McLennan COMMUNITY COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

Intermediate Radiographic Procedures

RADRL 2301_03

Deborah Quinn, BSHS, R.T.(R)

NOTE: This is a 16 week course

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

Course Description:

Continues the study of the proper manipulation of radiographic equipment, positioning and alignment of the anatomical structure and equipment, and evaluation of images for proper demonstration of intermediate anatomy and related pathology. Semester Hours 3 (2 lec/4 lab)

Prerequisites and/or Corequisites:

RADR_2301-Intermed Rad Procedures (required)

Course Notes and Instructor Recommendations:

Concurrent enrollment in other prescribed radiologic courses

Instructor Information:

Deborah Quinn, BSHS, RT(R)
dquinn@mclennan.edu
254-299-8305
CSC-C117
Office Hours: Posted

Required Text & Materials:

Title: Textbook of Radiographic Postitioning and Related Anatomy (2018) Author: Lampignano, John P., Kendrick, Leslie E.
Edition: 9th
Publisher: Mosby-Elsevier ISBN: 978-0-323-39966-1
Title: Textbook of Radiographic Positioning and Related Anatomy Workbook (2018)
Author: Lampignano, John P., Kendrick, Leslie E. Edition: 9th
Publisher: Mosby-Elsevier ISBN: 978-0-323-48187-8

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

Methods of Teaching and Learning:

Lecture, discussion groups, group projects, lab exercises, portfolio, written reports/papers, exams, quizzes, simulations.

Course Objectives and/or Competencies:

SCANS

Secretary's Commission on Achieving Necessary Skills

SCANS is an attempt to help make courses more relevant to the needs of a modern work force. SCANS is divided into two types of skills: competencies and foundations. Foundations skills are organized into the basic literacy and computational skills, the thinking skills necessary to put knowledge to work, and the personal qualities that make workers dedicated and trustworthy. The competencies are the abilities to manage resources,

to master complex systems, and to work with a variety of technologies. Both are required for successful performance in most jobs, and are definitely required for professions in the radiologic technology field.

After completion of all lectures, presentations and reading assignments the student will be able to:
1.Perform in order all steps for positioning of various parts of the body listed below.
F02,C03,F01

a. Spine
b. Upper GI System
c. Lower GI System
d. Urinary System
e. Skull
f. Ribs & Sternum

On given radiographs, utilize proper evaluation criteria to determine if a film is acceptable or unacceptable. If unacceptable, give major reason why it is not. C03,F02,C05,C04

1. Given drawings and radiographs, locate anatomic structures and landmarks. C03,F02,C05
2. Explain to the patient preparation required for each examination. C03,F02,F01
3. Describe the positioning used to visualize anatomic structures of each unit. F02,C03,F01
4. State the most common film size and proper placement of film for all exams listed. F02,C03,F01
5. Provide proper radiation protection for all projections taken, and explain the protective measures that should be taken for each examination. F02,C03,C05
6. Employ proper breathing technique on all positions and exams. F02,C03,C04,C05
7. Demonstrate proper central ray location for all exams. F02,C03,C04,C05
8. Choose proper degree of angulation and direction of central ray for various exams F02,C03,C04,C05,F01
9. Describe modification of procedures for atypical or impaired patients to better demonstrate the anatomic area of interest.C03,F02,F01,C05

Taxonomic Skill Levels to Describe a Level of Competency

1. **Level I** This level describes **RECALL**. This is the ability to recall or recognize previously learned knowledge ranging from specific facts to complete theories.

2. **Level II** This level describes **INTERPRETATION / DECISION**. This is the ability to use recalled knowledge to interpret or apply verbal,numeric, or visual data.

3. **Level III** This level describes **PROBLEM - SOLVING**.

Test questions are written in these three levels.

<u>Cognitive Domain</u>

After the lecture and presentation the students will be able to:

1.Relate the seven basic principles that relate to radiologic technology. C03,F02,F01
2.Illustrate the seven basic principles to the production of radiographs. F01,F02,C05
3.Use appropriate film evaluation criteria when given radiographs to view. F02,C03,C05

4.Distinguish the anatomical structures when pointed to on a radiograph, diagram, or the class skeleton.F02,C03,C04
5.Discuss on given radiographs the patient position and what projections the film is. F02,C03,F01
6.Using the proper identification criteria evaluate a given radiograph to determine its acceptability, and if the radiograph is not acceptable give the main reason why it is not.F02,C05,F01
7.Palpate the fifteen external landmarks when performing patient positioning. Explain how the external landmarks correlate with internal body structures.F02,,C03,F01,C04
8.Discuss patient immobilization methods for pediatric imaging and apply proper radiation protection.F01,F02,C05
9.Use proper procedure for trauma radiography.F02,C03,C05
10.Choose proper principles of patient care in handling patients in the radiology department, and while transporting the patient to and from the department.F02,C03,C05

Psychomotor Domain

After studying the anatomical structures, how they are positioned to produce radiographs, and all the fundamental steps that go with the production of radiographs, the student will be able to:

1. Point to radiographs and identify the projection, anatomical structures, artifacts etc., on given radiographs and drawings. **F02, C03,F01**

2. Manipulate the x-ray tube and properly move the x-ray table. **F02, C03,C04,C05**

3. Alter the position of the patient to produce a given projection. **F02, C04, C05**

4. Change the position of the bucky tray (hold film) in the x-ray table. **C03, F02, C05**

5. Demonstrate good body mechanics in moving patient**. C02, C05, F02**

or unacceptability of the films. **C03,F02,C05**

10. Explain why you employ a 72" SID in a lateral projection. **C03,F02,F01,C04,C05**

11. Relate how the arms are positioned in a lateral projection. **C03,F02,**

12. Compare body position and film placement for a lateral and dorsal decubitus position. **C03,F02**

13. Identify correct degree of rotation in demonstrating sternoclavicular articulations in a PA projection and PA oblique projection. **C03,F01**

14. Explain in order the eight steps in positioning of the sternoclavicular articulation. **C03,F01**

15. Explain the central ray location, degree, and direction of the x-ray beam in the examination of the sternoclavicular articulations. **C03,F01,C04,C05**

16. Choose proper evaluation criteria to determine acceptability of various radiographs. if the film is not acceptable give major reason why. **C03,F02,C05**

LEARNING OBJECTIVES: CERVICAL SPINE
At the completion of this unit the student should be able to:

- List and describe the bony anatomy of the cervical spine.**F01,C03**
- Given drawings and radiographs, locate anatomic structures and landmarks.**C01,F01**
- Explain the patient preparation required for each examination.**C03**
- Describe the positioning used to visualize anatomic structures of the cervical spine.**C03**

- List or identify the central ray location and identify the extent of field necessary for each projection.**F01,C03**

- Explain the protective measures that should be taken for each projection.**C03**
- Recommend the technical factors for producing an acceptable radiographfor each projection.**C05**
- State the patient instructions for each projection.**F01,C03**
- Given radiographs, evaluate positioning and technical factors for radiographs of the cervical spine. **C03**
- Describe modifications of procedures for atypical or impaired patients to better demonstrate the anatomic area of interest.**C03**

LEARNING OBJECTIVES: THORACIC SPINE
At the completion of this unit, the student should be able to:

- List and describe the bony anatomy of the thoracic spine.**F01,C03**
- Given drawings and radiographs, locate anatomic structures and landmarks.**C01,F02**
- Explain the rationale for each projection.**C03,F02**
- Explain the patient preparation required for each examination.**C03**
- Describe the positioning used to visualize anatomic structures in the thoracic spine.**C03**
- List or identify the central ray location and the extent of the field necessary for each projection.**F01,C03**
- Explain the protective measures that should be taken for each examination.**C03**
- Recommend the technical factor for producing an acceptable radiograph for each projection.**C05**
- State the patient instructions for each projection.**F01,C03**
- Given radiographs, evaluate positioning and technical factors.**C03**
- Describe modifications of procedures for atypical or impaired patients to better demonstrate the anatomic area of interest.**F02,C05**

LEARNING OBJECTIVES: LUMBAR SPINE, SACRUM, AND COCCYX

At the completion of this unit, the student should be able to:

- List and describe the anatomy of the lumbar spine, sacrum, coccyx.**F01,C03**
- Given drawings and radiographs, locate anatomic structures and landmarks.**C01,F02**

- Explain the rational for each projection.**C03,F02**
- Explain the patient preparation required for each examination.**C03**
- Describe the positioning used to visualize anatomical structures in the lumbar spine, sacrum, and coccyx.**C03**

- List or identify the central ray location and the extent of the field necessary for each projection.**C05**

- Explain the protective measures that should be taken for each examination.**C03**
- Recommend the technical factors for producing an acceptable radiograph for each projection.**C05**
- State the patient instructions for each projection.**F01,C03**
- Given radiographs, evaluate positioning and technical factors.**C03**
- Describe modifications of procedures for atypical or impaired patients to better demonstrate the anatomic area of interest.**F02,C05**

LEARNING OBJECTIVES: TRAUMA SPINE

At the completion of this chapter, the student should be able to:

- List the indications for ordering radiographs of the spine.**F01,C03**
- Explain the rationale for each projection used for trauma patients.**C03,F02**
- Describe the positioning used to visualize anatomic structures of the spine in the trauma patient.**C03**
- Identify the location of the central ray and extent of field necessary for each projection.**C01,F01**
- Recommend the technical factors for producing an acceptable radiograph for each projection.**C05**
- State the patient instructions for each projection.**F01,C03**
- Identify the anatomic structures that are best demonstrated on each of the trauma spine radiographs.**C01,F01**
- Given radiographs, evaluate positioning and technical factors.**C01,F01**
- Identify alternative modalities used for imaging the trauma spine.**F02,C05**

LEARNING OBJECTIVES: UPPER GASTROINTESTINAL TRACT

At the completion of this chapter, the student should be able to:

- List and describe the anatomy of the upper gastrointestinal (GI) tract. **F01,C03**
- Explain the physiology of the upper GI tract. **C03,F02**
- Given drawings and radiographs, locate anatomic structures and landmarks of the upper GI tract. **C01,F01**
- Explain the rationale for each projection. **C03,F01**
- Explain the patient preparation required for each examination. **C03**
- Describe the positioning used to visualize anatomic structures of the upper GI tract. **C05**
- List or identify the central ray location and the extent of the field necessary for each projection. **F01,C03**
- Explain the protective measures that should be taken for each examination. **C03**
- Recommend the technical factors for producing an acceptable radiograph for each projection. **C05**
- State the patient instructions for each projection. **F01,C03**
- Given radiographs, evaluate positioning and technical factors. **C03**

LEARNING OBJECTIVES: LOWER GASTROINTESTINAL TRACT

At the completion of this unit, the student should be able to:

- List and describe the anatomy of the large intestine. **F01,C03**
- Explain the physiology of the lower digestive tract. **C03,F02**
- Given drawings and radiographs, locate anatomic structures of the lower digestive tract. **C01,F01**
- Explain the rationale for each projection. **C03,F02**
- Explain the patient preparation required for each examination. **C03**
- Describe the positioning used to visualize anatomic structures in the large intestine. **C03**
- List or identify the central ray location and identify the extent of the field necessary for each projection. **F01,C03**
- Recommend the technical factors for producing an acceptable radiograph for each projection.**C05**
- State the patient instructions for each projection. **F01,C03**
- Given radiographs, evaluate positioning and technical factors. **C03**
- Describe modifications of procedures for atypical or impaired patients to better demonstrate the anatomic area of interest. **F02,C05**

LEARNING OBJECTIVES: URINARY SYSTEM

At the completion of this chapter, the student should be able to:

- List and describe the basic anatomic components of the urinary system and
- Identify the basic parenchymal unit of the kidney.**F01,C03**
- Given drawings and radiographs, locate anatomic structures. **C01,F01**
- Describe the physiology of the urinary system and describe its role in maintaining the body's homeostasis. **C03**
- List four common clinical indications for imaging the urinary system. **F01,C05**
- Explain why it is necessary to use radiographic contrast media to image the urinary system. **F02,C05,C03**
- List the two main categories of radiographic contrast media used in intravenous urography and the factors determining the use. **F01,C05**
    - State the main difference between the contrast used in intravenous urography and retrograde cystography. **F01,C05**
- Discuss adverse patient reactions to radiographic contrast and list the medical responses necessary for each.
- Describe typical patient preparation for each urinary procedure for both typical and atypical patients. **C03**
- Describe the positioning used in imaging the urinary system. **C03**
- List or identify the central ray location and identify the extent of field necessary for each projection. **F01,F02**
- Explain the protective measures appropriate for each examination.**C03**
- Recommend the technical factors for producing an acceptable radiograph
- for each urinary procedure. **C05**

LEARNING OBJECTIVES: SKULL RADIOGRAPHY

At the completion of this unit, the student should be able to:

- Compare and contrast cranial shapes, including difference in the degree of angle between the petrous ridges and the median plane.**C03,F02**

- Describe the location of cranial landmarks, lines, and planes.**C03**
- Given radiographs, diagrams, or photographs, identify cranial landmarks, lines, and planes.**C03**

- List the advantages and disadvantages of radiographs the cranium in the erect or recumbent position.**F01,C03**

- State ways of providing reasonable comfort for all patients types during cranial radiography.**F02,C05**

- Describe the positioning errors that result in rotation and tilt.**F02,C03**

- Given radiographs, recognize and differentiate between the common positioning errors of rotation and tilt.**C03**

- Identify special considerations when radiographing the pediatric skull.**F02,C05**

LEARNING OBJECTIVES: BASIC SKULL POSITIONS/PROJECTION

At the completions of this chapter, the student should be able to:

- List and describe the bony anatomy of the skull.**F01,C03**
- List and describe the Paranasal sinuses.**F01,C03**
- Given drawings and radiographs, locate anatomic structures.**C01,F02**
- Explain the general rationale for each of the five basic projections.**C03**
- Discuss how thee five basic projections form the basis for all cranial examinations.**C03**
- Describe the basic positioning used to visualize anatomic structures of the skull.**C03**
- List or identify the central ray location for each projection.**F01,C03**
- Given radiographs, evaluate positioning.**C03**
- Describe modification of procedures for atypical patients to better demonstrate the anatomic area of interest.**F02,C05**
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LEARNING OBJECTIVES: SKULL AND FACIAL BONES

At the completion of this unit, the student should be able to:

- Given radiographs, locate anatomic structures and landmarks.**C03**
- Explain the rationale for each projection.**C03**
- Describe the positioning used to visualize anatomic structures of the skull and facial bones.**C03**

- List or identify the central ray location and identify the extent of the field of the field necessary for each projection.**F01,C01**
- Recommend the technical factors for producing an acceptable radiograph.**C05**
- State the patient instructions for each projection.**F01,C03**
- Given radiographs, evaluate positioning and technical factors.**C03**
- Describe modifications of procedures for atypical or impaired patients to better demonstrate the anatomic area of interest.**F02,C05**

LEARNING OBJECTIVES: TRAUMA HEAD POSITIONING

At the completion of this unit, the student should be able to:

- Describe the circumstances and patient conditions that would necessitate a trauma skull series**F02,C03**

- Explain the rationale for each projection used for trauma patients.**C03**
- List or discuss the skills the radiographer should possess to perform trauma radiography.**F01,C03**
- Describe the positioning and cassette placement used to visualize anatomic structures in the skull of the trauma patient and describe how these differ from routine projections.**F02,C05**
- Identify the location of the central ray and the extent of the field necessary for producing each projection.**C01,F01**
- Recommend the technical factors for producing an acceptable radiographs for each projection and discuss differences from routine studies.**C05**
- State the patient instructions for each projection.**F01,C03**
- Given radiographs, evaluate positioning and technical factors.**C03,C05**

LEARNING OBJECTIVES: RIBS AND STERNUM

At the completion of this unit, the student should be able to:

- List and describe the anatomic structures of the ribs and sternum.**F01,C03**
- Given drawings and radiographs, locate anatomic structures and landmarks.**C01,F01**
- Explain the rationale for each projection.**C03,F02**
- Explain the patient preparation required for each examination.**C03**
- Describe the positioning used to visualize anatomic structures of the bony thorax.**C03**

- List or identify the central ray location and the extent of the field necessary for each projection.**C03**
- Explain the protective measures that should be taken for each examination.**F01,C03**
- Recommend the technical factors for producing an acceptable radiograph for State the patient instructions for each projection.**F01,C03**
- Given radiographs, evaluate positioning and technical factors.**C03**
- Describe modifications of procedures for atypical or impaired patients to better demonstrate the anatomic area of interest.**F02,C05**

Course Outline or Schedule:

The instructor reserves the right to modify the schedule as needed with reasonable

Date	Topic	Reading Assignment
1/13	Syllabus Highlights Course Review C-Spine	Chapter 8 Bontrager p.291-323
1/15	C-Spine/T-Spine	Pg. 289-322
1/20	MLK Holiday	Campus Closed
1/22	C-Spine/T-Spine	Pg 289-322
1/27 WED	TEST # 1 C-SPINE T-SPINE	CHAPTER 8 WB DUE

1/29	L-Spine	Chapter 9 Pg. 323-351
2/3	L-Spine	Chapter 9 Pg. 323-351
2/5	No class	Chapter 9 Pg. 323-351
2/10	L-Spine	Chapter 9 Pg. 323-351
2/12	Sacrum/ Coccyx	Chapter 9 Pg. 323-351
2/17 MON	TEST # 2 L-SPINE, SACRUM/COCCYX	CHAPTER 8 & 9 WB DUE
2/19	Upper Digestive System	Chapter 12 Pg. 487-524
2/24	Lower Digestive System	Chapter 13 Pg. 525-561
2/26	Urinary System	Chapter 14 Pg. 525-561
3/2	Urinary System	Chapter 14 Pg. 525-561
3/4	All systems Chapters 12,13,14	
3/9-13	SPRING BREAK	Campus Closed
3/16 MON	TEST #3 DIGESTIVE & URINARY	WB CHAPTERS 12,13,14 DUE
3/18	Skull	Chapter 11 Pg. 373-443
3/23	Skull	Chapter 11
3/25	Skull	Chapter 11
3/30 MON	TEST # 4 SKULL	NO WB DUE
4/1	Facial Bones	CHAPTER 11
4/6	Facial Bones	Chapter 11
4/8	Facial Bones	Chapter 11
4/13	Sinuses	Chapter 11

4/15 WED	TEST # 5 FACIAL BONES & SINUSES	WB CHAPTER 11 DUE
4/20	Ribs & Sternum	Chapter 10 Pg. 353-272
4/22	Ribs & Sternum	Chapter 10 Pg. 353-272
4/27 MON	TEST # 6 RIBS & STERNUM	WB CHAPTER 10 DUE
4/29	Final Review	
5/4 MON	FINAL EXAM	8:30-12:00

***Instructor reserves the right to modify schedule as needed with reasonable notification.

*Campus Closed

March 8-12, 2021 Spring Break

April 3, 2021 Good Friday

Course Grading Information:

Your grade in this course will be based upon your performance in the following areas: 3 Lab Challenge exercises over content of the RADR 2301 semester.

TASK PERCENTAGE OF COURSE GRADE

1. The plan is to have 3 different lab challenge exercises which will be evenly divided and is 100% of the total grade for this course. This grade will be entered into and is 30% of the Intermediate Procedures grade.
2. Lab Challenge X 3 = 100% of grade for this course.

The course grade will be applied to the following scale:

90% - 100% A
80% - 89% B
75% - 79% C
60% - 74% D
59% or less F

REMEMBER: This is an RT course -- C is the minimum acceptable grade

Lab Attendance/Absences/Tardiness:

Lab is a time for students to enhance classroom positioning procedures in a hands on environment. Lab attendance will be documented using the E*Value log. Students are to log into E*Value just as they would clinical and record their lab attendance. Due to time constraints, it is imperative that students make every effort to attend their assigned lab time. If a student must be absent from lab, a makeup time must be scheduled within one week of the absence, otherwise, a 20 point deduction will be deducted from the final lab grade. They student may contact their lab instructor to reschedule at time when same material would be covered. This must be taken care of within one week of the absence. Lab make-up times are at the discretion of the lab instructor and the Procedures instructor. Points will still be deducted even though a makeup time has been arranged. Failing to makeup a lab within the allotted time or at all will result in a 10 point deduction from their final lab grade.
If a student must be absent the day of a scheduled lab challenge, with prior notification to the instructor, a make up day can be arranged but will still result in a 5 point reschedule deduction from the final class grade. Failure to notify the instructor will result in a zero for that lab challenge with no allowances for make up times.

******Minimum Grade Expectation**
The Radiologic Technology program coursework is designed to provide students with a structured comprehensive curriculum that prepares them for a career ias a professional health care provider. It is imperative that students develop and maintain a stron knowledge base of course material nad competencies to be successful.
Therefore, the minimum grade expectation of all coursework and assessments in this course is to achieve an 80% or higer. Students that do not achieve the minimum grade of 80% will be required to compete an activity of remediation assigned by the instructor immediately following. The activity requirements will vary as they will be customized according to factors sucha sthe students' needs, the purpose of the assignment, its content, etc., and the instructor will maintain all records of completion. Students that fail to complete the required remediation activities will receive and "Incomplete" "I" grade for the course, regardless of overall passing grade point average, ujntil all work is submitted. An "Incomplete" "I" in any course must be resolved prior to the start of the following semester or the resulting grade will convert to an "F" and the student will not pass the course.

Absence from lab will affect the students' grade in the following manner:

- **2 points will be deducted from the final lab grade for each late arrival to lab**
- **5 points will be deducted for each absence that is rescheduled**
- **10 points will be deducted for each absence that is not made up or rescheduled**

Student Behavioral Expectations or Conduct Policy:
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 oppourtunity. Students in the program are adults and are expected to act appropriately. Behavior that is direspctufl or disruptive will not be tolerate; the student will be asked to leave the class. Each occurrence will be documented and may result in counseling from the insteuctor and program director. If inappropriate behavior continues, a report will be filed with the Grievance Committee in Student Development.
For the complete policy, please refer to the Highlander Guide

MCC Attendance Policy:

Regular and punctual attendance is expected of all students, and a complete record of attendance will be kept by the instructor for the entire length of each course. 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. In the case of online and hybrid courses, attendance will be determined in terms of participation, as described by in the course syllabus.

Class Tardy/Late:

Is defined by the instructor of this class as any time past the originally scheduled time class is to begin. When class has officially begun and the doors to the classroom will be locked. Once that has occurred, a student arriving after the scheduled start time will not be allowed classroom access until the first break of the morning usually 50 minutes after class begins. Habitual tardiness indicates a lack of discipline and will cause the student to miss valuable classroom material making it very difficult to succeed in the program.

Class breaks:

Students will be allowed to take a brief break at an approximate 50 minute intervals. Leaving while class is in session is disruptive to others. Since the doors will be locked at the beginning of class, students who leave during class will not be allowed to return until the official break time or when class is over. It is strongly advised to take care of any personal matters before class or wait until the official break time. Should you have an emergent situation and need to leave during class, please gather your belongings quietly and leave since you will not be allowed class access until the next break or until class is over. Special circumstances need to be discussed with the professor.

Dosimeter Records

Instadose dosimeters are assigned at the beginning of the student's program year for the duration of the 24 month program. Each month, the reading will be electronically downloaded as a permanent exposure record for each student. An app is available for this purpose or other electronic transfers can be arranged if needed. The student will wear their dosimeter at the collar level when attending clinical and procedures lab. Proper care of the dosimeter is the responsibility of the student. Dosimeters can be permanently damaged if not cared for properly.

- Proper care includes:
  - Do not allow dosimeter to overheat by leaving in a hot car.
  - Do not immerse dosimeter in water.
  - Do not allow dosimeter to freeze.

A lost or damaged dosimeter must be reported immediately to the clinical coordinator or the program director for replacement at the student's expense.

*** Click Here for the MCC Academic Integrity Statement**
(www.mclennan.edu/academic-integrity)

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

*** Click Here for the MCC Attendance/Absences Policy**
(https://www.mclennan.edu/highlander-guide/policies.html)
Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

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

McLennan COMMUNITY COLLEGE

ACADEMIC RESOURCES/POLICIES

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. Students can 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.

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

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

*** Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace (https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)**
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.

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 her/his 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.

Forwarding Emails:
You may forward the 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 become lost or placed in junk or spam filters.

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. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit 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

*** Click Here for more information about Title IX**
(www.mclennan.edu/titleix)
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 Equity & Inclusion/Title IX) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting the following website: http://www.lighthouse-services.com/mclennan/.

McLennan's Title IX webpage (http://www.mclennan.edu/titleix/) 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.

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