WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

FAMILY INTERVENTION STRATEGIES

CMSW_1353_B001

JESSICA SHELTON, M.S.ED, LPC, LMFT

NOTE: This is a 16-week course.

NOTE: This is a Blended/Hybrid course.

Course Description:

Study of family dynamics and current intervention strategies. Semester Hours 3 (3 lec.)

Prerequisites and/or Corequisites:

There are no prerequisites for this course; however, understanding basic Mental Health concepts and counseling skills is a very helpful foundation for the class. Technology and computer skills as well as the hardware necessary for taking online (blended) class are also required. This will be fast-paced, and you must have good computer skills, as well as a dependable computer, high-speed internet, and webcam capabilities for Zoom.

Course Notes and Instructor Recommendations:

You should complete the online orientation module ("Getting Started") as soon as Brightspace becomes available, and definitely before our second class meeting.

Instructor Information:

Instructor Name:	Jessica Shelton
MCC E-mail:	jshelton@mclennan.edu
Office Phone Number:	(254) 299-8755
Office Location:	CSC E 129K
Zoom Office Hour Meeting ID:	189-001-496
Class Meeting ID:	977-2842-2285

Office/conference hours are posted on the course homepage and outside my office door.

Email is the preferred method of communication. I respond to emails within one business day (Monday-Friday). Please use your MCC student email address to contact me, and be sure to put your name, student ID#, and course name and section in the email.

Required Text & Materials:

Title:	*Family Assessment Handbook: An Introduction and Practical Guide to Family Assessment*
Author:	Barbara Thomlison
Edition:	Fourth
Publisher:	Cengage Learning
ISBN:	978-1-285-44397-3

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

Methods of Teaching and Learning:

As a blended course, the primary methods of learning and teaching include a combination of online lectures and discussions, along with individual and group work on Zoom. Participation in both online and in-class Zoom discussions, including review of textbook material, will be an integral part of the learning process. In addition to your textbook, learning materials will be delivered online via Brightspace. You will have a weekly reading assignment presented as a slideshow in PDF format. You will also complete a Discussion assignment and take an online quiz for each reading before you attend class on Zoom. You will also complete two projects related to working with families in a mental health setting.

The amount of time you spend with the material and the interactions you have with it dramatically affect your ability to remember it. You will need to allow regular time each week to read the assigned material and complete the online assignments before coming to class on Zoom. You are encouraged to log in to Brightspace on a regular (if not daily) basis; helpful announcements, reminders, and supplemental information will be posted there regularly. A high level of self-discipline is needed for successful completion of this course.

Course Objectives and/or Competencies:

OBJECTIVES

By the end of the semester, you will be able to:

1. Define, identify, and describe the diverse systems that affect clients with whom you work.
2. Distinguish among major theories of assessment, interventions, and treatment strategies in work with families.
3. Utilize basic intervention skills and basic assessment tools with families.
4. Develop awareness of your own connectedness to family systems.

COMPETENCIES

By the end of the semester, you will be able to:

1. Utilize communication and relationship-building techniques with families.
2. Develop a genogram for use in work with families.
3. Design a Family Assessment Report after an initial session with a client.
4. Identify and define the systems with which you are connected.

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.

This class has one weekly synchronous meeting on Zoom and weekly online assignments. Attendance is taken for both synchronous meetings and online assignments.

- A student is counted present if they attend the synchronous meeting on Zoom
- A student is absent if they fail to complete any of the online assignments in a learning module
- A student is dropped from the class if they are absent from every meeting and online assignments prior to the Census Date.
- A student is withdrawn from the class once they accumulate eight (8) total absences prior to the 60% date of the semester.
- After the 60% date, students who are passing the course may be withdrawn upon their request.

Course Outline or Schedule:

(Any adjustments will be announced in class and through an announcement in Brightspace. See the detailed calendar in the "Course Syllabus and Calendar" module for more specific dates.):

Week 1	Introductions and Course Overview
Week 2	Getting Started in the Blended Course
Week 3	Ch. 1 - Introduction to Working with Families
Week 4	Ch. 2 - Understanding Families
Week 5	Ch. 3 - Systems
Week 6	**Exam I** (Addresses Objectives 1-4 and Competencies 1, 4)**;**
Week 7	Ch. 4 - Family Assessment
Week 8	Ch. 5 - Goals and Interventions
Week 9	Ch. 6 - Older Adults and Families
	Genogram project due (Addresses Obj. 1-4 & Comp. 1, 2, 4)
Week 10	**Exam II** (Addresses Obj. 1-4 & Comp. 1-4)
Week 11	Ch. 7 - Coping with Life Stressors
Week 12	Ch. 8 - Cognitive/Behavioral Strategies
Week 13	Ch. 9 - Family Assessment Instruments
Week 14	Ch. 10 & 11 - Reflective Thinking and Writing; Your Own Family System
Week 15	**Family Case Study Assessment Report due** (Addresses Obj. 1-4 & Comp. 1-4)
Week 16	**Final Exam**

****Weekly assignments will always be due by 2pm on Tuesdays.**

Course Grading Information:

Your grade in this course will be determined by a combination of:

- 3 exams – 45% of your grade
- two projects: Genogram (10%) and Family Case Study (15%) – 25% of your grade
- the average of your weekly online quizzes – 15% of your grade
- the average of your weekly online discussions – 15% of your grade

1. EXAMS

Three online exams will be given and will be 100 points each. Each exam will be 15% of your grade. Exams will cover material from the online slideshows and from the textbook (even if it was not covered in the slideshow). Each test will be a mixture of objective, short-answer and discussion questions. Exams will be timed, and you may only attempt each exam once. Exams are not open book or open notes; they are meant to be taken without assistance. **EXAMS MUST BE COMPLETED BY THE DEADLINE.** (In RARE instances, you may be allowed to take a make-up exam. See Make-Up Test Policy below.)

IMPORTANT: If you miss an exam and have not contacted me within 1 day of the exam due date, a "0" is assigned as the permanent grade. There is no penalty for taking the exam EARLY should you have a situation arise.

2. GENOGRAM PROJECT

You will construct a genogram for your family. You must include your parents' and grandparents' generations, as well as your family today (including partners and children, if applicable). You will also write a short paper reflecting on your experience completing the assignment. More details can be found in the "Genogram Project Information" folder in the "Assignments" link under "Assessments." The assignment is worth 100 points and 10% of your grade.

3. FAMILY CASE STUDY ASSESSMENT REPORT

You will review one of the case studies in our textbook and come up with a plan for assessment and intervention with the family. We will discuss how each week's material applies to your case study in the Weekly Discussions. The final component of this project will be the submission of a Family Assessment Report detailing the systemic issues and the treatment goals and plans for your case study family. More details can be found in the "Family Case Study" folder in the "Assignments" link under "Assessments." The Assessment Report is worth 100 points and 15% of your grade.

4. QUIZZES

A quiz is required each week over the topic(s) presented. If you read the chapter and slideshow and take effective notes, you should be well prepared for the quizzes. Each of the weekly quizzes is worth 100 points, and the average of all quizzes will count toward your overall grade. The lowest quiz will be dropped automatically. The Quiz average is 15% of your grade.

IMPORTANT: The purpose of the quizzes is to ensure you understand the main concepts of each module. The better job you do on the quizzes, the more likely you will do well on the exams, **but not everything on the exams will be on a quiz**. Short answer and essay questions should always be in your own words and not "copy/pasted" from the course materials. You will not receive credit for answers that are:

a. incomplete or the answer is too brief (i.e., one word for instructions to "discuss")
b. answers are cut and pasted instead of in your own words

Quizzes are due by 2pm each Tuesday. You can attempt each weekly quiz once, and there is a time limit, so be sure you have thoroughly prepared before beginning the quiz. Feedback on each quiz is provided for you in the "Quizzes" section under the "Assessment" link; click on the arrow to the right of the quiz and click "submissions" to see your feedback. This is a crucial tool to help you understand what you may have missed and therefore perform better on the exams.

5. WEEKLY DISCUSSIONS

Attendance and participation each week is crucial in order to help you learn the material and apply the skills in professional settings. One way weekly participation is earned is by answering the assigned Discussion question and commenting on classmates' posts by the deadline. Each of the weekly Discussions is worth up to 100 points, and the average of all Discussions will count toward your overall grade. The lowest Discussion grade will be dropped automatically. The Discussion average is 15% of your grade.

For each module you will reply to the question and reply to two of your classmates' posts. In order to receive full credit for Discussion responses, they need to be well thought-out posts; **posts with just a few words don't count as a "discussion."** Similarly, posts made all in one day do not amount to a "discussion," since students who do this rarely log back in to see the comments their post generated. Posting the same (or very similar) comment on classmates' posts also does not add to the discussion. Therefore, please adhere to the following guidelines in order to maximize your Discussion points:

	Full Credit			
Number of Posts	3 posts over 2 or more days (30 points)	3 posts all in the same day (20 points)	2 posts (10 points)	1 post (5 points)
Length of Posts	All posts are developed paragraphs (30 points)	1 post is too short (20 point)	2 posts are too short (10 points)	All 3 posts are too short (5 points)
Accuracy and Thoughtfulness of posts (posts contribute new ideas to the discussion)	All posts are thoughtful and accurate (30 points)	1 post either contains inaccurate information or does not contribute to the discussion (20 points)	2 posts either contain inaccurate information or do not contribute to the discussion (10 points)	All 3 posts either contain inaccurate information or do not contribute to the discussion (5 points)
Spelling/Grammar	Posts are generally free of errors (10 points)	Posts contain a few minor errors (7 points)	Posts contain multiple errors (4 points)	Posts contain significant errors (0 points)

Students who do not post anything for the week will receive a 0 for the week. Remember that appropriate online etiquette is required at all times; this information is posted in the "Getting Started" area of the course.

ALL POSTS ARE DUE EACH TUESDAY BY 2PM, BUT I ENCOURAGE YOU TO POST EARLIER TO EARN MORE POINTS AND INCREASE CLASS DISCUSSION.

*****WEEKLY DISCUSSIONS AND QUIZZES CANNOT BE MADE UP UNLESS THERE IS A DOCUMENTED EXCUSE THAT PREVENTED YOU FROM COMPLETING THEM THAT WEEK. (I.E., getting sick on Tuesday will not excuse work that you seven days to complete).*****

Grade Range is as follows:

Letter Grade	A	B	C	D	F
	90-100%	**80-89%**	**70-79%**	**60-69%**	**59% or less**

A grade of **C** is required for graduation.

****The late work policy does NOT extend to weekly assignments, only to exams and major assignments.****

Late Work*:* Deadlines for exams and assignments are given at the beginning of the semester; therefore, **late work is rarely accepted and must be accompanied by a documented reason** for the lateness. I encourage you to work ahead of deadlines and not wait until the last minute to turn in work. If late work is accepted, it will automatically lose points according to the chart below**. I will not accept late work that is more than 1 week past the original deadline for any reason.**

Less than 24 hours late	5 points deducted
24 - 48 hours late	10 points deducted
3 - 4 days late	15 points deducted
5 - 6 days late	20 points deducted
Up to 7 days late	25 points deducted
After 7 days late	Assignment not accepted

PLEASE NOTE: You should not wait until the last minute to complete assignments, quizzes or tests. I may not be able to reset tests unless on campus, so if you are in doubt, all work should be completed during the week and not on the weekend.

Assignments must be turned in according to the instructions for that assignment. I will not accept work that is emailed to me.

You will be permitted to make up class work and assignments missed due to absences caused by documented reasons including (1) authorized participation in official College functions, (2) personal illness, (3) an illness or a death in the immediate family or (4) the observance of a religious holy day. Also, I have the prerogative of determining whether you may make up work missed due to absences for other reasons. **It is your responsibility to inform me of the reason for an absence and to do so in a timely fashion (immediately before or after the absence)**. This may be done with a phone call, email or in person.

Make-Up Test Policy: You are expected to complete all tests at the time designated by the class calendar. Should it be necessary to miss a test, there will be an automatic deduction of 15 points.

Make-up tests are to be completed within one week of the regularly-scheduled test. If the test is not taken within the first week after the original test, the grade for the test will become a zero. You will only be allowed to make up one test per course for each semester.

As the professor, I retain the right to determine if the reason for an absence justifies not deducting points. This would only be for unusual circumstances (wreck, hospitalization, etc.).

Please Note: **It is ALWAYS better to have a low test grade than to have a zero!**

Attendance Policy (please also see the Course Attendance/Participation Guidelines on pages 3-4): Regular and punctual attendance is expected of all students, and each instructor maintains a complete record of attendance for the entire length of each course, including online, blended, and hyflex courses. You will be counted absent from class meetings or online assignments missed, beginning with the first official day of classes. Whether present or absent, you 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.

You are able to check your absence count by clicking on "Attendance" under the "Assessments" link. If you encounter a situation that makes it difficult for you to keep up your participation in the course, please reach out to me for assistance.

In very rare cases, a grade of Incomplete ("I") may be given when a course is not completed because of a student's absence caused by reasons acceptable to the instructor. To be eligible, you must have essentially completed the course and only be missing the final few grades. If work is not made up within the following long semester, the "I" will be changed to an "F".

Student Behavioral Expectations or Conduct Policy:

You are expected to demonstrate respect to others in the classroom (regardless of format) and to demonstrate professional behavior at all times. The classroom is an excellent place to practice behaviors that are expected to be used in the workplace with clients and coworkers. As the professor, I reserve the right protect the learning environment for everyone in the class, including removing a student whose behavior interferes with a collaborative, professional, and respectful atmosphere.

Cheating is not tolerated. Any student who cheats will be subject to grade reduction, re-doing of assignments, and/or expulsion from the class. Examples of cheating include but are not limited to:

- copying the work of another student
- seeking excused absences/tardies under false pretense
- plagiarism
    - using Artificial Intelligence (A.I.) or any text-generating software (such as ChatGPT, iA Writer, Marmot, Botowski, etc.) is not permitted, and it will be treated as plagiarism
- turning in work you completed for a different class or the same class during a different semester

It is expected that the work you submit for this class is created solely for this class during this semester and not for another class. To write a paper, project, etc. and submit it for a grade in two different classes, even over different semesters, is highly unethical. Students caught doing this will receive a zero (0) for that assignment.

All work submitted in this course must be your own. Contributions from anyone or anything else must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation, and the institution's policy will be followed in those instances.

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.

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:

Mental Health Programs:

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

Course Number: CMSW 1353 **Course Name:** Family Intervention Strategies	**Relevant Competencies** (Identify by Competency Number)
SCANS COMPETENCIES.	
1. Managing Resources:	
a. Manage time	a. 1,2,3,4
b. Manage money	b. 4
c. Manage materials	c. 1,2,3,4
d. Manage space	d. 1,2,3,4
e. Manage staff	e. 1,4
2. Exhibiting Interpersonal Skills:	
a. Work on teams	a. 1,2,3,4
b. Teach others	b. 1,2,3,4
c. Serve customers	c. 1,2,3,4
d. Lead work teams	d. 1,2,3,4
e. Negotiate with others	e.1, 2,3,4
f. Work with different cultures	f. 1,2,3,4
3. Working with Information:	
a. Acquire/evaluate data	a. 1,2,3,4
b. Organize/maintain information	b. 1,2,3,4
c. Interpret/communicate data	c. 1,2,3,4
d. Process information with computers	d. 2,3
4. Applying systems Knowledge:	
a. Work within social systems	a. 1,2,3,4
b. Work within technological systems	b. 2,3
c. Work within organizational systems	c. 1,2,3,4
d. Monitor/correct system performance	d. 1,2,3,4
e. Design/improve systems	e. 1,2,3,4
5. Using Technology:	
a. Select equipment and tools	a. 2,3
b. Apply technology to specific tasks	b. 2,3
c. Maintain/troubleshoot technologies	c. 2,3
SCANS FOUNDATIONS.	
6. Demonstrating Basic Skills:	
a. Reading	a. 1,2,3,4
b. Writing	b. 1,2,3,4
c. Arithmetic/Mathematics	c. 2,3
d. Speaking	d. 1,2,3,4
e. Listening	e. 1,2,3,4
7. Demonstrating Thinking Skills:	
a. Creative thinking	
b. Decision making	a. 1,2,3
c. Problem solving	b. 1,2,3,4
d. Thinking logically	c. 1,2,3,4
e. Seeing with the mind's eye	d. 1,2,3,4
	e. 1,2,3,4
8. Exhibiting Personal Qualities:	
a. Individual responsibility	a. 1,2,3,4
b. Self-esteem	b. 1,2,3,4
c. Sociability	c. 1,2,3,4
d. Self-management	d. 1,2,3,4
e. Integrity	e. 1,2,3,4

07/02/2024

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 Accommodations (Disability Services) 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

Title IX:

Title IX of the Education Amendments of 1972 is a Federal civil rights law that prohibits discrimination on the basis of sex in educational programs and activities that receive Federal funds. 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 a Title IX incident are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Accommodations/Title IX) at (254) 299-8465.

Additionally, Title IX provides rights and protections for pregnant and newly parenting students which can include educational accommodations such as excused absences

and the opportunity to make up assignments and tests. Lactation spaces are also available on campus. Please email titleix@mclennan.edu for more information.

MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Faculty and Staff may email titleix@mclennan.edu to submit a report.

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 may report sexual harassment anonymously by visiting https://www.lighthouse-services.com

Visit McLennan's Title IX webpage at https://www.mclennan.edu/titleix/ to learn more about Title IX protections, reporting, and resources.

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) by going to our website (https://www.mclennan.edu/academic-support-and-tutoring/)

At our campus, we understand that students face numerous challenges beyond the classroom. That's why we offer Success Coaches who are dedicated to helping you succeed. Our coaches know that life can sometimes get in the way of your educational goals. Through personalized meetings, Success Coaches empower you to overcome obstacles, maximize your potential, and create a clear path to both academic and personal success. Our Success Coaches are ready to help you achieve your dreams! Schedule your appointment today by calling 254-299-8226 or emailing success@mclennan.edu.

College personnel also recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources and other essential resources, we encourage you to contact the CREW - Campus Resources Education Web by calling 254-299-8561 or emailing crew@mclennan.edu.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to https://calendly.com/paulannespantry-mcc/15min.

Success Coaching Services, the CREW, and Paulanne's Pantry are located on the second floor of the Student Services building in Success Coaching Services, suite 249.

The Student Counseling Center offers confidential mental health counseling to currently enrolled students at no charge. Counselors are trained to help students with problems related to personal, social, and emotional concerns. Sessions focus on short-term goals in order to facilitate students college success and adjustment. This service is available to students in person or through Zoom.

Make an appointment to meet with a counselor by visiting the center in the Wellness & Fitness building, room 101, calling 254-299-8210, or emailing counseling@mclennan.edu.

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/scholarships-and-resources/emergencygrant.html

MCC Academic Integrity Statement:

Please view our Academic integrity statement for more 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-teaching-and-learning/Faculty-and-StaffCommons/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.

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

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

Email on Mobile Devices:

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

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- Email Setup for iPhones and iPads
- Email Setup for Androids

Forwarding Emails:

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

For more helpful information about technology at MCC, go to MCC's Tech Support or email helpdesk@mclennan.edu.

Disclaimer:

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