondary claims. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

43. Know the process for appealing incorrect payments and denied claims. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

44. Know a contractual write-off. (Workplace Competencies—Information A, B, C, D) (Foundation Skills—Basic Skills A, B; Thinking Skills—B, C, D, E, F)

Course Outline or Schedule:

Week 1
Orientation to the class
Orientation to the Clinical Site
Visit Clinical Site

Week 2
Visit Clinical Site
Complete Competency Checklist
Complete Time Sheet
Email Weekly Competency Report
Email Weekly Time Sheet Report

Week 3
Visit Clinical Site
Complete Competency Checklist
Complete Time Sheet
Email Weekly Competency Report

Email Weekly Time Sheet Report

Week 4
Visit Clinical Site
Complete Competency Checklist
Complete Time Sheet
Email Weekly Competency Report
Email Weekly Time Sheet Report

Week 5
Visit Clinical Site
Complete Competency Checklist
Complete Time Sheet
Email Weekly Competency Report
Email Weekly Time Sheet Report

Week 6
Visit Clinical Site
Complete Competency Checklist
Complete Time Sheet
Email Weekly Competency Report
Email Weekly Time Sheet Report

Week 7
Visit Clinical Site
Complete Competency Checklist
Complete Time Sheet
Email Weekly Competency Report
Email Weekly Time Sheet Report

Week 7
Visit Clinical Site
Complete Competency Checklist
Complete Time Sheet
Email Weekly Competency Report
Email Weekly Time Sheet Report

Week 8

Visit Clinical Site
Complete Competency Checklist
Complete Time Sheet
Email Weekly Competency Report
Email Weekly Time Sheet Report
Create Thank you letter – email to instructor

Week 9
Visit Clinical Site
Complete Competency Checklist
Complete Time Sheet
Email Weekly Competency Report
Email Weekly Time Sheet Report
Revise Thanks you letter – Email to instructor
Evaluation form will be sent to site supervisor

Week 10
Visit Clinical Site
Complete Competency Checklist
Complete Time Sheet
Email Weekly Competency Report
Email Weekly Time Sheet Report
Present site supervisor with Thank You letter
Instructor pick up Evaluation Form

Course Grading Information:
Clinical Site Supervisor Evaluation   35%
Practicum Coordinators Evaluation   30%
Weekly Reports   35%

Clinical Site Supervisor Evaluation – The Supervisor will complete a form evaluating you on the work you did while in the Clinical.

Practicum Coordinators Evaluation – The Program will complete a form evaluating you on the work you performed during clinical rotations.

Weekly Reports – Completion of Competency Checklist, Time Sheet and weekly emailed Competency Report and Weekly Time Sheet Report.

Late Work, Attendance, and Make Up Work Policies:
No reports will be accepted late.

The Weekly Reports on the Competency Checklist and the Time Sheet will be sent to the instructor on Monday of each week following the week being reported. Example: For Week 6-2, you will send your instructor the Weekly Report on Monday, June 9, using MCC email. My email address is dchoate@mclennan.edu. Label the subject line as MDCA 1160 Weekly Report. When reporting the competencies you completed for the week, you may use the Competency Number followed by a description of how you accomplished that competency during that week. You will need to report your hours for each day worked during the week. You will need to tell you instructor the reason that you missed Clinical hours during that week.

Attendance at Clinicals: You will need to do the following:
- Attend work during you designated time.
- Dress appropriately for each day of work.
- Arrive to your Clinical site on time.
- Work diligently during your entire work time.
- Advise your supervisor of any time you will not be at work prior to the event causing you to miss work. When sick, please call your supervisor to let your supervisor know you will not be at work. Don't go to work sick. Remember you must work at least 8 hours per week for 10 weeks to get all of your Clinical hours completed by August 8.
- Label your Competency Checklist as you work to keep up with the competencies you are completing for the week. The Competencies are reported to your instructor in the Weekly Report.
- Label your Time Sheet each day to keep up with your hours. Make sure that your supervisor signs the Time Sheet each week. These hours are reported to your instructor in the Weekly Report.
- Turn Weekly Reports on each Monday.

Student Behavioral Expectations or Conduct Policy:

In class, your instructor covered correct human relation skills to use at work. Please follow these guidelines at your clinical. Treat your supervisor, coworkers, and clients/patients with the utmost respect. **Remember you are representing McLennan Community College.**

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.

PRACTICUM EVALUATION 0F STUDENT
Front Office Clinicals

McLennan Community College

Medical Assisting Program

Name of Practicum Student Being Evaluated: _____

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any item.
5 = Strongly Agree   4 = Agree   3 = Neutral (acceptable)   2 = Disagree   1 = Strongly Disagree
N/A = Not available at this site

Student extern was able to perform the following tasks to a satisfactory level of competence:

Administrative Functions						
Psychomotor Domain						
1. Manage appointment schedule, using established priorities	5	4	3	2	1	N/A
2. Schedule patient admissions and/or procedures	5	4	3	2	1	N/A
3. Organize a patient's medical record	5	4	3	2	1	N/A
4. File medical records	5	4	3	2	1	N/A

5. Execute data management using electronic healthcare records such as the EMR	5	4	3	2	1	N/A
6. Use office hardware and software to maintain office systems	5	4	3	2	1	N/A
7. Use internet to access information related to the medical office	5	4	3	2	1	N/A
8. Maintain organization by filing	5	4	3	2	1	N/A
9. Perform routine maintenance of office equipment with documentation	5	4	3	2	1	N/A
10. Perform an office inventory	5	4	3	2	1	N/A
Affective Domain						
1. Consider staff needs and limitations in establishment of a filing system	5	4	3	2	1	N/A
2. Implement time management principles to maintain effective office function	5	4	3	2	1	N/A
Basic Practice Finance						
Psychomotor Domain						
1. Prepare a bank deposit	5	4	3	2	1	N/A
2. Perform accounts receivable procedures, including: a. Post entries on a daysheet b. Perform billing procedures c. Perform collection procedures d. Post adjustments e. Process a credit balance f. Process refunds g. Post non-sufficient fund (NSF) checks h. Post collection agency payments	5	4	3	2	1	N/A
3. Utilize computerized office billing systems						

	5	4	3	2	1	N/A
Affective Domain	5	4	3	2	1	N/A
1. Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients	5	4	3	2	1	N/A
Managed Care/Insurance						
Psychomotor Domain						
1. Apply both managed care policies and procedures	5	4	3	2	1	N/A
2. Apply third party guidelines	5	4	3	2	1	N/A
3. Complete insurance claim form	5	4	3	2	1	N/A
4. Obtain precertification, including documentation	5	4	3	2	1	N/A
5. Obtain preauthorization, including documentation	5	4	3	2	1	N/A
6. Verify eligibility for managed care services	5	4	3	2	1	N/A
Affective Domain						
1. Demonstrate assertive communication with managed care and/or insurance providers	5	4	3	2	1	N/A
2. Demonstrate sensitivity in communicating with both providers and patients	5	4	3	2	1	N/A
3. Communicate in language the patient can understand regarding managed care and insurance plans	5	4	3	2	1	N/A
Procedural and Diagnostic Coding						
Psychomotor Domain						
1. Perform procedural coding	5	4	3	2	1	N/A
2. Perform diagnostic coding						
Affective Domain	5	4	3	2	1	N/A
1. Work with physician to achieve the maximum reimbursement	5	4	3	2	1	N/A
Medical Law and Ethics						
Legal Implications						

Psychomotor Domain						
1. Respond to issues of confidentiality	5	4	3	2	1	N/A
2. Perform within scope of practice	5	4	3	2	1	N/A
3. Apply HIPAA rules in regard to privacy/release of information	5	4	3	2	1	N/A
4. Practice within the standard of care for a medical assistant	5	4	3	2	1	N/A
5. Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures	5	4	3	2	1	N/A
6. Complete an incident report	5	4	3	2	1	N/A
7. Document accurately in the patient record	5	4	3	2	1	N/A
8. Apply local, state and federal health care legislation and regulation appropriate to the medical assisting practice setting	5	4	3	2	1	N/A
	5	4	3	2	1	N/A
	5	4	3	2	1	N/A
Affective Domain						
1. Demonstrate sensitivity to patient rights	5	4	3	2	1	N/A
2. Demonstrate awareness of the consequences of not working within the legal scope of practice	5	4	3	2	1	N/A
3. Recognize the importance of local, state and federal legislation and regulations in the practice setting	5	4	3	2	1	N/A
Ethical Considerations						
Psychomotor Domain						
1. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities	5	4	3	2	1	N/A
2. Develop a plan for separation of personal and professional ethics	5	4	3	2	1	N/A
Affective Domain						
1. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice	5	4	3	2	1	N/A

2. Examine the impact personal ethics and morals may have on the individual's practice	5	4	3	2	1	N/A
3. Demonstrate awareness of diversity in providing patient care	5	4	3	2	1	N/A
Safety and Emergency Practices						
Protective Practices						
Psychomotor Domain						
1. Comply with safety signs, symbols and labels	5	4	3	2	1	N/A
2. Evaluate the work environment to identify safe vs. unsafe working conditions	5	4	3	2	1	N/A
3. Develop a personal (patient and employee) safety plan	5	4	3	2	1	N/A
4. Develop an environmental safety plan	5	4	3	2	1	N/A

5. Demonstrate proper use of the following equipment:
 	
  a. Eyewash
  b. Fire extinguishers
  c. Sharps disposal containers
	5	4	3	2	1	N/A

6. Participate in a mock environmental exposure event with documentation of steps taken	5	4	3	2	1	N/A
7. Explain an evacuation plan for a physician's office	5	4	3	2	1	N/A
8. Demonstrate methods of fire prevention in the healthcare setting	5	4	3	2	1	N/A
9. Maintain provider/professional level CPR certification	5	4	3	2	1	N/A
10. Perform first aid procedures	5	4	3	2	1	N/A
11. Use proper body mechanics	5	4	3	2	1	N/A
12. Maintain a current list of community resources for emergency preparedness	5	4	3	2	1	N/A
Affective Domain						
1. Recognize the effects of stress on all persons involved in emergency situations	5	4	3	2	1	N/A
2. Demonstrate self awareness in responding to emergency situations	5	4	3	2	1	N/A

Comments: _____

Signature of individual completing this evaluation _____

Credentials &Title _____   Date _____

APPENDIX A

WORKPLACE COMPETENCIES: Effective workers can productively use:

Resources: Identifies, organizes, plans, and allocates resources

 A. *Time*--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

 B. *Money*--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

 C. *Material and Facilities*--Acquires, stores, allocates, and uses materials or space efficiently

 D. *Human Resources*--Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

 A. *Participates as Member of a Team*--contributes to group effort

 B. *Teaches Others New Skills*

 C. *Serves Clients/Customers*--Works to satisfy customers' expectations

D. *Exercises Leadership*--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

E. *Negotiates*-Works toward agreements involving exchange of resources, resolves divergent interests

F. *Works with Diversity*--works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. *Acquires and Evaluates Information*

B. *Organizes and Maintains Information*

C. *Interprets and Communicates Information*

D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

A. *Understands Systems*--knows how social, organizational, and technological systems work and operates effectively with them

B. *Monitors and Corrects Performance*--distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

C. *Improves or Designs Systems*--suggests modifications to existing system and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. *Selects Technology*--chooses procedures, tools or equipment including computers and related technologies

B. *Applies Technology to Task*--Understands overall intent and proper procedures for setup and operation of equipment

C. *Maintains and Troubleshoots Equipment*--Prevents, identifies, or solves problems with equipment, including computers and other technologies

FOUNDATION SKILLS (BASIC SKILLS COMPETENCIES): Competent workers in the high-performance workplace need:

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

    A. *Reading*--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

    B. *Writing*--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

    C. *Arithmetic/Mathematics*--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

    D. *Listening*--receives, attends to, interprets, and responds to verbal messages and other cues

    E. *Speaking*--organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

    A. *Creative Thinking*--generates new ideas

    B. *Decision Making*--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

    C. *Problem Solving*--recognizes problems and devises and implements plan of action.

    D. *Seeing Things in the Mind's Eye*--organizes, and processes symbols, pictures, graphs, objects, and other information

    E. *Knowing How to Learn*--uses efficient learning techniques to acquire and apply new knowledge and skills

    F. *Reasoning*--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

    A. *Responsibility*--exerts a high level of effort and perseveres toward goal attainment

    B. *Self-Esteem*--believes in own self-worth and maintains a positive view of self

    C. *Sociability*--demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. *Self-Management*--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. *Integrity/Honesty*--chooses ethical courses of action

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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 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.