Updated 08/03/2023

McLENNAN COMMUNITY COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

Intermediate Radiographic Procedures

RADR 2301-001

Stacy Reeves

NOTE: This is a 16-week course

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. Introduces students to positioning of the vertebral column, bony thorax, breast, and cramium. Patient care techniques are heavily stressed.

Prerequisites and/or Corequisites:

Prerequisite: Successful completion of RADR courses in Semester I, with a grade of "C" or better. Semester Hours 3 (3 lec/2 lab)

RADRL_2301-Intermed Rad Procedures Lab (required)

Course Notes and Instructor Recommendations:

Concurrent enrollment in other prescribed radiologic courses

Instructor Information:

Stacy Reeves, BSRS, RT (R)
sreeves@mclennan.edu
254-299-8526
CSC-C114
Office Hours: By appointment OR (Monday and Wednesday 12-1pm) Tuesday (9 am- 12 pm)

Required Text & Materials:

Title: Textbook of Radiographic Positioning and Related Anatomy
Author: Lampignano, John P., Kendrick, Leslie E.
Edition: 10th
Publisher: Mosby-Elsevier
ISBN: 978-0-323-95367-2
Title: Textbook of Radiographic Positioning and Related Anatomy Workbook
(2021)

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:

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.
   a. Spine
   b. Upper GI System
   c. Lower GI System
   d. Urinary System
   e. Skull – Head work
   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.

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

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.
- Given drawings and radiographs, locate anatomic structures and landmarks.
- Explain the patient preparation required for each examination.
- Describe the positioning used to visualize anatomic structures of the

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

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

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.
- Given drawings and radiographs, locate anatomic structures and landmarks.

- Explain the rational for each projection.
- Explain the patient preparation required for each examination.
- Describe the positioning used to visualize anatomical structures in the lumbar spine, sacrum, and coccyx.
- List or identify the central ray location and the extent of the field necessary for each projection.
- Explain the protective measures that should be taken for each examination.
- Recommend the technical factors for producing an acceptable radiograph for each projection.
- State the patient instructions for each projection.
- Given radiographs, evaluate positioning and technical factors.
- Describe modifications of procedures for atypical or impaired patients to better demonstrate the anatomic area of interest.

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

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.
- Explain the physiology of the upper GI tract.
- Given drawings and radiographs, locate anatomic structures and landmarks

of the upper GI tract.
- Explain the rationale for each projection.
- Explain the patient preparation required for each examination.
- Describe the positioning used to visualize anatomic structures of the upper GI tract.
- List or identify the central ray location and the extent of the field necessary for each projection.
- Explain the protective measures that should be taken for each examination.
- Recommend the technical factors for producing an acceptable radiograph for each projection.
- State the patient instructions for each projection.
- Given radiographs, evaluate positioning and technical factors.

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

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.

- Given drawings and radiographs, locate anatomic structures.
- Describe the physiology of the urinary system and describe its role in maintaining the body's homeostasis.
- List four common clinical indications for imaging the urinary system.
- Explain why it is necessary to use radiographic contrast media to image the urinary system.
- List the two main categories of radiographic contrast media used in intravenous urography and the factors determining the use.
  State the main difference between the contrast used in intravenous urography and retrograde cystography.
- 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.
- Describe the positioning used in imaging the urinary system.
- List or identify the central ray location and identify the extent of field necessary for each projection.
- Explain the protective measures appropriate for each examination.
- Recommend the technical factors for producing an acceptable radiograph for each urinary procedure.

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.
- Describe the location of cranial landmarks, lines, and planes.
- Given radiographs, diagrams, or photographs, identify cranial landmarks, lines, and planes.
- List the advantages and disadvantages of radiographs the cranium in the erect or recumbent position.
- State ways of providing reasonable comfort for all patient's types during cranial radiography.
- Describe the positioning errors that result in rotation and tilt.
- Given radiographs, recognize and differentiate between the common positioning errors of rotation and tilt.

- Identify special considerations when radiographing the pediatric skull.

LEARNING OBJECTIVES: BASIC SKULL POSITIONS/PROJECTIONS

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

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

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.
- Explain the rationale for each projection.
- Describe the positioning used to visualize anatomic structures of the skull and facial bones.
- List or identify the central ray location and identify the extent of the field of the field necessary for each projection.
- Recommend the technical factors for producing an acceptable radiograph.
- State the patient instructions for each projection.
- Given radiographs, evaluate positioning and technical factors.
- Describe modifications of procedures for atypical or impaired patients to better demonstrate the anatomic area of interest.

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.
- Explain the rationale for each projection used for trauma patients.

- List or discuss the skills the radiographer should possess to perform trauma radiography.
- 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.
- Identify the location of the central ray and the extent of the field necessary for producing each projection.
- Recommend the technical factors for producing an acceptable radiograph for each projection and discuss differences from routine studies.
- State the patient instructions for each projection.
- Given radiographs, evaluate positioning and technical factors.

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

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.

As outlined by both the MCC and Health Profession Division policies, regular and punctual attendance is expected of all students, and a complete record of attendance will be kept by each 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 addition, as specifically stated in the MCC Health Professions policy on attendance in didactic courses, a student will be dropped if a cumulative of 15% of class meetings are missed due to unexcused reasons.

Please refer to the full MCC Attendance policy and the MCC Health Professions Division policy for full details.

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.

Absenteeism will result in the student having less information and will usually result in a lower grade. When absences accumulate to 15% in the course, the student may have a low probability of success and will be at risk for being dropped for unsatisfactory performance. If a student is tardy and/or leaves early three times during the eight-week course, then one absence will be counted. Students whether present or absent, are responsible for all material presented or assigned for the course and will be held accountable for that material in the determination of grades in the course.

Course Outline or Schedule:

Date	Topic	Reading Assignment
1/8	**Syllabus Highlights** /*Course Review* **C-Spine**	**Chapter 8** Bontrager 295-328
1/10	C-Spine/T-Spine	295-328
1/15	**MLK Holiday**	**Campus Closed**
1/17	C-Spine/T-Spine	295-328
1/22	C&T Spine	295-328
1/24	Test # 1 C-Spine T-Spine	**Chapter 8 WB due**
1/29	L-Spine	Chapter 9 329-357
1/31	L-Spine	Chapter 9 329-357
2/5	Sacrum/ Coccyx	Chapter 9 329-357
2/7 Wed	Test # 2 L-Spine, Sacrum/Coccyx	Chapter 9 WB Due
2/12	Upper Digestive System	Chapter 12 449-490
2/14	Lower Digestive System	Chapter 13 491-528
2/19	Urinary System	Chapter 14 529-565
2/21	Urinary System	Chapter 14 529-565
2/26	**All systems Chapters 12,13,14**	WB Chapters 12,13,14 Due
2/28	**Tentative Test #3** **Digestive and Urinary**	

3/4-8	**Spring Break**	**Campus Closed**
3/11	**Skull**	**Chapter 11**
3/13	Skull	Chapter 11 379-447
3/18	Skull	Chapter 11
3/20	**Test #4** Skull	NO WB Due
3/27	Facial Bones	Chapter 11
4/1	Facial Bones	Chapter 11
4/3	Sinuses	Chapter 11
4/8	**Test # 5** (Under Respondus Lockdown Browser) **Facial Bones and Sinuses**	WB Chapter 11 Due MCC will be REMOTE this Day (Eclipse day)
4/10	Ribs & Sternum	Chapter 10 P359-378
4/15	Ribs & Sternum	Chapter 10 359-378
4/17	Test # 6 Ribs & Sternum	WB Chapter 10 Due
4/22 Mon	Final Review or Catch up day	
4/24	**Tentative: Final Image Evaluation Part 1 In Class**	
4/29 MON	Final Exam (under Respondus Lockdown) Monday- April 29th	Monday- April 29th

	1110-1310	

The instructor reserves the right to modify the schedule as needed with reasonable notification. Modifications to the schedule will be discussed in class and posted on Weekly WAG's of changes.

Course Grading Information:

Your grade in this course will be based upon your performance in the following areas:

	TASK	PERCENTAGE OF COURSE GRADE
1.	Homework, quizzes, daily work, workbook....	5%
2.	Major tests.....	40%
3.	Comprehensive final exam.....	25%
4.	Lab ……	30%
		TOTAL 100% = COURSE GRADE

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

Testing Policy

The instructor may test you over any material covered in lecture, power point presentations, assigned reading, or class discussion.

Tests may include concepts/images from previous chapters or tests to ensure that information retention remains high. While the majority of the actual test will be current chapter information, there could be select questions from previously studied content. **Attendance is very important to assure that you are well prepared for material that is vital to your success and career.**

Tests are given in an on-line setting, a set time limit will be in place for completion and Respondus LockDown Browser may be used for test integrity.

If a student misses a major test, and has notified the instructor **PRIOR** to the test time, the student will be given a copy of the test for study purposes and their final grade will be substituted for the missed test grade. **This option is afforded once**.

Should a student experience any type of technology issues, the student must test in the MCC testing center for any subsequent tests. Students are responsible to ensure that the technology available to them off campus is adequate for online testing using Respondus LockDown Browser. Waiting until the last minute to test only to discover a problem with the technology available to them could result in missing or failing to take the test in the allotted time frame. Exceptions are at the discretion of the instructor **IF** the student contacted the instructor **PRIOR** and it is determined it is a technology issue. The instructor will attempt to help as much as possible but technology at home is the responsibility of the student.

Late Work and Make Up Work Policies:

Late assignments will be given a 10-point deduction on the first day missed and five points on the 2nd day missed. On the 3rd day, the student will not be allowed to submit assignments and will be given zero (0) points for the missed assignment.

Make-up tests will only be allowed under certain circumstances and is up to the discretion of the instructor. There will not be any make-up quizzes or in-class assignments. If a missed test occurs due to illness, medical documentation will be necessary for consideration to take the test.

Respondus Lockdown Browser:

The browser must be downloaded prior to taking an exam

Download Respondus Browser (Click Here)

When using Respondus Lockdown Browser to complete exams, the student must follow these rules:

- Student will read and follow all instructions of Respondus prior to beginning the exam.

- **The student will use a flat surface such as a desk or table and a chair. The student must remain seated throughout the length of the exam.**
- When performing the environment scan, it must be done slowly to include a 360-degree view of the room and the entire surface where the computer is located.
- The student will be in view of the camera throughout the exam and allow recording of sound throughout the exam.
- All problems will be communicated to the instructor during the exam and an email with explanation should follow after the completion of the exam.
- Students should always strive to look at the monitor. Any eye movement that indicates cheating may result in the student retaking the exam in person. Should cheating be found, the student will receive a zero and risk being removed from the program.
- Do not wear caps, hats or other head coverings that will cast a shadow onto your face
- Do not take exam in a dark room. Avoid backlighting situations, such as sitting with your back to a window. Always have light in front of your face, not behind your head.
- Choose an environment that is distraction-free. This includes people, television, animals, or any other item that will draw your eyes away from the monitor.
- Do not take exam with laptop computer in your lap. Instead, place it on a flat surface. Be careful not to move the laptop during the exam. This may result in lack of face detection.

The instructor may remove Respondus testing privileges if the student does not comply with the rules or experiences more than one problem with testing away from campus.
Reliable technology and internet are the responsibility of the student. A student may use computers at MCC Testing center and should inform instructor for scheduling purposes.

If a student fails to take the exam during the allotted time frame, a zero will be given with no opportunity to re-take the test. This only applies to tests that are not begun and completed during the time frame. If a technology glitch occurs when taking the exam at the Testing Center, the student must report the issue to a designated staff member. If the Testing Center is not used and the student is taking an exam via Brightspace, a technology glitch must be reported to the instructor immediately through email or phone. The instructor may test you over any material covered in lecture, power point presentations, assigned reading, or class discussions. Attendance is very important to assure that you are well prepared for testing.
A comprehensive final will be given at the end of the semester It is important to start the exam as instructed by the instructor. If a student experiences a delay in starting the exam and fails to notify the instructor, a zero will be given. If the comprehensive exam is given in the classroom

and the student is late and does not notify the instructor prior the start time of the exam, a zero will be given. Unless the instructor approves reason for delay, all comprehensive final exams will include a 10-point deduction if exam is not started on time. All final exams must be completed by the deadline. Otherwise, the student will submit the exam without the opportunity to complete the remainder of the exam. Medical emergencies are situations in which the instructor will work with the student to make up the exam without any penalty.

*******Minimum Grade Expectation and Requirements**

The Radiologic Technology program coursework is designed to provide students with a structured comprehensive curriculum that prepares them for a career as a professional health care provider. It is imperative that students develop and maintain a strong knowledge base of course material and competencies to be successful.

Therefore, the minimum grade expectation of all coursework and assessments in this course is to achieve an 80% or higher. Students that do not achieve the minimum grade of 80% will be required to complete an activity of remediation assigned by the instructor immediately following. The activity requirements will vary as they will be customized according to factors such as the 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 an "Incomplete" ("I") grade for the course, regardless of overall passing grade point average, until 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.**

Testing in this course will consist of an image evaluation given once class begins, doors are locked before the test begins. The image evaluations will be graded separately from the paper test and will be recorded in the grade book as a separate test grade. Once the image evaluation is completed, the answer sheets will be retrieved and the written test will be taken. This will also include the final exam. There will be a final exam consisting of an image evaluation and a written test.

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 opportunity. Students in this program are adults and are expected to act

appropriately. Behavior that is disrespectful or disruptive will not be tolerated; the student will be asked to leave the class. Each occurrence will be documented and may result in counseling from the instructor and program director. If inappropriate behavior continues, a report will be filed with the Grievance Committee in Student Development.

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.

10/09/2023

MCLENNAN COMMUNITY COLLEGE

ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

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

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

disabilities@mclennan.edu (254)299-8122
Room 319, Student Services Center

Title IX:

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Accommodations/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student may report sexual harassment anonymously by visiting http://www.lighthouse-services.com/mclennan/

Additionally, Title IX provides rights and protections for pregnant and newly parenting students. 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/

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/)

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing success@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.

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

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:
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-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. 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.