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Dear Student:

Welcome!

We are pleased to have you as a member of the Radiography Program sponsored by Vance-Granville Community College. Many of our graduates are employed in Henderson and the surrounding area. We, at the College, are proud of their professional achievements. We hope that you will join their ranks in the future.

Each year, thirty-one students are admitted to the Radiography Program. This limit is determined by the size of our Clinical Affiliates, the number of faculty, and the Joint Review Committee on Education for Radiologic Technology (JRCERT). Our goal is to prepare you for entry-level staff radiography positions. You, however, must complete the 21 months of education satisfactorily and pass the national certification examination in order to practice as a registered radiographer.

We have prepared this handbook for your convenience. We hope the guide will be helpful in presenting the curriculum, policies, and guidelines for professional and academic behavior specific to the Radiography Program. General College information can be found in the regular Vance-Granville Community Student Catalog.

We wish you success as you enter your professional education and offer our assistance in helping you achieve your goals.

Sincerely,

Bobby Austin, MSRS, RT(R)(CT)(MR)(CV)(M)
Angela Thomas, MS, RT(R)
Anthony Twisdale, BA, RT(R)
Lewis Daughtry, MBA, RT(R)(CT)(MR)
Stacey Soles, BSRS, RT(R)

Instructors reserve the right to modify course content and evaluation procedures as they deem necessary. Likewise, they reserve the right to alter, amend, or otherwise modify program procedures. The student will be given a copy of the revised procedure after adequate notification of the change.
THE RADIOGRAPHY PROGRAM

The Vance-Granville Community College Radiography Program enrolled its first class in the fall of 1981. The program was developed and has remained consistent with the purpose and objectives of the college. With increasing accreditation standards and emphasis on academic education, it was felt the education of Radiographers would be better served through an institution of higher learning versus hospital-based radiography programs. Two of our current clinical affiliates, Duke Regional Hospital and Maria Parham Medical Center, had established hospital-based schools of Radiologic Technology for over 60 and 35 years respectively. The Veterans Administration Medical Center, who had been associated with the Duke Medical Center’s hospital-based radiography program, joined as a clinical affiliate with Vance-Granville Community College upon the closing of the Duke Medical Center’s program. The Associate of Applied Science Degree in Radiologic Technology at Vance-Granville Community College was developed to meet the need for radiographers that had been trained in institutions of higher learning and to meet the needs of the community.

The radiography program at Vance-Granville Community College utilizes a variety of clinical affiliates in the education of our students. Radiography students have the opportunity to rotate through hospitals, orthopedic offices, and out-patient centers to allow the students exposure to the different occupational environments and the variety of possible employment opportunities.

The program was awarded an 8-year accreditation with the Joint Review Committee on Education in Radiologic Technology (JRCERT), and has maintained accreditation with the North Carolina State Board of Education. A program graduate will receive an Associate of Applied Science Degree in Radiologic Technology and is eligible to sit for the American Registry of Radiologic Technologists (ARRT) certification examination. One who passes the ARRT examination, a national examination, receives certification as a registered radiologic technologist. This is noted by RT-R, Registered Technologist – Radiography, used after the technologist’s name.

The JRCERT has developed “Standards” that all programs must meet to remain accredited by their organization. These “Standards” are regularly assessed and reviewed by the JRCERT and the Vance-Granville Community College radiography program. The radiography program at Vance-Granville Community College utilizes these “Standards” to identify opportunities to improve the program and to better assist our students in the completion of their goals.

A copy of the Standards is published in the appendix section of this handbook.

COLLEGE MISSION STATEMENT:

Vance-Granville Community College educates, inspires, and supports a diverse community of learners to achieve professional and personal success.
RADIOGRAPHY PROGRAM MISSION STATEMENT

The mission of the Vance-Granville Community College Radiography Program is to provide our students with a comprehensive education in radiography by which to prepare them to enter the radiographic profession as a competent entry-level radiographer.

JRCERT RADIOGRAPHY PROGRAM GOALS:

Goal 1: The radiography student will demonstrate clinical competency in skills related to the Radiography profession.

1. Student Learning Outcome - The student will competently perform routine radiographic procedures.
2. Student Learning Outcome - The student will competently provide patient care.

Goal 2: The radiography student will effectively utilize problem solving and critical thinking skills in the performance of medical imaging procedures.

1. Student Learning Outcome - The student will competently evaluate radiographs for appropriate positioning and image quality.
2. Student Learning Outcome - The student will demonstrate competence in non-routine examinations.

Goal 3: The radiography student will be able to demonstrate appropriate communication skills.

1. Student Learning Outcome - The student will demonstrate effective communication skills.
2. Student Learning Outcome - The student will demonstrate age specific communication skills.

Goal 4: The radiography student will accept responsibility for understanding the value of professional development and growth.

1. Student Learning Outcome - The student will demonstrate appropriate professional behavior in the clinical education setting.
2. Student Learning Outcome - The student will understand the benefits of professional organizations and opportunities that foster development and growth.

Goal 5: The radiography program will meet the needs of the community by providing qualified radiographers.

1. Student Learning Outcome - The student will complete the program within 2 years.
2. Student Learning Outcome - The graduate will indicate satisfaction with preparation for employment.
3. Student Learning Outcome - The employer will indicate satisfaction with the graduate's performance.
4. Student Learning Outcome - The graduate will pass the American Registry of Radiologic Technologists (ARRT) credentialing examination.
5. Student Learning Outcome - The graduate will be employed in medical imaging within six months of graduation.

The Joint Committee for Accreditation of Healthcare Organizations (JCAHO)
All of the hospitals participate voluntarily in the accreditation program of Joint Commission on Accreditation of Healthcare Organizations (JCAHO). This is evidence that medical and hospital personnel are available and that these hospitals are well run, well organized, and well staffed.

The hospitals are members of The American Hospital Association and their respective state hospital associations.

All of these hospitals cooperate as clinical facilities with the Radiography Program and Vance-Granville Community College.

A Clinical Instructor is designated at each clinical facility to oversee the clinical experiences of each student during his/her rotation.

**STUDENT ACCOUNTABILITY**

While the goal of the Radiography Program is to have 100% completion and graduation rates, it is ultimately the responsibility of each student to achieve that individual goal. Students must be aware that without their continued diligence towards study time, practicing in the lab, and clinical setting, and appropriate preparation of each class period, this goal may not be achieved. In order to be successful, students should do their part by reviewing old material each day, preparing for future lectures by reading the chapter, making notes ahead of time, and finally, utilizing resources (Moodle, assigned readings, and instructors’ office hours). Because the Radiography Program is a rigorous program, the students will need to be fully prepared to make necessary adjustments or sacrifices in their personal lives in order to fully comprehend the information taught. Students are expected to attend class daily and on time, prepare themselves for the upcoming lecture, have pertinent questions if information is still not fully understood, and contact the instructors immediately upon noticing there is an absence of retention of the material. The Radiography Program can provide the tools necessary to be successful in the Radiography Field, but ultimately, students are responsible for their final destiny.

**PROFESSIONAL ORGANIZATIONS**

Radiography students are required to join professional organizations. Student annual dues are at a reduced rate to facilitate membership and participation. Students will be allowed to attend these meetings at their own cost as part of their educational endeavors. There are essay and exhibit competitions at the annual meetings in which students are encouraged to compete. Application forms will be provided by the faculty.

**American Society of Radiologic Technologists - ASRT**

This is the national organization that helps set the guidelines of education for our profession and keeps us updated with the latest information available on the profession. Publications include the "Radiologic Technology" as well as the "ASRT Scanner."

**North Carolina Society of Radiologic Technologists, Inc. - NCSRT**

This is the state organization that keeps us informed specifically about state and regional concerns relating to Radiologic Technology.

*Students are required to join either the NCSRT or the ASRT while in the Radiography Program.*
POLICIES AND PROCEDURES

Students enrolled in the Vance-Granville Community College Radiography Program will be responsible for observing college rules and regulations as stated in the current Student Catalog, Radiography Program Student Handbook, and Code of Conduct. In addition, the clinical affiliates used by the program each have their own rules and regulations that the student is expected to follow. Clinical affiliates, while located away from the college campus, are considered an integral part of the program for student clinical assignments. Each student will rotate through some of these affiliates during his/her matriculation through the program.

The policies and procedures stated in this handbook represent a contractual agreement between Vance-Granville Community College and the Radiography student. Failure to comply with the policies and procedures in this Radiography Program Student Handbook or the Student Catalog may result in adverse administrative actions. Each student will sign a statement of agreement confirming that the handbook has been read and that each policy and procedure will be followed during the training period. The student will also be required to re-read the handbook prior to the beginning of each semester and sign an acknowledgement/agreement form on the first day of class each semester. If the student refuses to sign the statement of agreement, he/she will be required to withdraw from the program. (*See Student Handbook Agreement.)

ACADEMIC GRIEVANCE/GRADE APPEALS PROCEDURE (p. 41-42 Student Catalog)

Students have the right to request a review of their academic standing with their instructor at any time during or immediately following the semester/course in which they are enrolled. If in the event a student has a disagreement regarding their grades, or an instructor, the student may request a review of the facts around their complaint.

Academic grievances include, but are not limited to the application of attendance policies, grades, classroom/lab or clinical/shop conduct, and admission to or dismissal from a class or program. Students should initiate the grievance process as soon as a concern develops rather than waiting until the end of the term, as some relevant faculty or staff may not be available between terms.

Grade appeals must be on file no later than 20 business days (business days exclude weekends and holidays) after the end of the term in which the grade was awarded. Appeals related to dismissal from a course or program must be on file no later than 5 working days from the dismissal date. A student having an academic issue must discuss the problem in a calm and sincere manner. Most problems are resolved at the instructor level; however, the grievance process should proceed as outlined in the following procedure.

The procedure will occur in the following order:
1. The student will arrange a meeting with the instructor to discuss the problem as soon as it develops, preferably before the end of the course/term.
2. If the problem is not resolved with the instructor, the student will contact the Coordinator or Program Head/Department Chair, who will arrange to meet with the student or the student and instructor.
3. If the problem is not resolved with the Coordinator/Program Head/Department Chair, the student will obtain an Academic Appeals Procedure Form from the Academic Dean, Vice President of Academic and Student Affairs, Dean of Continuing Education, and/or the Dean of Student Development. The student will complete the form and personally deliver the form to the Academic Dean detailing his/her academic concerns.
4. For grievances related to Curriculum Programs, the Academic Dean will meet with the instructor and program head and/or department chair to discuss the concern. For grievances related to continuing education courses, the Director of the division will meet with all parties involved in the conflict.

5. A written response from the Academic Dean (for CU Programs) and the Director (for CE Programs) will be delivered to the student within 10 working days of receipt of the student's form. Students must keep a copy of the Dean’s or Director's response if they plan to pursue the procedure to the next level.

6. If not satisfied with the Dean’s or Director's response, the student will have 5 working days to appeal to the Vice President of Academic and Student Affairs for Curriculum Programs or the Dean of Continuing Education for Continuing Education courses. If the concerns are not resolved, the student may request a hearing of the Academic Affairs Committee. The Vice President of Academic and Student Affairs may summon the Academic Affairs Committee for a hearing within 10 working days from the receipt of the appeals request.

7. The Academic Affairs Committee will provide written recommendation of their decision to the President of the College within 5 working days. The President will make a decision and notify the student within five working days of receipt of the committee's recommendation.

The decision of the President is final.

GENERAL STUDENT GRIEVANCE PROCEDURE (page 81 of Student Catalog)

Student grievances that are not academic or disciplinary in nature and/or involve conflicts with other students, alleged violation of students’ civil rights, including sexual harassment, should be addressed according to the following procedures:

1. When circumstances occur that cause a student to feel that he/she has a grievance, the student should discuss the issue with the Dean of Student Development within a reasonable time after the grievance has occurred. The Dean may:
   a. Disseminate information concerning the complaint to the appropriate College officials,
   b. Investigate the complaint,
   c. Refer the student to appropriate College staff
   d. Negotiate a resolution to the grievance.

2. If a satisfactory resolution is not reached, the student may file a General Grievance Form with the Dean of Student Development. If the student is not satisfied with the decision of the Dean, he or she may request a formal hearing by filing a General Grievance Form with the Dean of Student Development within ten working days. Upon hearing the merits of the complaint, the Dean may mediate a remedy for the parties involved or may request a hearing before the Judicial Committee to hear the complaint.

FERPA-Family Educational Rights & Privacy Act (page 31 of Student Catalog)

Vance-Granville Community College, in compliance with the Family Educational Rights and Privacy Act of 1974, releases no personal, identifiable information about students without the written approval from the student. Exceptions to this practice are those types of information defined by law as “directory information.” The directory information may be published or made available without the consent of the student. However, any student not wishing any of these types of information released may request in writing to the Vice President of Academic and Student Affairs that it is not to be released.
INCIDENT REPORTS

Vance-Granville Community College strives to ensure students are safe whether on campus or at a clinical site. However, accidents do sometimes arise. Anytime the student is present during an incident, whether it is a patient injury, equipment malfunction, or injury to self on campus (ex: hit leg on desk, paper cuts, fall on wet surface, etc.) or in clinic, the student IS REQUIRED to complete an incident report immediately. This incident report is solely for the protection of the student. The incident should be reported to the appropriate faculty member (clinical coordinator if the incident occurred at a clinical site, Radiography faculty member if the incident occurred on campus). The incident report will be completed on-line by the appropriate faculty member and forwarded to Sean Newton, VGCC security.

ATTENDANCE POLICY – page 36 of Student Catalog

Students are expected to attend all classes, laboratories, clinical, and shop sessions to attain the student learning outcomes of the courses for which they are registered. Attendance is counted from the first scheduled day of class. Although special circumstances may cause a student to be absent occasionally, regular attendance is essential to the learning process.

To receive credit for a course, the student must meet at least eighty-five percent (85%) of class hours and at least eighty-five percent (85%) of lab, clinical, and/or shop hours. When a student’s absences total more than fifteen percent (15%) of the total contact hours for a course, the student must be administratively withdrawn from the class. When a student is withdrawn from a class for excessive absences, a “WF” grade will be awarded to the student. Individual programs and instructors may have more stringent attendance policies, and in this case, the program/course policy shall be followed.

The attendance policy for each course is published by the instructor on the course syllabus. (For courses designated as having an online component, the definitions of “attendance” and “absence” should be set forth clearly by the instructor in the syllabus.) It is the student’s responsibility to read and abide by the policies outlined in the syllabus for each course in which he or she is enrolled. Students are responsible for all material (lecture notes, assignments, etc.) missed when absences are taken. The availability of make-up tests or other graded assignments is at the discretion of the instructor. All extenuating circumstances must be approved by the Academic Dean and/or Vice President of Academic and Student Affairs.

EXTENUATING CIRCUMSTANCES

The radiography program has defined extenuating circumstances as traumatic, uncontrollable events that prevent the student from attending clinic and/or class for an extended period of time (an extended period of time refers to a student being required to miss consecutively more than one week of class and clinic days). Events such as having surgery (other than cosmetic surgery); maternal/paternal leave; prolonged hospitalization; or death of an immediate family member are examples of extenuating circumstances.

A death in the student’s immediate family will be an excused absence, but must be counted for the overall attendance of the student in their classes. The student is recorded absent, but the absences will have no punitive effect on the student’s grade in the course. Immediate family is defined as wife, husband, son, daughter, mother, father, brother, sister, guardian, grandmother, grandfather, granddaughter, grandson, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepmother, stepfather, great grandmother and great grandfather. The
student must provide, in writing, full details to the Program Director and faculty instructors regarding the death and verification of relationship to the deceased.

Students who have required jury duty (personal court cases will be reviewed by the Program Director and handled on an individual basis) or National Guard duty must be recorded as absent on the official attendance roster, but the absence will have no punitive effect on the student’s grade. Written validation of a court appearance, jury duty, and/or National Guard duty is required and must be submitted upon the student’s return to class.

If the student experiences an event such as any of those listed above, he/she should contact the Program Director. Official documentation will be required immediately (within 24 hours) upon the student’s return.

Each extenuating circumstance will be reviewed on an individual basis by the Program Director and forwarded to the Academic Dean and/or Vice President of Academic and Student Affairs for approval if warranted.

PROLONGED ILLNESS

Students must notify the appropriate clinical or didactic instructor each day of an absence in accordance with the sick leave policies until it is established how long the student will be out of classes and clinic. If the student is absent three (3) consecutive days due to illness then he/she must return with a doctor’s release. These absences will be recorded as absences. A doctor’s note will not excuse an absence unless an extenuating circumstance is granted by the Program Director and the Academic Dean and/or Vice President of Academic and Student Affairs. The student is responsible for obtaining all information covered during the missed classes and for making up missed requirements (tests, quizzes, etc.) according to an expedient schedule set by the instructors. Failure to do so will result in a zero (0) on each unresolved requirement.

RELIGIOUS OBSERVANCE POLICY – page 86 of Student Catalog

The Board of Trustees grants each student two days of excused absences per academic year for religious observances. In order for the absence to be an excused absence, students must notify the College in writing within two weeks of the beginning of any class and/or course, in which they are enrolled, of the dates of any religious observance for which they request an excused absence. The procedures to implement this policy are found in the college student catalog.

Definitions used in this policy are as follows:
An excused absence is an absence for which the student is held harmless for their failure to attend a scheduled class, and for which the instructor provides the student a reasonable opportunity to make up any tests, exams, assignments, or other work missed as a result of the absence. Academic year is defined as beginning the first day of fall semester and ending the last day of the summer semester. Should the student fail to complete the tests, exams, assignments or other work missed during the excused absence, after the instructor has given a reasonable opportunity to complete them, the instructor is authorized to give no credit for any tests, exams, assignments, or other missed work. NCGS 115D-5(u); SL 2010-112,5.2.
RADIATION SAFETY

During the two-year Radiography Program, the student will be exposing patients to radiation under the close supervision of a faculty member, clinical instructor and/or qualified technologist. For this reason, students are required to be aware of all safety procedures when working with x-ray equipment. Throughout this program, students will have lectures and tests regarding the proper use, precautions, and effects of radiation on individuals. Students need to be aware that not only are they required to use radiation safety precautions with their patients, but also with adjunct faculty (nurses, doctors, etc.) as well as family members. All people who have a possibility of being exposed must be removed from the vicinity (if applicable) or wear protective shields.

*Please be aware that every effort should be made to remove any unnecessary people from the exposure area. Students will always wear their designated radiation monitoring badge during clinical hours and whenever exposures are being made in the energized lab. Students will also sign a Radiation Safety/Protection Guideline and Acknowledgement form to be placed in the students’ permanent file.

PREGNANCY

The Radiography program has a regulation of educating students about the hazards of radiation and importance of proper radiation protection methods prior to their rotations at the clinical affiliates. This action is taken to minimize the radiation exposure of all students and to comply with the ALARA (AS LOW AS REASONABLY ACHIEVABLE) concept. The following pregnancy regulation has been established in compliance with this concept. Because a fetus is particularly sensitive to radiation, especially during the first trimester of pregnancy, certain information should be given to each female student and specific policies will be followed in the event of a possible pregnancy.

Due to the number and variety of courses in the curriculum and the importance of maintaining a rotation schedule through various assigned areas without interruption, students enrolled in the program are strongly advised NOT to become pregnant during their two years in the professional curriculum, due to concerns of exposure as well as contact with communicable disease and potential back strain from standing for long hours. However, should any student suspect pregnancy, it is recommended that she voluntarily disclose it to the Program Director. This must be in writing and indicate the expected date of confinement (delivery). In the absence of this information, a student cannot receive considerations related to pregnancy.

Available literature suggests that the harmful effects of radiation to a fetus are possible at all stages of pregnancy, but are most severe during the first three months. According to Medical Radiation Biology by Pizzarello and Witcofski as well as many other recognized texts: "Exposure of the developing embryo to ionizing radiation may produce growth retardation, death and/or congenital malformation."

PREGNANCY

1. ALL students will follow proper radiation safety procedures. The VGCC Radiography Program’s Radiation Protection Guidelines will be reviewed with each student during the first semester of the program and they will sign a statement that they have been read and understood.

2. The student will be considered a declared pregnant worker (student), after she notifies the program director voluntarily in writing. This written declaration requires that the
embryo/fetus dose be limited to 0.5 rem during the entire pregnancy. The ordinary annual VGCC student dose is well below this limit. A student may also "undeclare" her pregnancy in writing with no reason given. This will remove the dose limit of 0.5 rem during the pregnancy.

3. After giving her written declaration of pregnancy, the student will be informed of the above rationale and potential for harm to the fetus. The student will also be given a copy of NRC Regulatory Guide 8.13-"Instruction Concerning Prenatal Radiation Exposure" to read and discuss with the radiography department head. The student will sign documentation stating that she has received and understand the information she has been given. The student will then be given the option of leaving the program and re-entering the following year (if space is available) according to the procedure for returning students (see Returning Students Procedure) or remaining in the program and strictly adhering to the following guidelines:

   a. The pregnant student must faithfully wear an additional radiation monitor at waist level to monitor fetal radiation dose. This monitor will be provided by the program at no cost to the student.

   b. In accordance with the NCRP Report #116, during the entire gestational period, the effective dose equivalent to the fetus from occupational exposure of the expectant mother should not exceed 0.05 rem a month. Federal regulations also state that the dose to an embryo/fetus should not exceed 0.5 rem for the entire pregnancy.

   c. Pregnant students are expected to actively participate in all program classes, clinical rotations, and activities up until the day of delivery in accordance with current program attendance policies. The student will participate in regular clinical assignments/rotations, including fluoroscopy and portables, since the normal exposure level does not exceed 0.5 rem per year. The student will not be able to attend clinic if physical restrictions prevent her from performing routine clinical duties such as lifting, wearing lead aprons, etc.

   d. All attendance policies of the college and the radiography program will remain in effect for the student. The student is responsible for all class work covered during any absences and for obtaining necessary material and assignments from instructors or fellow classmates.

   e. No student will be allowed to graduate until all required clinical competencies are complete. Missed clinical time must be made up according to a schedule created by the program faculty.

4. Neither the College, its personnel, the clinical affiliates, nor staff will be held responsible for any injury to mother or child due to radiation exposure nor continuing with the program should the student make the decision to remain in the program during pregnancy.

COMMUNICABLE DISEASE (page of the Student Catalog)

Employees or students who know or who have reason to believe that they are infected with a communicable disease have an ethical obligation to protect themselves and others. Individuals who are infected with communicable diseases should report the infection to their immediate supervisors or Human Resources; students may report the information to the Dean of Students. All information will be kept confidential. Each case will be handled on an individual basis in accordance with the medical needs of the individual concerned.
A radiography student may contract a communicable disease from a patient or the general public. In order to protect patients, staff, and other students, the following rules must be adhered to:

1. Students are strongly advised **not** to come to class or clinic with a fever, vomiting and/or diarrhea. Students need to be aware that they may be sent home upon the discretion of the program faculty and/or clinical affiliate if the illness is considered a potential hazard to others. Attendance will be addressed by the instructor/clinical coordinator and Program Director on an individual basis and on the recommendations of the Dean of Students.
2. The student must notify the Dean of Students immediately upon being diagnosed with a communicable disease.
3. The student must submit written documentation from the diagnosing physician indicating how his/her contact with patients, staff, and students should be limited.
4. Upon notification from the Dean of Students, the Program Director will remove the student from the clinical and classroom instruction in accordance with the recommendation of the diagnosing physician.
5. The student may return to the clinic and/or classroom when he/she has received a written release from the physician.
6. Classroom and clinical absences will be handled according to the described clinical/classroom attendance policies.

In recognition of the possibility of coming into contact with patients who carry a communicable disease which may be spread by blood or bodily fluids, radiography students at Vance-Granville Community College should follow these guidelines:

1. Hands should be properly washed before and after each patient contact.
2. Gloves should be worn when the possibility of exposure to blood, mucous membranes, body fluids, or secretions exists. Gloves should also be worn when handling items soiled with blood or equipment contaminated with blood or other body fluids. Gloves should be changed if there is a break in the glove caused either by needle stick or tear. Gloves must be changed between patients.
3. Needles, scalpel blades, and other sharp instruments should be considered as potentially infective and be handled with extraordinary care to prevent accidental injuries. They should be disposed of in puncture-resistant biohazard containers located in designated areas at each clinical affiliate.
4. To prevent needle stick injuries, needles should not be re-capped, bent, broken, removed from disposable syringes, or otherwise manipulated by hand.
5. When performing procedures involving any contact with blood or body fluids, gloves, gowns, masks, and goggles should be worn in accordance with affiliate procedure.
6. To minimize the need for emergency mouth-to-mouth resuscitation, mouth-to-mouth masks should be used in accordance with affiliate procedure.
7. Blood, body fluid spills, contaminated surfaces, and re-usable items should be cleaned with a 1:10 Clorox solution and/or other appropriate disinfectant.
8. When obtaining specimens, gloves should be worn. Soiled containers should be placed in plastic bags and properly labeled with blood and fluid precautions before sending to the lab.
9. Proper isolation procedures for specific instances will be covered in detail during RAD 110 – Radiography Introduction and Patient Care during the first semester.
10. All students will be provided information on the Hepatitis B vaccine according to OSHA guidelines and are strongly advised to have Hepatitis B vaccinations before beginning clinical rotations. Students will have to sign a declination form if they do not take the vaccine.
The possession, sale, distribution, and/or use of alcohol on Vance-Granville Community College campuses and sites are prohibited. The VGCC Campus Police and Security enforces federal, state, and local laws regulating the possession, use, sale, and distribution of alcohol. North Carolina law makes it unlawful to sell, furnish, or provide alcohol to a person under the age of 21. North Carolina law also makes the possession or use of alcohol by anyone under the age of 21 illegal. Violators are subject to criminal prosecution. Legal sanctions may include fines and/or imprisonment. Student violators are subject to disciplinary action under provisions of the Student Conduct Policy. VGCC employees are subject to disciplinary action under personnel disciplinary policies.

The possession, sale, manufacture, or distribution of controlled substances on Vance-Granville Community College campuses/sites is prohibited. The VGCC Campus Police and Security enforces federal, state, and local laws making the possession, use, sale, and distribution of controlled substances illegal. Violators are subject to criminal prosecution. Legal sanctions may include fines and/or imprisonment. Student violators are subject to disciplinary action under provisions of the Student Conduct Policy. VGCC employees are subject to disciplinary action under personnel disciplinary policies.

RADIOGRAPHY PROGRAM AND SUBSTANCE ABUSE

Substance abuse and its addictive illness can lead to serious physical, psychological, and social problems for the individual. Affected students may have impaired judgment and skills which can pose a serious threat to the lives of patients in their care. Substance abuse not only compromises patient care but also compromises the educational process. Vance-Granville Community College’s Radiography Program is committed to the identification of abuse, intervention, and referral for treatment of any students involved.

Drug testing of bodily fluids is a method of identifying recent use of alcohol or drugs. It is not a diagnosis of substance abuse or addiction. A violation of hospital clinical policy will likewise be considered a violation of college policy. Test results will be kept confidential with access allowed only for those who “need to know.” If clinical sites impose testing requirements that affect students and faculty, the school will uphold the clinical site’s policy in requiring testing.

Abuse will be identified by the following:

1. Possession of (consumed or carried on one’s body) any alcoholic beverage, mind-altering chemical or non-prescribed controlled substance on the Vance-Granville Community College campus or at any clinical facility.
2. Diversion of any controlled substance from a clinical facility.
3. Behavior or appearance that provides reasonable suspicion that the student is under the influence of alcohol or non-prescribed controlled substances, under the influence of chemicals that alter cognitive functions, and/or abusing prescribed medications.

Intervention is defined as follows:

1. Any student identified by possession or diversion of alcohol or controlled substance(s) (#1 and/or #2, as cited above) will be dismissed from the Radiography Program.
2. Any student identified by behavior or appearance (#3, as cited above) may be required to submit to a breath analysis, saliva test, urinalysis, or blood analysis. Radiography faculty may make the determination that reasonable suspicion exists. Refusal to offer the required
sample will be grounds for dismissal from the program. A positive test indicating use of controlled substance, mind-altering chemicals, or alcoholic beverages will be grounds for dismissal from the Radiography Program. The student will be responsible for the cost of testing.

Referral for Treatment

Individuals who have been identified will be referred to the appropriate local or state agencies for assistance. All individuals will be afforded the right of confidentiality in all contacts consistent with local, state, and federal laws and the general welfare of the school, its students, faculty, and staff.

DRUG SCREENING

The Radiography Program clinical affiliates require that students have a negative drug screen before rotating through the clinical setting. The student will go online to usinfo.org to complete the drug screen requirement. The student will pay for and complete the 12-panel drug screen once they have enrolled in the radiography program. Students who test positive to the required drug screen will not be permitted to attend clinical and they will not be assigned to another clinical site. Therefore, a positive drug screening test will be grounds for dismissal without opportunity for readmission to the program.

CRIMINAL BACKGROUND CHECK

Most of our clinical affiliates participate voluntarily in the accreditation program of the Joint Commission on the Accreditation of Healthcare Organizations (JCAHO). This entity is requiring criminal background checks (CBC) for all Health Science students utilizing these clinical affiliates. As a result of this requirement, the following procedure has been established.

Radiography students will be required by clinical affiliates to have a criminal background check prior to beginning clinical rotations. By applying for admission to any Health Sciences Program, a student consents to criminal background checks. A written consent form must be signed by each student prior to the performance of a background check. Withdrawal or refusal to consent to the criminal background check will disqualify a student from clinical participation, thereby resulting in forfeiture of acceptance into the Radiography Program.

The student is responsible for paying any fees associated with the criminal background check. Students must obtain CBC process and pricing information by going to Carolina Information Criminal and Civil Records at www.usinfogroup.com or by calling (919) 570-9861. Students must provide all addresses for the previous 10 years. Please note that VGCC does not guarantee the admission of any student to a clinic site just because a criminal background check has been completed.

Information obtained within the criminal background check will be provided to the clinical affiliate prior to the student beginning each rotation. Upon notification from the Radiography Program, Carolina Information will forward the CBC information directly to the appropriate individual at the student’s assigned clinic site. Only students who are assigned to a particular clinic site will have their information sent to that site. The clinical affiliate makes sole determination of a student’s eligibility to participate in a clinical rotation based on the CBC results.

A criminal background check may reveal information that will prevent the student from clinical participation and, therefore, will result in dismissal from the Radiography Program. Students who are denied access to a clinic site will not be assigned to another clinic site.
Please note that some clinical affiliates may have additional criminal background check policies (i.e. fingerprinting). If this is applicable, students will be made aware of these additional requirements at the appropriate time. Fees may apply. Students are under a continuing obligation to supplement the information provided to any clinic site concerning background checks, criminal histories or convictions, or any other criminal background information. Failure to promptly provide updated or corrected information may be cause for dismissal from the clinic site and, subsequently, from the Radiography Program.

LEGAL LIABILITY INSURANCE

All Radiography students are required to enroll and pay premium costs in the medical legal liability insurance offered through the college "Blanket Liability Insurance Program." The annual premium is approximately $16.00. Further information will be provided on orientation day or through the College Business Office.

ACCIDENT INSURANCE

Accident insurance is available through the College for all students who pay an activity fee. This insurance covers the student while in classes and clinic. If a student is injured while in the clinical area, the clinical site will require him/her to receive appropriate medical care at the student’s own expense or using this coverage. Students must have an incident report filled out for any injury they incur while attending clinical. Reimbursement from the business office will be made after the student has filed with his/her own medical insurance. The students must submit a copy of the report to the Program Director and the Business Office. In addition to a copy of the incident report, a bill for medical care must also be submitted to the Business Office for reimbursement.

HEALTH INSURANCE

Students must carry adequate health insurance with verification presented during the admissions process. The Program Director or clinical coordinator will review coverage before students attend clinic. Health insurance coverage must be maintained throughout the student’s time in the program. Whenever a student is issued a new card or changes coverage/companies, a copy of the card must be provided to the Program Director. Students will not be allowed to attend clinic if their health insurance is not kept current.

CONDUCT/PERFORMANCE GUIDELINES

Conduct unbecoming of a Radiologic Technology professional will not be tolerated. All Radiography students must be aware of the increased amount of responsibility toward personal and professional conduct as a member of a health care team. Along with following Vance-Granville Community College’s Code of Conduct in the Student Catalog, they are expected to maintain the ethical standards (*See Code of Ethics – p. 68-74.) of the medical community as well as any additional guidelines (*See Grounds for Dismissal) set by the program. They must understand that they not only represent the medical profession, but also Vance-Granville Community College, as well as the sponsoring hospital affiliates. Whether they are in the classroom, hospital, or professional meeting, they must continue to practice professionalism. Remember, a student’s individual or group behavior is representative of their ethical standards.
If it is determined that a student is in violation of these conduct/performance guidelines, he/she will be dismissed from the program.

Students are not allowed to bring children and/or family members to class, clinic, or the lab. Please see the General Information section in the Student Catalog – p.78.

**DISCIPLINARY ACTIONS**

The Radiography Program strives to produce an entry-level graduate who has been taught the skills needed to be a licensed radiology professional. Therefore, appropriate student conduct is an essential component to fulfilling this task. There may be times during the program that a student finds himself/herself in violation of certain policies and/or procedures. The Radiography Program’s goal is to redirect a student so that the student may remain on the path of success.

For this reason, the Radiography Program has incorporated tiered disciplinary actions as a guide to assist a student in appropriately redirecting his/her behaviors. The violation will be reviewed by the Radiography faculty, and then a meeting will be held with the student to discuss the violation. At this time, the student will have the opportunity to address the faculty and provide his/her defense. The Radiography faculty will then determine the actions to be taken to correct the behavior. The choice of the disciplinary action taken will be based on the infraction of the respective policy/procedure. There is no specific order in which the disciplinary actions may be given. The disciplinary actions that may be implemented are as follows:

**Reprimand:** A written communication which gives official notice to the student that he/she has violated one or more of the Radiography Program’s policies/procedures and/or Student Code of Conduct within the Student Catalog and that any subsequent violation may carry heavier penalties.

**General Probation:** An individual may be placed on general probation when involved in a minor disciplinary offense. General probation has two important implications: first, the individual is given the chance to show his/her capability and willingness to observe the Student Code of Conduct and/or the Radiography Program’s policies/procedures without further violation; second, if an additional violation occurs, additional sanctions will be imposed. The probation will be in effect for no more than two terms.

**Reprimand with assignment:** A reprimand as stated above in addition to an assignment and/or presentation.

**Point deductions:** The student may receive a point deduction penalty from his/her final grade for the course if corrective measures have not been achieved by the student.

**Dismissal:** The student is dismissed from the program with the right to an appeal. Students will follow the appeals process as outlined in the Student Catalog.

If a student displays appropriate behavior for the remainder of the program, no more penalties will be incurred. If another violation occurs, the previous violation may be factored into the subsequent disciplinary action.
DISMISSAL FROM CLINICAL AFFILIATE

If a student has the unfortunate event of being asked to leave a clinical affiliate, not to return, the following steps will occur.

1. The student will have a meeting with the clinical coordinator to discuss the events which resulted in the request.
2. If it is found that the student has violated the following: 1) Vance-Granville Community College Code of Conduct, 2) ARRT Code of Ethics, 3) Student Conduct as described in the Radiography Program Student Handbook or is deemed a danger to patients, the student will be dismissed from the program.
3. The student will have the right to appeal; however, if the student’s appeal is not overturned, he/she will be permanently dismissed without the opportunity to return into the Radiography Program or any other Health Science Division program at VGCC.
4. If the student has not violated any of the above, the student may be relocated to another clinical affiliate at the discretion of the clinical coordinator. This relocation is allowed as long as 1) it does not violate the number of students approved to be at any given clinical affiliate, 2) the student does not work for the clinical affiliate at which there is an open slot, and 3) no other student has to be relocated to accommodate the student.
5. If the request not to return to the clinical affiliate does not fall into #2, but the clinical coordinator still decides to dismiss the student, the student has the right to an appeal.
6. Students should follow the appeals process as outlined in the Student College Catalog.

STUDENT'S PLAN OF ACTION (DUE PROCESS)

PURPOSE: The Radiography Program strives to maintain and succeed in sustaining the predetermined benchmarks. In the event there is a student within the Radiography Program who is not at the level expected, a plan of action will be implemented.

PROCEDURE: The faculty will implement an individual student’s Plan of Action or a Classroom Plan of Action if the situation warrants. The instructor will make the rest of the faculty aware of any Plan of Action forms during monthly faculty meetings.

INDIVIDUAL STUDENT’S PLAN: The plan of action will include the following:

1. What the faculty has observed regarding the student (e.g., low test scores, weaknesses in lab positioning).
2. The plan to bring the student up to the level expected, including any/all of the following:
   A. Remedial work with faculty in the lab (with dates and times).
   B. Study sessions with the faculty.
   C. Additional worksheets, activities, and readings.
   D. Provision of a mentor for remedial study sessions.
3. A timeframe in which to reassess the student.
   A. This should be within a two-week period.
   B. If there is a test prior to the two-week period, the student should be reassessed to ensure that he/she is ready for the test.
   C. If the student failed a test, he/she will retest on the same material (not counted for a documented grade) to identify whether he/she comprehends the material.
4. Follow-up documentation stating the following:
   A. Achievements/improvements made by the student.
   B. Additional tutoring necessary to assist the student.
   C. A time frame to reassess the situation.
With each assessment, the student will be brought in to discuss what has been done and what, if anything, still needs to be accomplished.

At the end of the plan of action, there will be a document summarizing the outcome of the Plan of Action.

CLASSROOM PLAN
The Radiography Program utilizes various types of teaching styles to assist the students within the Program. The Radiography Program determines the type of classroom instruction by several methods:

1. Learning Style Format for each student—a learning style form is completed during RAD 151 8-week class.
2. New technologies set forth by the college (e.g., V-net, podcasting).
3. Diversity within the class.

Instructors are encouraged to assess the students’ ability to retain the information taught in the classroom setting. This can be achieved by quiz grades, test grades, worksheets, and/or projects.

If it is found that students are not retaining the information taught, the instructor will redesign the instructional delivery or activities to suit the students’ learning style. For example, the instructor could incorporate the following teaching styles to assist students in the learning process:

1. Videos for audiovisual learners
2. Group activities for social learners
3. Lectures for auditory learners
4. Individual activities/worksheets for individual learners.

OUTCOME: Upon the conclusion of a Plan of Action, the Radiography Program should be able to measure whether a student’s Plan of Action and/or classroom Plan of Action has met the goals outlined. Measurements can be made by:

1. Student quiz grades
2. Student test grades
3. Overall classroom grades
4. Student evaluations of Radiography faculty and classroom structure.

APPROXIMATE STUDENT EXPENSES
Aside from college tuition and books, there are several other items the student will be monetarily responsible for. They are as follows:

1. Markers—approximate cost $15.00/pair.
2. Clinical notebooks—approximately $20.00
3. Clinical Uniforms—this is dependent on the number of sets of uniforms the student purchases.
4. A fee for parking may be charged when attending some clinical rotations.
5. Classroom Presentations/Projects—This will vary according to the student. All handouts, transparencies, and necessary materials will be covered by the student. Copies of handouts will not be made by faculty members.
6. Pinning Ceremony—Radiography pins are approximately $80.00 depending on the market price of gold or silver. Students should also be aware they may have to pay for an additional uniform for the Pinning Ceremony.

7. NCSRT or ASRT fee—cost varies for each

8. Criminal Background Check—$45.00 for NC and an additional cost for each additional state the student lived in during the past 10 years.

9. Drug Screen—approximately $50.00 – USINFO.ORG

10. Graduation fees approximately $50.00.

11. Mock Registry exams—approximately $50.00

12. Flu shots, updating CPR cards, and updating PPD tests. Costs will vary.

13. There may be additional charges dependent on the specific clinical affiliate requirements.

14. RadReviewEasy.com subscription used in RAD 271 course. $69.95

15. NCSRT Annual Meeting – price will vary based on the location of the meeting and if over-night accommodations are needed.

* This list may not reflect all expenses incurred throughout the program.

DISMISSAL FROM CLINICAL AFFILIATE

If a student has the unfortunate event of being asked to leave a clinical affiliate, not to return, the following steps will occur.

1. The student will have a meeting with the clinical coordinator to discuss the events which resulted in the request.

2. If it is found that the student has violated the following: 1) Vance-Granville Community College Code of Conduct, 2) ARRT Code of Ethics, 3) Student Conduct as described in the Radiography Program Student Handbook or is deemed a danger to patients, the student will be dismissed from the program.

3. The student will have the right to appeal; however, if the student’s appeal is not overturned, he/she will be permanently dismissed without the opportunity to return into the Radiography Program or any other Health Science Division program at VGCC.

4. If the student has not violated any of the above, the student may be relocated to another clinical affiliate at the discretion of the clinical coordinator. This relocation is allowed as long as 1) it does not violate the number of students approved to be at any given clinical affiliate, 2) the student does not work for the clinical affiliate at which there is an open slot, and 3) no other student has to be relocated to accommodate the student.

5. If the request not to return to the clinical affiliate does not fall into #2, but the clinical coordinator still decides to dismiss the student, the student has the right to an appeal.

6. Students should follow the appeals process as outlined in the Student College Catalog.

COLLEGE EVENTS

In the event students are required to attend a college event (RAD Club meetings, Radiography Program meetings, Open House, Scholarship Award Ceremonies, Educational Conferences, Pinning Rehearsal, etc.) students will not be penalized for any tardies or absences. However, students will be responsible for any material missed. Students should make arrangements with instructors to review missed lectures, tests, assignments, and lab.
EMPLOYMENT/SPECIALTY SCHOOL OPPORTUNITIES

The Radiography Program is multifaceted. Not only is the goal of the program to teach students the material required to graduate and ultimately passing the national boards given by the ARRT, but it also allows students to make necessary connections to either obtain an entry-level position or continue with their education.

With this in mind, the program allows students to utilize one absence, without a penalty to the student’s grade, if there is a specialty modality interview or an interview with a potential employer. The student will still be listed as absent on that particular day, but with no punitive action will be taken. This absence will only be approved during the last semester of the students’ senior year and only if the student is not in jeopardy of missing more than 15% of the class time. The student should inform the program director and the clinical coordinator or faculty member of the absence (dependent on whether it is a clinic or class day). The student will be required to bring formal documentation (information regarding the interview on official letterhead) the first day back to campus. If this criterion is not met, the student will be considered unexcused.

DRESS CODE (CLASSROOM)

In compliance with the Student Code of Conduct concerning disruptive clothing (p. 71 of Student Catalog), a student may not wear clothing that may cause a disruption or that is provocative or obscene, including undergarments that are visible. Shirts and shoes are required. Classroom attire should be neat and conservative, and not distract from the learning process. Shoes must be worn at all times, and pajamas, halters, or cropped off shirts are not allowed.

All Radiography students are required to adhere to the proper dress code whenever attending the clinical portion of their training. Students should refer to the clinical portion of this handbook for exact requirements. Students are required to have their VGCC identification badge displayed at collar level while in the clinical areas.

HYGIENE (CLASSROOM AND CLINIC)

Due to the sensitivity of the faculty, classmates, and patients in the clinical setting, the following program guideline has been put in place. This procedure is not to embarrass or target any individual; rather it will allow people with sensitivities to have a safe and healthy breathing environment.

Students are required to maintain proper hygiene in both the classroom and clinical settings. Perfumes, colognes, scented lotions, and cigarette smoke odors are not allowed. These can cause allergic reactions, migraines, and respiratory difficulty for patients, personnel, and students. Students who do not adhere to this procedure will be asked to leave the classroom/clinical setting and remove any odors that are creating an environment in which other parties are having any of the above difficulties. If the student is asked to leave the classroom or clinical setting, the faculty will follow the disciplinary actions as outlined in the Radiography Program Student Handbook.
IPADS AND LAPTOPS

Ipads and laptops are to be utilized for educational purposes. Students should be aware that utilizing their Ipads/laptops other than during official classroom breaks for reasons other than what has been approved by the instructor may be subject to disciplinary actions.

Students should have their Ipads/laptops fully charged prior to the class period. There will be limited availability of electrical outlets. If a student’s Ipad/laptop is not charged, he/she may not be able to access class assignments, quizzes, and/or exams. The instructors will do everything possible to assist the student if this situation occurs. However, it is ultimately the student’s responsibility to come to class prepared.

If a student forgets his/her Ipad or laptop on the day of an exam, he/she will automatically lose 10 points from his/her test grade.

ADVERSE WEATHER (p. of Student Catalog)

Occasionally, the College closes or delays classes as the result of a threat of adverse weather conditions. The President of the College and his/her representative will make the final decision. Please note the College will operate on a normal schedule unless posted on the aforementioned mediums. Also the closing of the four-county public school systems does not necessarily mean the College will be closed.

The President, or his/her representative, shall make the necessary arrangements for publicity regarding the closing of school through the local newspapers, radio, television stations, a taped message at (252) 492-2061, and on the VGCC webpage at www.vgcc.edu

Classes missed as the result of the closing of school due to adverse weather or other factors shall be made up using a method to be determined by the President of the College in accordance with the policies of the State Board of Community Colleges.

Additional Information concerning Inclement Weather

Generally, announcements of closing or delay will be made between 7:00 and 8:00 a.m. on local radio and television stations such as WRAL-TV (Channel 5) - Raleigh, WTVD-TV (Channel 11) - Durham, WRAL-FM (101.5 FM) -Raleigh, WHNC (890 AM) - Henderson, WIZS (1450 AM) - Henderson, and WCBQ (1340 AM) - Oxford. Students may also sign up for ReGroup (on VGCC web site), which provides text notifications from VGCC regarding closings or delays.

IF NO ANNOUNCEMENT IS MADE, THE SCHOOL WILL OPERATE ON THE NORMAL SCHEDULE.

THE CLOSING OF VANCE AND/OR GRANVILLE COUNTY SCHOOLS DOES NOT MEAN THAT THE COLLEGE WILL BE CLOSED.

In the event that students are not able to verify a school closing prior to 7:00 a.m., they are encouraged to use their judgment in determining whether or not to drive in the existing conditions. If a student decides not to attempt to meet a class or clinical rotation time, he/she must notify the appropriate instructor according to the published attendance policies.

If school is open after the student's decision and proper contacts are made, the student's absence will not be considered excused. If school is closed, students need not contact the instructor and should not report to class or clinic.
Students are asked to recognize that the program faculty must also depend on radio and television stations for announcements of closing and have no power to make such decisions.

If the college is open but announces a delay in classes, the delay should be based upon the 8:00 a.m. hour. For example, if a two (2) hour delay is announced, students should report to the 10:00 a.m. class or rotation at 10:00 a.m. The college will schedule make-up time for the missed 8:00 and 9:00 classes at a later date. If a student feels that he/she cannot meet the delayed time, then the clinical instructor, clinical coordinator, and Program Director must be notified according to the attendance policies.

Clinical instructors ARE NOT ALLOWED to determine whether the student(s) rotating through their sites will be released early during bad weather. If the student(s) chooses to leave, the student(s) WILL BE signed out for the actual time he/she left. The time will be documented accurately and any penalties will be administered according to the Radiography Program’s policies and procedures. If the student is attending a clinical site that closes due to bad weather, he/she will not be penalized for the missed time.

SAFETY REGULATIONS FOR THE ENERGIZED LAB

Students are oriented to the energized laboratory during the first week of class. The energized lab provides the radiography student with the opportunity to develop skills in imaging anatomical structures and to perform exposure experiments to assess equipment operation and radiographic techniques. In addition, the student will process radiographic images using the automatic processor to complete the assigned task. This may necessitate working in the darkroom. Both the energized lab and darkroom require following special rules to ensure safety for both the student and fellow classmates.

Energized Lab (X-Ray Unit)

1. Do not make exposures in the lab without the presence of a radiography instructor (the exposure switch is locked).
2. Wear film badges whenever exposures are being made in the energized lab.
3. Before making a radiation exposure, be sure the doors to the x-ray room are closed tightly and the control panel is set correctly.
4. Be sure to turn off the appropriate positioning locks on the tube stand before attempting to move the unit. This will help to prolong the life of the locks.
5. Do not, under any circumstances, radiograph another human being using this unit.
6. If you notice anything unusual in the operation of the unit or its appearance (e.g., loose wire), please report it to the instructor. The x-ray unit is calibrated each year by a physicist to ensure the unit meets federal and state guidelines for ionizing radiation units.
7. Do not eat, drink, or smoke in the x-ray room or at the operating console.
8. Do not sit on the edge of the extended table. Have “patient” sit over the center of the base of the table only.
9. While positioning the phantom or a fellow classmate can be fun, do not lose sight of the fact that you are working with heavy electrical equipment and injuries can occur (e.g., hitting head on tube stand). Therefore, good conduct is required when operating the unit. Should an injury occur, please report it to the instructor at that time and complete an incident report.
SAFETY REGULATION FOR THE DARKROOM

1. Do not eat, drink, or smoke in the darkroom.
2. Do not open the top of the processor, unless under the direction of the instructor.
3. Under no circumstances are you to touch the electrical and mechanical components of the processor when it is in operation. Do not place any objects into the processor other than radiographic film.
4. If you notice anything unusual in the operation of the processor (e.g., indicator light not lit), please report it to the instructor.
5. Do not remove the lids from the replenishing tanks. These chemicals are harmful if they are splashed into the eyes, mouth, or other sensitive areas of the body. If an accident does occur, an eye wash station is located inside the darkroom. Please wash the area thoroughly with water. Be sure to report any problems to the supervising instructor regarding any problems.
6. Be sure to close the radiographic film bin prior to exiting the darkroom.
7. Make sure darkroom safe-lights are on before turning the lights off. Do not try to move about the darkroom until your eyes have adjusted to the dim light.

ACADEMIC EVALUATION

The Student Catalog provides the information necessary for in-depth academic information and is to be reviewed by all students. However, the following general additional information is provided.

In order to graduate, **students must maintain a grade of "C" or higher in all of their major and related courses.** Because of this, "D" grades are not considered as passing and the student must withdraw from the curriculum. If a student withdraws with a WP or WF from a prerequisite or corequisite course, the student will not be allowed to progress in any other program courses, resulting in being removed from the program. Each semester the faculty will schedule a mid-semester conference. Also, the faculty strongly suggest that students seek assistance and counseling at the first sign of any problems.

*Students are required to take their related courses (if not already completed) during the time specified within each semester. Failure to have completed a related course with a “C” or higher will result in the student being dismissed from the program. This includes a WP or WF.*

‘I’ GRADE (INCOMPLETE)

(No Credit) The incomplete grade is assigned in place of a grade when students who are making satisfactory progress are unable to complete all class assignments by the end of the semester.

The requirements for satisfactory completion of a course will be established by the instructor in accordance with course objectives. The incomplete “I” is temporary and must be changed to a grade within the time period designated by the instructor, not to exceed eight weeks from the beginning of the term following the one in which the course was taken. At the end of the specified time period, unresolved “I” grades will be converted to “F” grades. The “I” is used for verifiable, unavoidable reasons and extends enrollment without requiring rescheduling of the course.
**Note:** An extension to the eight weeks may be granted under certain circumstances to Cooperative Education students. All extensions must be approved by the Vice President of Academic and Student Affairs and will be evaluated on a case-by-case basis.

The instructor will award a permanent grade based upon course objectives successfully completed, and it is the responsibility of the student to ensure satisfactory completion. Incomplete grades are not payable by veterans’ benefits and may also affect Federal Financial Aid Standards of Progress.

The incomplete grade is assigned in place of a grade when students who are making satisfactory progress are unable to complete all class assignments by the end of the semester.

**AUDITING COURSES POLICY**

Students auditing courses in the Radiography Program must adhere to the same policies as credit students. Failure to comply with this policy will result in counseling of the student. If a resolution of any issues have are not corrected, the student will be dismissed with no possibility of return into the program.

**RETURNING STUDENTS**

Students who are dismissed from the program for academic reasons or who withdraw for personal reasons may be eligible to re-enter the following academic year, if

1. They meet the admissions requirements for the year they want to return. If admission requirements differ from when they were originally accepted, they must meet the new requirements.
2. They audit or retake for a grade specific clinical and core courses that are prerequisites for the courses they failed or dropped. This requires students to enroll in the semester sequenced prior to the one they did not successfully complete.
3. Their academic record is adequate to warrant re-entry.
4. Adequate clinical slots are available to accommodate them when they re-enter. The program will not "save" a clinical slot.
5. They complete a re-entry contract with the Program Director specifying terms for re-entry.
6. They wear the designated scrub color for the year they are entering.

Students who have been dismissed from the Radiography Program for disciplinary reasons or who have been unsuccessful in one previous academic readmission will not be considered for readmission. Students who request readmission later than the academic year following their release must reapply to the program, compete with other applicants in the admissions process, and retake all major and related courses.

*Returning students will be given the most current Radiography Program Student Handbook. The student will be required to sign another form acknowledging the policies and procedures in the most current handbook. Students will be required to complete any competencies and continued proficiencies required for that graduating year.*
COMMUNITY SERVICE

“Community Service is a donated service or activity that is performed by someone or a group of people for the benefit of the public or its institutions.” The Radiography Program deems community service an integral part of the program that will assist students in the development of interpersonal skills such as communication, cooperation, team building, empathy, and overall general care and concern for their fellow man.

Each student must complete the community service requirement prior to the end of the fifth semester in order to be eligible for graduation.

ACADEMIC ADVISING

Vance-Granville Community College takes pride in its commitment to academic advising, recognizing the great educational value of faculty and professional advisors helping students to set meaningful, self-directive goals. Academic advising is a developmental process that assists students in the planning and the development of their educational and career goals.

Courses selected by students must be approved by their advisor prior to registration. The advisor must also approve all registration changes, such as dropping and adding courses.

Students are advised by counselors or advisors in Counseling & Student Support Services and their Radiography advisor. All students are encouraged to meet with their advisor throughout each semester and discuss their academic progress. Although advisors are available to assist students in a variety of ways, the final responsibility for meeting all academic requirements for graduation rests with the students.

DISABILITY STATEMENT

Vance-Granville Community College faculty are committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services located in Building 1. All information is confidential. Please contact the Student Learning and Success Center in Building 1, 3rd Floor, 252-738-3350 or visit www.vgcc.edu/disabilityservices for more information.
STUDENT CLINICAL INFORMATION

RATIONALE

The main purpose of the clinical education courses in any Radiography Program is to transfer the theories learned in the classroom to real life applications. The ultimate goal is for the student to achieve a job entry level of competency at the time of graduation.

This transfer is accomplished by a continuum of clinical assignments in all aspects of diagnostic radiographic procedures along with a correlation as close as possible between classroom and laboratory experiences. Students attend affiliate radiology departments for clinical education. They will be scheduled and rotated through a variety of the affiliates by the clinical coordinator in consultation and agreement with the clinical instructors.

In order to measure the student's ability to perform at satisfactory levels of competency, a method of evaluation has been established to meet the particular needs of this program. As stated before, the ultimate goal is to graduate competent radiographers who can perform at levels expected by prospective employers. Course documents, including information regarding Clinical Attendance, Clinical and Competency Evaluations, as well as Clinical Record-Keeping, will be presented to each student at the beginning of each Clinical Education course.

Students must realize that a finished radiograph and the observation of the student during the performance of that particular radiographic procedure are not the only aspects of clinical education that must be evaluated. In addition, the following play an important role in the overall performance of a student in clinical education courses: concern for patient’s welfare and safety, preparedness, organization, punctuality, adaptation to routines, perseverance, initiative, cooperation, self-confidence, composure, enthusiasm, and overall attitude. These characteristics are evaluated through the use of a Professional Performance Evaluation. The evaluations are completed at mid-semester and the end of each semester.

The Radiography student is not allowed to diagnose the patient. However, the Radiography Program faculty expects the student to be able to distinguish between “normal” anatomy and diseases, pathologies, fractures and any other abnormal finding(s).
Vance-Granville Community College  
Radiography Program  
Chain of Command

Clinical Instructor  
↓  
Clinical Coordinator  
↓  
Program Director  
↓  
Dean of South Campus  Dean of Health Sciences  
↓  
Vice President

Phone Numbers:

Clinical Coordinator  252-738-3505 or 919-528-4737 ext. 3505

Program Director  252-738-3517 or 919-528-4737 ext. 3517

Dean of South Campus  919-528-4737 ext. 3521

Dean of Health Sciences  252-738-3397

Vice President of Academic and Student Affairs  252-738-3283
CLINICAL COURSE GOALS

Throughout the Radiography Program at VGCC, the student will attend clinical affiliates, which will provide them the opportunity to do the following:

1. Acquire expertise and proficiency in a wide variety of diagnostic radiographic procedures through application of classroom theory and laboratory skills to the actual practice of technical skills in a clinical setting.
2. Develop skills required to adequately and efficiently review radiographs for diagnostic quality.
3. Develop and practice professional work habits and appropriate interpersonal relationships with patients and other members of the health care team.
4. Accurately select appropriate technical factors in order to produce a radiograph of diagnostic quality.
5. Become proficient in performing exams/procedures in a timely manner.
6. Develop optimal patient care skills.
7. Perform exams/procedures independently and in a competent manner.

SPECIFIC CLINICAL OBJECTIVES

General Radiography

Upon completion of rotation through this area, the student should be able to:

1. Review SOP and perform correct positions using correct cassette size.
2. Review the patient chart or requisition for pertinent clinical history.
3. Select correct patient for appropriate exam according to affiliate procedure.
4. Question female patients about possible pregnancy according to affiliate procedure.
5. Dress/drape patient for exam in proper manner.
6. Provide a secure place for patient’s belongings.
7. Explain procedure to the patient and appropriately answer any questions.
8. Assist patient to and from the table or upright film holder utilizing proper body mechanics in accordance with the mode of travel.
9. Demonstrate facility readiness by having appropriate cassettes and other supplies readily available.
10. Position patient, part, and film for the requested examination using proper immobilization devices and/or positioning aids.
11. Manipulate equipment for centering and/or angulation of central ray and film.
12. Demonstrate proper use of radiation protection principles by utilization of gonadal shielding, collimation, and selection of appropriate exposure factors as well as providing lead aprons and gloves for non-radiology personnel who may assist in the examination.
13. Demonstrate proper use of radiation protection principles of time, distance, and shielding for reduction of occupational exposure.
15. Identify and manipulate controls for the table, collimator, and control panel.
16. Clean table or upright film holder after each patient.
17. Restock rooms with clean linen.
18. Demonstrate appropriate isolation techniques (for self and essential supplies) when handling patients with potential for infectious disease.
19. Utilize film markers according to affiliate procedure.
20. Evaluate radiographs for diagnostic quality.
21. Release patient according to affiliate procedure.
22. Utilize patient identification exposures as needed.
23. Load and unload cassettes.
24. Assist with processing of special procedures exams as needed.
25. Perform basic quality assurance testing.
26. Evaluate the radiograph for DR processing artifacts.
27. Utilize CR/DR equipment properly.
28. Evaluate appropriate exposure index numbers or “S” values.

Fluoroscopy
Upon completion of rotation through this area, the student will be able to:

1. Review SOP and perform correct positions using correct cassette size.
2. Review the patient chart or requisition for pertinent clinical history.
3. Select correct patient for appropriate exam according to affiliate procedure.
4. Question female patients about possible pregnancy according to affiliate procedure.
5. Dress/drape patient for exam in proper manner.
6. Provide a secure place for patient’s belongings.
7. Ask patient any pertinent history according to procedure being performed. Relay patient history to Radiologist.
8. Ensure the Radiologist signs off on any consent forms as required by clinical affiliate PRIOR to procedure.
9. Explain procedure to the patient and appropriately answer any questions.
10. Assist patient to and from the table or upright film holder utilizing proper body mechanics in accordance with the mode of travel.
11. Review with Radiologist any special preparation instructions according to that Radiologist’s preference.
12. Demonstrate facility readiness by having appropriate cassettes and other supplies readily available.
13. Ensure radiation protection for personnel by using lead curtain, bucky slot cover, and personal lead apron/gloves.
15. Prepare proper contrast media and supplies according to exam and affiliate procedure.
16. Obtain follow-up radiographs according to affiliate procedure and/or Radiologist’s preference.
17. Give patient appropriate post-procedure instructions.
18. Release the patient in accordance with affiliate procedure.
19. Utilize CR/DR equipment properly.
20. Evaluate appropriate exposure index numbers or “S” values.
21. Knowledge of how to send images to PACS.

**Portables and Surgery**

Upon completion of rotation through this area, the student will be able to:

1. Review SOP and perform correct positions using correct cassette size.
2. Select the correct patient by checking requisition and patient armband.
3. Check the patient’s chart and/or requisition for pertinent clinical history.
4. Manipulate and identify controls on portable and C-arm equipment.
5. Identify type of portable equipment and properly prepare for exposure.
6. Manipulate and position equipment correctly utilizing controls and locks.
7. Provide radiation protection for self and others by providing aprons, using optimal collimation, and removing visitors from the room.
8. Appropriately cover cassettes with protective covering according to the clinical affiliate’s SOP.
9. Announce x-ray exposure according to affiliate procedure.
10. Utilize correct isolation and aseptic techniques upon entering and exiting the patient room and operating suite.
11. Obtain assistance for patient and/or medical equipment manipulation when appropriate.
12. Obtain proper dress for surgery as required by the affiliate.
13. Observe and protect the sterile field.
14. Drape the cassette and equipment with sterile wraps as needed.
15. Assist in setting up the portable and/or C-arm equipment as needed.
16. Clean portable and C-arm after each use.
17. Utilize CR/DR equipment properly.
18. Evaluate appropriate exposure index numbers or “S” values.
19. Knowledge of how to send images to PACS.

**Urography and Tomography**

Upon completion of rotation in this area, the student will be able to:

1. Review SOP and perform correct positions using correct cassette size.
2. Select correct patient for appropriate exam according to affiliate procedure.
3. Question female patients about possible pregnancy according to affiliate procedure.
4. Dress/drape patient for exam in proper manner.
5. Provide a secure place for patient’s belongings.
6. Explain procedure to the patient and appropriately answer any questions.
7. Assist patient to and from the table or upright film holder utilizing proper body mechanics in accordance with the mode of travel.
8. Demonstrate facility readiness by having appropriate cassettes and other supplies readily available.
9. Prepare contrast material and other material which may be used for the exam.
10. Ensure the Radiologist signs off on any consent forms PRIOR to performing procedure according to the clinical affiliates SOP.
11. Assist with injection of contrast material as appropriate.
12. Utilize appropriate markers (including time markers) according to affiliate procedure.
13. Identify the location of the emergency supplies if needed.
14. Obtain proper routine or tomographic scout films as needed.
15. Measure patient and properly determine tomographic cut levels.
16. Prepare equipment for tomographic movement by proper manipulation of controls.
17. Utilize ureteral compression devices as desired by the affiliate.
18. Obtain follow-up and additional views as requested by the radiologist.
19. Utilize CR/DR equipment properly.
20. Evaluate appropriate exposure index numbers or “S” value.
21. Knowledge of how to send images to PACS.

**PSYCHOMOTOR OBJECTIVES**

NOTE: Stated objectives will comply according to each clinical facility’s practices.

Given the necessary materials and resources to produce radiographs, the student will complete the following activities:

1. Check the patient’s identification.
2. Establish rapport with the patient.
3. Give proper instructions and explanation of exam.
4. Express clear, precise, audible instructions.
5. Observe the patient’s response to the instruction.
6. Supply alternative methods of communication when necessary.
7. Protect the patient’s modesty.
8. Cover the patient.
9. Assist the patient with the hospital gown when necessary.
10. Treat the patient with proper respect.
11. Respond to the patient’s needs and requests.
13. Demonstrate proper modifications due to patient condition or body habitus.
14. Provide support (e.g., sponges, pillows) which may alleviate patient discomfort and/or provide needed modifications for projections desired.
15. Demonstrate accurately the proper placement of immobilizing devices.
16. Select the proper size immobilizing device according to the projection and patient.
17. Use central ray properly.
18. Align the central ray to enter part accurately according to projection taken.
19. Demonstrate correct usage of angles of central ray according to projection taken. Students centers part to film.
20. Use correct focal film distance (SID) and object film distance (OID).
22. Adjust collimation to accurate exposure area
   (Demonstrate use of cylinder cones when necessary.)
23. Use necessary film markers accurately.
24. Indicate correctly the right or left side of extremity of the patient.
25. Demonstrate use of additional markers or indicators (e.g., 30 min., 1 hour,
    post void, 9 cm, etc.) when recommended for examinations.
26. Indicate the proper patient identification on the radiograph
    (name, date, number, etc.).
27. Set appropriate exposure factors.
28. After measurement of the part, apply the suggested technique from chart to the
    control panel.
29. Set proper phototiming factors (when applicable).
30. Adjust technique accurately when changing grid ratio, distance, time for motion
    elimination, from moving to stationary grid, and differences in film or screen
    speed.
31. Change technique accordingly for disease processes (e.g., emphysema, Paget’s
    disease, fluid ascites, etc.) and cast radiography.
32. Provide needed radiation protection.
33. Provide proper gonadal shielding when it will not obscure needed diagnostic
    information.
34. Adjust gonadal shield at proper height on Pig-O-Stat.
35. Manipulate floor shields at proper height for chest radiographs (when
    applicable).
36. Demonstrate cognizance of others during exposure by providing lead aprons or
    by asking them to leave the area.
37. Wear lead apron and/or gloves when appropriate (e.g., fluoroscopy and portable
    radiography).
38. Ask women of childbearing age if they are pregnant before examination.
39. Demonstrate the proper use of a film badge during any radiography.
40. Manipulate patient and equipment efficiently.
41. Demonstrate knowledge of equipment (locks, switches and accessories).
42. Position patient in reasonable length of time for a given procedure.
43. Complete examination in reasonable length of time for a given procedure.
44. Properly utilize and/or set up additional supplies.
45. Complete necessary paperwork and discharge patient according to the procedure
    of department.
46. Identify at least 3 structures on the radiographs. (List those structures
    identified, making note of those missed with an asterisk.)
GUIDELINES FOR CLINICAL ROTATIONS

The Radiography Program currently has a wide variety of clinical affiliates. These clinical affiliates include a level one trauma center, small and large hospital centers, outpatient facilities, and orthopaedic centers. Students will have the opportunity to rotate through a variety of clinical affiliates during the program. These rotations not only offer a wider variety of exams/procedures that students may encounter, but also give students the opportunity to directly train with state of the art equipment such as Computer Radiography (CR) and Digital Radiography (DR). The location of a student’s home, daycare facilities, child’s school district, and place of employment is not a factor when assigning students to a clinical affiliate. The location in which the student is assigned is based on several factors to include, but not limited to:

1. The student’s personal clinical needs (more individualized or slower paced work environment)
2. The student’s exposure to CR and DR equipment
3. The exams/procedures still required to meet the requirements for graduation.

NOTE: If the student has obtained a student technologist position at one of the program’s clinical affiliates, he/she will not be able to rotate through that facility or any clinical affiliate that is partnered with them. This is most evident with the Triangle Orthopaedic offices.

GUIDELINES FOR EVENING ROTATIONS

The goal of the evening rotation is to allow students the opportunity to gain experience in trauma radiography. A maximum of 25% of the student’s total clinical hours may be spent on evening rotations. Students will be allowed to rotate through the designated evening clinical sites. Starting in the second semester of the junior year, the opportunity to rotate through the evening rotation is provided to all students and on a voluntary basis.

Maria Parham Medical Center, Community Memorial Hospital, Franklin Regional Hospital, Duke Regional and UNC Hospital currently offer a second shift rotation.

All policies and procedures as outlined in the Student Handbook will be adhered to during the evening rotation.

GUIDELINES FOR MODALITY ROTATIONS

The goal of the specialty rotation is to allow students the opportunity to observe modalities. The rotation may begin during the Summer Semester of the students’ junior year. However, students may choose to wait until RAD 211 Procedures III is taught. This course is where an overview of modalities is given. Once a student has selected a modality, he/she will rotate through that modality for one (1) week. This will be on Tuesday/Thursdays (2 days total) for junior students and Monday, Wednesdays, and Fridays (3 days total) for senior students. Students are allowed one (1) specialty rotation. Students may perform additional specialty rotations if they have completed all their required competencies and continued proficiencies.

CLINIC TIME

The average total time per week that a student is actually in contact with instructors is approximately 30-40 hours. This includes classroom, lab, and clinic. At no time will the student exceed 40 hours of combined clinical and classroom involvement. The student will not work through his/her lunch period and will not remain in clinic after the end of the clinic day unless he/she is completing a procedure which was started prior to the clinical end time.
COUNSELING SESSION

The program faculty and adjunct clinical staff strive to prepare the radiography student to become an entry-level technologist by the time of graduation. Unfortunately, there may be occasions when a faculty member and/or Clinical Instructor must counsel the student for issues with behaviors, work ethics, team work, attitude, absenteeism, grades, ALARA standards, competency levels, and professionalism, to name a few. If the faculty and/or Clinical Instructor feel the student is not functioning at the level expected, a counseling session will be held with the student. This allows the student to be fully aware of any issues that are causing the faculty and/or clinical site to be concerned. The counseling session does not necessarily mean the student is in danger of being dismissed from the program. However, it should alert the student that if actions are not corrected, further issues could arise that would require further disciplinary actions. A Counseling Form should be filled out by the faculty member, staff technologist, and/or the clinical instructor. The issue should then be discussed with the student, making sure that the issue is completely understood by the student. The student should write down his/her plan of action to correct the issue. The student will then sign the form and receive a copy. The Counseling Form will then be turned in to the clinical coordinator to be placed in the student’s file. Once the student has 2 counseling forms in his/her clinical folder, a meeting with the Radiography faculty will be arranged with the student. The faculty will write up the concerns and create an assignment (if necessary) for the student to fulfill in order to ensure that the student is aware of the seriousness of the counseling forms and the reasons for which they were given. The student should note that there may be point deductions from his or her final clinical grade. This will be decided by the faculty and discussed with the student during the meeting.

FALSIFICATION OF CLINICAL DOCUMENTS

It is VGCC Radiography Program’s goal to ensure that all clinical paperwork is true and accurate. The following are the Radiography Program’s guidelines to ensure that the code of ethics is being upheld at all times.

1a. The clinical instructor must initial clinical time sheets when the student arrives and leaves clinic for the day and also leaves for lunch and returns. **The student cannot go back the following clinic day and get signed in or out for previous clinical hours. It is the student’s responsibility to find the clinical instructor when he/she arrives at and departs from clinic. The student will get signed in for the ACTUAL time the clinical instructor signs the sheet.** Only authorized technologists are allowed to sign a student in and out of clinic. In the event the clinical instructor is not available, a registered technologist can sign the student in or out, but the Clinical Instructor must also initial. The student must also initial his/her time sheet indicating that the times are true and accurate.

1b. It is the student’s responsibility to maintain possession of his/her clinical paperwork. If any paperwork is altered without an authorized initial beside it, or if paperwork is falsified, the alteration/falsification will be considered as falsification of documents, which is grounds for immediate dismissal from the program.

2. Practice Competencies, Competencies and Continued Proficiencies will be performed in the following manner:
   a. The student will inform the evaluating technologist of his/her intent to practice and/or comp, prior to retrieving the patient.
b. The evaluating Technologist will observe the student throughout the entirety of the exam; if he or she is successful, the form should be completed at the end of the exam.

c. Once the exam is complete and the patient is discharged, the technologist will review the radiographs with the student asking any pertinent questions (anatomy, what this position best visualizes).

d. The technologist will sign and date the form. The student will review the practice competency/competency and then sign.

3. The technologist must check off on proficiencies immediately after the exam has been completed. The student will not have technologists sign off on proficiencies days, weeks, or months after the exams are completed.

4. The technologist must be registered by the ARRT in order to sign off on any student paperwork.

5. The technologist must have been working in the field for a minimum of six (6) months in order to sign off on any student paperwork.

6. If the technologist is a new hire, he/she will not sign off on any practice competencies, competencies, and/or continued proficiencies until he/she has completed the department’s orientation period and has gone over all pertinent paperwork with the clinical instructor and/or clinical coordinator.

Falsifications and/or alterations of any of these documents will be grounds for immediate dismissal.

CPR CERTIFICATION

Current CPR (American Heart Association) certification is required for entry into the Radiography Program. Certification must be maintained during the entire 21-month program. It is the student’s responsibility to keep up with his or her CPR expiration date. (See Audrey Stainback, Administrative Assistant to the Dean of Health Education Sciences, to check for CPR status.) If CPR certification lapses before completion of the program, the student is responsible for re-certification. If a student fails to comply, he/she will not be able to participate in clinical rotations.

TB SKIN TEST (PPD)

A TB tests are required prior to entering VGCC’s Radiography Program. These tests are renewed on a yearly basis. It is the student’s responsibility to update his/her TB tests and submit a copy to the clinical coordinator. If the TB test lapses, the student will not be allowed to attend clinic/class until the test and results are complete. Any attendance penalties will apply according to the attendance policy of the college or specific attendance requirements stated by the instructor for the course in the course syllabus.

Several of our clinical affiliates require copies of the student’s health records and/or CPR cards be released to their sites. All students must sign a release form during the first week of the program.

*If the student refuses to sign the release form, he/she will be dismissed from the Radiography Program.

FLU VACCINATION

Due to the ongoing effort to prevent the spread of communicable diseases, some of the Radiography Program’s clinical affiliates require students to receive a flu vaccination or a letter of declination in order to attend clinic. This vaccination is typically due between October 1st and March 31st, during the prime season for the disease to spread. It will be the student’s responsibility to cover the cost of the vaccination. Students are to follow the guidelines for submitting the appropriate vaccination verification or declination according to the specific
clinical affiliate’s requirements. The clinical coordinator will inform students who are required to receive the flu vaccination as to the deadline for receiving the vaccine. If the student does not submit documentation of the vaccination by the due date, the student will not be allowed to attend clinic until this requirement is fulfilled. Any attendance penalties will apply according to the attendance policy of the college or specific attendance requirements stated by the instructor for the course in the course syllabus.

**DIRECT AND INDIRECT SUPERVISION**

1. Until a student achieves and documents competency in any given procedure, all clinical assignments shall be carried out under direct supervision of qualified radiographers. The parameters of direct supervision are outlined as follows:
   A. A qualified radiographer reviews the request for examination in relation to the student’s achievement.
   B. A qualified radiographer evaluates the condition of the patient in relation to the student’s knowledge.
   C. A qualified radiographer is physically present during the entire conduct of the examination.
   D. A qualified radiographer reviews and approves the radiographs.

   *At no time is the student allowed to perform portables, operating room procedures and/or emergency department exams/procedures without DIRECT SUPERVISION.*

2. After demonstrating competency in a given procedure, a student may perform that procedure with indirect supervision. The parameters of indirect supervision are as follows: A qualified radiographer must be immediately available to assist students and must review and approve all radiographs. Immediately available is interpreted as the presence of a qualified radiographer in or adjacent to the room or location where a radiographic or fluoroscopic procedure is being performed. This availability applies to all areas where ionizing radiation equipment is in use.

**REPEAT RADIOGRAPHS**

If a student produces a radiograph of unacceptable quality, after evaluation and determination of necessary corrective action in consultation with a clinical instructor or qualified technologist, the student may perform the repeat examination. *A registered radiographer must physically go into the room and check the student’s corrections before the repeat radiograph is taken.* If the repeat is of poor quality, the student will not perform another repeat, but should assist the radiographer. The student will not receive a passing mark on the examination if the exam is a practice competency, competency, or continued proficiency.

Students may refuse to repeat radiographs if qualified radiographer is not present.

Students must notify clinical coordinator or program faculty member if made to violate policy.

**PATIENT IDENTIFICATION**

It is required that an IP and/or ER patient have an ID armband on prior to the student’s performing the exam. If an armband is not present, the student must wait for a nurse to put one on, or the technologist may take over the exam. Students must take the patient’s request with them to ensure proper patient identification. Please note most of our clinical affiliates require outpatients to wear ID bands as well.
HOLDING PATIENTS

Students are not allowed to hold patients during radiographic procedures (this excludes fluoro studies) if required. A technologist, nurse, or family member may hold the patient once the student has properly positioned for exposure. Please note anyone holding a patient and/or cassette **MUST BE** properly shielded prior to making the exposure.

LABORATORY COMPETENCY EVALUATION (LAB SIMULATION)

Once the student has been presented the information in the didactic class, he/she will need to perform a simulated competency with one of the faculty members prior to performing the practice competency in the clinical setting. The student will be required to make an appointment with a faculty member for each exam/procedure to be simulated. The laboratory simulation must be successful in order to begin performance of the practice competency in the clinical setting. This simulation will be completed on ALL exams/procedures that are required (R).

PRACTICE COMPETENCY EVALUATION

Once a student has tested in the classroom on a radiographic procedure and successfully passed his/her simulation, he/she may notify the clinical instructor or a registered technologist (who has been working in the field for a minimum of 6 months) when he/she is ready to perform a practice competency.

The entire exam/procedure must be monitored by a technologist. (This includes picking up the patient as well as discharging the patient). The technologist is allowed to assist minimally. The student must be able to perform the exam/procedure within a reasonable amount of time. The student is required to have knowledge of the following:

- a. Proper Identification of Patient/History
- b. Verification and Explanation of Exam/Procedure
- c. Proper Patient Preparation (removal of clothing, potential artifacts)
- d. Performance of Exam in Appropriate Time
- e. Appropriate Equipment Manipulation
- f. Correct Central Ray (CR) location
- g. Correct SID
- h. Correct Part Positioning
- i. Appropriate Placement of Correct Marker
- j. Evidence of Radiation Protection (Shielding and Collimation)
- k. Proper Set up of Control Panel/Technique Manipulation
- l. Proper Breathing/Movement Instructions
- m. Critiquing of Radiographs/Anatomy Identification

The student’s markers must be identifiable on all radiographs. These markers **MUST** be placed on the correct anatomical side of the patient in order to be considered acceptable.

COMPETENCY CHECKLIST GUIDELINES

The student is required to complete a minimum of 46 competency exams. The studies with an “**R**” next to them are required by the ARRT and the Radiography Program. The asterisked (*) studies are the elective studies required by the ARRT. The student is required to obtain 15 of the 35 electives on the competency checklist. The student is also required to complete 6 mandatory general patient care activities listed at the end of the competency
checklist. **These studies must be completed in order to graduate.** The remaining exams on this list may be selected to get the required number of total competency exams for each semester. Competency exams may only be performed once the student has tested on the material (both written and lab simulations if required) in the Procedures class. The student is required to use this checklist to record practice competency exams as well as competency exams. Only the competency exams will be recorded in the grade book each semester.

The number after the exam is the number of continued proficiencies required for that particular exam in order to graduate. In the event the competencies and/or continued proficiencies are not completed at the time of graduation and the student has completed the minimal amount of clinical time required to graduate, the student will receive an Incomplete “I” in RAD 261. The student will have a designated amount of clinical time (determined by the clinical coordinator and not to exceed 8 weeks) to remove the Incomplete “I” from RAD 261. The student will need to schedule a meeting with the clinical coordinator and Program Director to determine a plan of action.

Students must also meet a required minimum of two (2) hours of Radiologist contact hours during his/her dictation. This also must be met in order to be eligible for graduation.

**COMPETENCY EVALUATION**

When a student has completed a practice competency evaluation at an acceptable level of performance, he/she will request a competency evaluation from the clinical instructor or other designated registered technologist (that has been working in the field for at least 6 months). The student will demonstrate his/her skill and competency on a radiographic examination previously covered and tested on in the radiography positioning class.

The competency evaluations are comparable to a paper test in the classroom. For this reason, the technologist **is not allowed** to assist the student when he/she is performing a competency evaluation (other than moving the patient onto the exam table). The student is not allowed to ask any questions during the competency evaluation. Students are not allowed to refer to textbooks or any notes pertaining to angulations, CR location, etc. Once the patient arrives, the technologist should stand at the exam room door or behind the control panel and evaluate the student **while** the exam/procedure is being performed. The student is responsible for reviewing his/her radiograph(s) and determining whether or not the radiograph(s) is of diagnostic quality. The technologist IS NOT ALLOWED to instruct the student as to which corrections are required. If the student is unable to determine if the radiograph(s) is of diagnostic quality or is unable to correct all mistakes, the competency will be considered unsuccessful. The competency is pass or fail. Once the student has passed the competency evaluation, he/she will be responsible for competently performing the exam until graduation. The **student’s marker must be identifiable on all radiographs. The correct marker MUST be placed on the correct anatomical side of the patient in order to be considered acceptable. The entire examination/procedure must be monitored by a technologist.**

If the student is not able to perform an exam that he/she has already comped on, the competency will be pulled from his/her file and another competency for that exam will have to be successfully performed. If continued proficiencies are acquired, they will be voided.
REMEDIAL LABORATORY PRACTICE

If at any time a student struggles to perform the competency evaluation adequately, remedial work in the laboratory with a Radiography Program faculty member may be required. After appropriate practice, the examination must be re-evaluated. Therefore, students are urged to be confident of their ability to perform an examination before they request to be evaluated so that they are able to complete the task at an acceptable level the first time.

CONTINUED PROFICIENCY EXAMS

On the competency checklist certain required exams display a number. This indicates that in addition to getting a competency on these exams, the student must continue to get “checked off” on them as well. The number listed is the number of continued proficiencies that each student is required to attain. These numbers do not have to be obtained each semester. Performing continued proficiency exams is a means of ensuring that the student becomes proficient in a variety of exams at an entry level. The student must inform the technologist that he/she wants a continued proficiency prior to the start of the exam/procedure. A registered radiologic technologist will supervise the student and sign the continued proficiency exam form indicating satisfactory or unsatisfactory performance. The student must perform all the required/ordered radiographs in order to receive the continued proficiency. Students must complete the exam/procedure independently including, but not limited to;

a. Evaluation of the radiographs
b. Talking with the Radiologist (if applicable)
c. Showing the radiographs
d. CR location
e. SID
f. Angulation of the tube
g. Exposure factors/technique selection
h. Collimation
i. Setting up of fluoro procedures

The student’s marker must be identifiable on all radiographs. The correct marker MUST be placed on the correct anatomical side of the patient in order to be considered acceptable.

*In the event the student does not complete all the required continued proficiencies by graduation, but has completed the minimal amount of required clinical hours, he/she will receive an Incomplete “I” in RAD 261. The student will have a designated amount of clinical time (determined by the clinical coordinator, not to exceed 8 weeks.) to remove the Incomplete “I” from RAD 261. In the event the incomplete is not removed in the allotted time period, the incomplete will be converted to an “F” and the student will not be eligible for graduation. See Student Catalog for returning students. The student will need to schedule a meeting with the clinical coordinator and the Program Director to determine a plan of action.

*The continued proficiency exam checklist is printed on the back of the designated competency evaluation form. It is the student’s responsibility to give the clinical coordinator the completed form for his/her clinical folder. The competencies and continued proficiencies will be reviewed by the clinical coordinator each semester conference.
CONFIDENTIAL INFORMATION

Student radiographers are able to complete the clinical objective requirements of the Radiography Program through the privileges granted them from the clinical affiliates associated with the Radiography Program. Students are required to complete the Health Information Portability and Accountability Act (HIPAA) training. Documentation of completion must be provided to the Radiography Program. While in the clinical areas, students will be privy to confidential information for each patient examined. Any discussion of the patient information beyond the purpose of fulfilling clinical assignments is prohibited. Discussion of patient information with co-workers and hospital employees must be accomplished in a confidential manner and place. This information should be restricted only to the healthcare personnel involved in that patient’s care. Conversations in elevators, eating places, or other places of common assembly within the hospital must be avoided. Conversations outside the hospital are strictly forbidden. All radiographs and reports are considered legal documents. Under no circumstances are students allowed to obtain the following:

- Radiographs or radiographic reports of family, friends, self, or patients
- Medical chart information on family, friends, self, or patients

This procedure is most noticeable at Duke Regional Hospital and Community Memorial Healthcenter where the students will be required to sign a statement acknowledging their understanding of the necessity of confidentiality. Students must have the patient’s name removed from any radiographic image prior to leaving the clinical site.

USE OF CELLPHONES, CAMERAS OR VIDEO RECORDERS WITHIN THE CLINICAL AREA

Students are not allowed to obtain photographs or video footage of any kind while attending clinic, or on clinic site grounds. Violations of this policy will be subject to proper corrective action.

RADIATION MONITORING DEVICE

Students will always wear the radiation badge provided by the program while on clinical assignment. Students may NOT use this radiation badge for employment purposes. Students should always bring their radiation badges whenever they will be performing exposures in the lab as well as to their Clinical Education class. Radiation badges will be exchanged once a month. Radiation badge reports will be kept in the clinical coordinator’s office. Current Radiation badge reports will be shown within 30 days of receipt and discussed upon request during student conferences.

In the event that a student’s radiation badge is lost, the student will not be able to attend clinic until a new radiation badge arrives. Five (5) points will be deducted from the student’s clinical grade due to the loss of the radiation badge. It will be the responsibility of the student to cover the cost of overnighting a new radiation badge. To overnight a new radiation badge currently costs approximately $75.00, which will be the responsibility of the student. Any missed time due to the loss of the radiation badge will result in attendance penalties according to the attendance policy of the college or specific attendance requirements stated by the instructor for the course in the course syllabus.

The radiation badge must also be for the correct month. Students will not be allowed to attend clinical with radiation badges that are from previous months (unless the new badges have not been disseminated).
DOSE LIMIT REGULATIONS

As required by State Regulation 15A NCAC 11, Rule .1614, each individual who enters a restricted area under such circumstances that he or she receives, or is likely to receive, a radiation dose of 10% of the limits documented in State Rule .1604(a) (5 rem/yearly) will be provided an appropriate monitoring device. Each individual under 18 years of age shall be allowed an annual occupational dose of 500 millirem/yearly.

NCRP report #116 has established maximum annual dose limits for all adult radiation workers at 5,000 millirems or 50 millisieverts and quarterly dose limits of 1,250 millirems or 12.5 millisieverts. Therefore adult (at least 18 years of age) radiography students have the same dose limits as other radiation workers.

In compliance with the ALARA (as low as reasonably achievable) principles, the program recommends the maximum annual dose limit for adult radiography students be 500 mR/50mSv or a quarterly limit of 125 mR/1.25 mSv. Should a currently enrolled radiography student’s dosimeter reading exceed either of the programs recommended limits, the NCRP report will take precedence, the following program guidelines will be employed:

In accordance with ALARA procedures, the personnel monitoring “action” Level One for one quarter is 100 millirem as reported on the quarterly report from Mirion Technologies. If an individual exceeds these limits, they shall be informed on radiation policies to restrict and prevent re-occurrence. All notifications will be documented by memo from the program faculty. A Level Two notification will be given if the quarterly report shows an exposure of 250 millirem or greater. A more thorough review of their radiation safety habits is performed at this notification level.

<table>
<thead>
<tr>
<th>Dose Equivalent</th>
<th>Annual Limit (mrem)</th>
<th>ALARA – Level 1 (mrem)</th>
<th>ALARA - Level 2 (mrem)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Body (TEDE)</td>
<td>5,000</td>
<td>125</td>
<td>250</td>
</tr>
<tr>
<td>Lens</td>
<td>15,000</td>
<td>375</td>
<td>750</td>
</tr>
<tr>
<td>Shallow (SDE)</td>
<td>50,000</td>
<td>1,250</td>
<td>2,500</td>
</tr>
</tbody>
</table>

Should dose limits actually be exceeded, the provisions of 15A NCAC11 are followed:

1. A report (telephone or email) to the North Carolina Department of Environment, Health, and Natural Resources – Division of Radiation Protection is made within 24 hours of the time the RSO was notified of the overexposure.
2. A written report to the same agency is made within 30 days using the format given in .1647 of 15A NCAC 11.

Examples of a Level One and Level Two notification are on the following pages.
Memorandum

TO:

FROM: VGCC Radiography Program Faculty

SUBJECT: Level One Radiation Exposure

The intent of an ALARA (as low as reasonably achievable) program is to maintain exposure to radiation at levels that are as low as feasible. Our radiation safety program is based on the premise that radiation exposure is not risk free and therefore, exposure should be kept to levels that are permitted by the State, the Nuclear Regulatory Commission and other regulatory agencies. ALARA is critical to current radiation protection philosophy.

You are being sent this memo because you have received at least 100 millirems on your last quarterly radiation monitoring report from Mirion Technologies for the period of:

Your actual exposure was:

Your dose is relatively low and below regulatory limits, but indicates a need to review their radiation safety procedures for possible reduction of exposure. Remember to apply the basic rules of time, distance, and shielding to keep your exposure as low as possible.

Please keep this report for your records. A copy will also be kept in your program file.

_________________________________________   ____________________________
Student Signature                        Date

_________________________________________   ____________________________
Program Director’s Signature            Date
Memorandum

TO: 
FROM: VGCC Radiography Program Faculty
SUBJECT: Level Two Radiation Exposure

The intent of an ALARA (as low as reasonably achievable) program is to maintain exposure to radiation at levels that are as low as feasible. Our radiation safety program is based on the premise that radiation exposure is not risk free and therefore, exposure should be kept to levels that are permitted by the State, the Nuclear Regulatory Commission and other regulatory agencies. ALARA is critical to current radiation protection philosophy.

You are being sent this memo because you have received at least 250 millirems on your last quarterly radiation monitoring report from Mirion Technologies for the period of:

Your actual exposure was:

Your dose is above our Level Two limit and indicates a need to review their radiation safety procedures for possible reduction of exposure. Please reply to the following questions and return the form as soon as possible so we may evaluate any factors affecting your exposure. Always remember the principles of time, distance, and shielding to help reduce your exposure!!!!

1. Was the monitor placed or stored near radiation?

2. Did you accidentally expose yourself to a beam of radiation?

3. Were you involved in procedures requiring unusually high exposure to radiation?

4. Please describe any unusual incident or provide any additional information that will help explain this exposure:

Please keep this report for your records. A copy will also be kept in your program file.

_________________________________________  ______________________
Student Signature                               Date

_________________________________________  ______________________
Program Director’s Signature                   Date
FILM MARKERS

Students will use initialed right and left film markers in order to properly identify the person performing the radiographic procedures. These markers will be paid for by orientation and ordered during the first semester of classes at an approximate cost of $15.00/pair to each student. **Students are highly encouraged to order 2 sets of markers.** Students must immediately notify the clinical coordinator if either marker is lost or destroyed. In the event that a marker must be replaced, the student must promptly order an identical marker at the current market price through the clinical coordinator. Students will still be allowed to attend clinic for the clinical experience but will not be allowed to perform a practice competency, competency, and/or continued proficiency without their proper marker.

MEALS AND BREAKS

Lunch and dinner schedules will be assigned at the discretion of the clinical instructor at each clinical affiliate. The student is allowed a 15 minute break during 1st semester of the junior year. The remaining semesters allow for a half-hour lunch break during each clinic day. Students are required to sign in and out for lunch each clinical day. **Students are not allowed to leave the clinical affiliate for lunch. No student is allowed to work through his/her lunch period for any reason. Students are not allowed coffee or smoke breaks.**

*If the clinical affiliate allows technologists a lunch break longer than 30 minutes, students are still required to take only the designated 30 minute allotment.

UNIFORMS

Students will wear the uniforms that will be ordered at the time of orientation. If students should need to order additional uniforms later in the program, they will make those requests directly to the supplier. The cost will be the responsibility of the students.

PERSONAL APPEARANCE

The personal appearance and demeanor of the Radiography student reflect both the college and program standards and are indicative of the student’s interest and pride in his/her profession.

Uniforms will be clean, pressed, and display proper identification. Shoes must be clean and polished at all times. Surgery scrubs will be worn ONLY during the performance of the surgery assignment.

Body odor and cigarette smoke may irritate sensitive patients. Please be mindful of any smells that may cause the patient distress. This is also part of the student’s personal appearance.

**Any student reporting to the clinical affiliate in improper uniform or attire as indicated on the attire form will be sent home.** In the event the student is car pooling, he/she will be required to sign out of clinic and wait in a designated area until clinic is over.
DRESS CODE

1. Students will wear uniform scrubs (color and style designated by the Radiography Program faculty).
2. Shirts under the designated uniform must be solid black (juniors’ uniform) or solid gray (seniors’ uniform) with no decals showing. The student may also wear a turtleneck in the appropriate color.
3. Solid black socks (juniors’ uniform) or gray socks (seniors’ uniform) will be worn.
4. Black leather uniform shoes or black leather athletic shoes must be worn. If the student chooses an athletic shoe, it must
   • NOT be a high-top shoe
   • be solid black with no bright colors
   • NOT display a prominent brand-name label
   • be leather, not canvas
   • be free of dirt and in good condition.
Uniform clogs are not acceptable. Any shoe that does not cover the entire foot should not be worn.
5. Lab coats are not required, but the student may purchase one from a uniform shop. If worn, they must be solid white, long-sleeved, and below the hips.
6. No perfume or after-shave may be worn. Make-up should be applied conservatively.
7. Jewelry should be limited to a watch, a wedding/engagement ring(s), and one small pair of post-earrings (worn in the first piercing closest to the jaw line). No earrings will be worn in the upper cartilage of the ear. No dangling or hoop earrings are allowed. No necklaces, additional rings, or bracelets may be worn for safety/hygiene reasons. For professional reasons, tongue rings, nose rings, or eyebrow rings may not be worn.
8. Hair must be clean, dry and out of the face at all times. Shoulder length hair must be tied back and off the shoulders. Hair ornaments should be small and discrete.
9. Facial hair must be kept shaved in order to accommodate custom fit facial masks.
10. Fingernails must be kept short and clean. The student’s nails should not be seen past the finger tips. Colored nail polish is not acceptable. No acrylic nails.
11. Tattoos must be covered at all times.
12. Film badges and name tags are required items to be worn on the uniform. Name tags must be worn on the upper left hand corner of the uniform top. Film badges must be worn along the collar of the uniform top.
13. In addition to the required film badge and identification badge, a few clinical affiliates require facility identification badges. These will be distributed by the facility and will be worn in conjunction with the Radiography Program’s film badge and identification tag.

If in doubt, the student should ask the program faculty prior to wearing questionable attire to the clinical site.
STUDENT EMPLOYMENT

Many students find it necessary to maintain a part-time job while enrolled in the program. Some students may be employed by the radiology departments of our affiliates as technical aids, clerical staff, or as student radiographers. Students must realize that their first responsibility is to the satisfactory completion of their education.

*Students will be required to inform the clinical coordinator regarding employment at any of the Radiography Program’s clinical affiliates.*

The following are guidelines for employment:

1. The employment is a relationship between the student and the employer (Radiography Department). It is the students’ responsibility and NOT the employer or program faculty to coordinate work and school schedules. The program WILL NOT act as an intermediary between the student and the employer (Radiography Department).
2. The student WILL NOT discuss possible employment with management during clinic hours.
3. Students must inform the clinical coordinator immediately of a job obtained at any of the Radiography Program’s clinical affiliates.
4. Employment is to take place ONLY at times outside of scheduled college classes, and clinical education hours. Students will NOT be excused early or granted excused absences from class or clinical in order to work.
5. Scheduled PAID working hours cannot be substituted for required clinical education hours.
6. Clinical competency evaluations MAY NOT be completed for credit during paid working hours.
7. A student may not be assigned a clinical rotation at a site where he/she is employed.

SPECIALTY ROTATION

Specialty rotations allow the student to observe the different modalities currently available. These include Computed Tomography (CT), Nuclear Medicine (NM), Radiation Therapy, Vascular, Magnetic Resonance Imaging (MRI), Positron Emission Technology (PET), and Ultrasound. The student will be encouraged to rotate through a specialty area only after all practice competencies, competencies, and continued proficiencies have been achieved. The student will have a consultation with the clinical coordinator and the clinical coordinator will contact the clinical instructor at the clinical affiliate to set up a time for the student to rotate. The student is required to complete the specialty evaluation form. The technologist will fill out the evaluation and the student will turn this into the clinical coordinator at the end of the specialty rotation. If the student has completed all requirements for graduation, he/she may rotate through more than one (1) specialty rotation.
The Radiography Program at Vance-Granville Community College seeks to provide students with the knowledge necessary to make critical thinking decisions, to work together as a team member in the healthcare field, to present themselves in a professional manner, to pass the American Registry of Radiologic Technologist National examination, and to obtain entry-level employment in the field of Radiography through didactic and clinical experiences.

### Associate in Applied Science Program

#### Suggested Course Sequence

<table>
<thead>
<tr>
<th>HOURS PER WEEK</th>
<th>CL.</th>
<th>LB.</th>
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#### FALL SEMESTER (1st Year)

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<tr>
<td>RAD 110</td>
<td>Radiography Introduction &amp; Patient Care</td>
<td>2</td>
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<td>RAD 111</td>
<td>Radiologic Procedures I</td>
<td>3</td>
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<td>RAD 151</td>
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<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
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<td>2</td>
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<tr>
<td>MAT 110</td>
<td>Mathematical Measurements</td>
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<td>OR</td>
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<td></td>
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</tr>
<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
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<td>2</td>
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#### SPRING SEMESTER (1st Year)

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<td>RAD 112</td>
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<td>RAD 121</td>
<td>Imaging I</td>
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<td>Clinical Education II</td>
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<td>ENG 111</td>
<td>Writing &amp; Inquiry</td>
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#### SUMMER SEMESTER (1st Year)

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<tr>
<td>RAD 131</td>
<td>Physics I</td>
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<td>RAD 171</td>
<td>Clinical Education III</td>
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<td>RAD 122</td>
<td>Imaging II</td>
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<td>3</td>
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<td>ENG 114</td>
<td>Professional Research &amp; Report</td>
<td>3</td>
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<td>CIS 111</td>
<td>Basic PC Literacy</td>
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<td>OR</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
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#### FALL SEMESTER (2nd Year)

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</thead>
<tbody>
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<td>RAD 211</td>
<td>Radiologic Procedures III</td>
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<tr>
<td>RAD 231</td>
<td>Physics II</td>
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<td>RAD 241</td>
<td>Radiobiology/Protection</td>
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#### SPRING SEMESTER (2nd Year)

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<th>Course Code</th>
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<td>RAD 245</td>
<td>Image Analysis</td>
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<td>RAD 261</td>
<td>Clinical Education V</td>
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<td>RAD 271</td>
<td>Radiologic Capstone</td>
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<td>Humanities/Fine Arts Elective (ART 111**, ART 114*, ART 115*, ENG 232*, HUM 115**, MUS 110*, MUS 112*, PHI 215*, PHI 240*)</td>
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</table>

**TOTAL SEMESTER HOURS REQUIRED FOR ASSOCIATE DEGREE:** 75/76
COURSE DESCRIPTIONS

BIO 163 Basic Anatomy and Physiology 4 2 0 5
Prerequisites: Local, Take 1 group:
  Group A: ENG 090, RED 090
  Group B: ENG 095/095A
  Group C: DRE 098
  Group D: DRE 099
Corequisites: None
This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

CIS 110 Basic PC Literacy 2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate and understanding of the role and function of computers and use the computer to solve problems.

CIS 111 Basic PC Literacy 1 2 0 2
Prerequisites: None
Corequisites: None
This course provides a brief overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

ENG 111 Writing and Inquiry 3 0 0 3
Prerequisites: State, DRE - 098
Corequisites: None
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

Competencies
- Student Learning Outcomes
- 1. Demonstrate writing as a recursive process.
- 2. Demonstrate writing and inquiry in context using different rhetorical strategies to reflect, analyze, explain, and persuade in a variety of genres and formats.
- 3. Students will reflect upon and explain their writing strategies.
- 4. Demonstrate the critical use and examination of printed, digital, and visual materials.
- 5. Locate, evaluate, and incorporate relevant sources with proper documentation.
- 6. Compose texts incorporating rhetorically effective and conventional use of language.
- 7. Collaborate actively in a writing community.
ENGL 114  Professional Research & Report Writing  3  0  0  3
Prerequisites:  State, ENG 111
Corequisites:  None
This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations.

HUMANITIES  3  0  0  3
Humanities Elective must be chosen from one of the following courses.

MAT 110  Math Measurement & Literacy  2  2  0  3
Prerequisites:  State, Take All: DMA-010, DMA-020, and DMA-030
Corequisites:  None
This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.
Competencies
- Student Learning Outcomes
  1. Demonstrate estimation skills and justify results.
  2. Use dimensional analysis to convert units of measurement.
  3. Employ fractions, percentages and proportions to solve contextual problems.
  4. Compute geometric measurements of perimeter, area, volume and angles.
  5. Use technology to analyze and interpret elements of personal finance.
  6. Compare and contrast measures of center and measures of dispersion.
  7. Interpret tables, charts, and graphs and communicate results.

OR

MAT 143  Quantitative Literacy  2  2  0  3
Prerequisites:  State, Take All: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DRE-098
Corequisites:  None
This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.
Competencies
· Student Learning Outcomes
· 1. Judge the reasonableness of results using estimation, logical processes, and a proper understanding of quantity
· 2. Utilize proportional reasoning to solve contextual problems and make conversions involving various units of measurement
· 3. Identify, interpret, and compare linear and exponential rates of growth to make predictions and informed decisions based on data and graphs
· 4. Differentiate between simple and compound interest and analyze the long-term effects of saving, investing, and borrowing
· 5. Describe, analyze, and interpret statistical information such as graphs, tables, and summarized data to draw appropriate conclusions when presented with actual statistical studies
· 6. Determine probabilities and expected values and use them to assess risk and make informed decisions
· 7. Analyze civic and/or societal issues and critique decisions using relevant mathematics

PSY 150 General Psychology 3 0 0 3
Prerequisites: Local, Take 1 group:
Group A: ENG 090, RED 090
Group B: ENG 095/095A
Group C: DRE 098
Group D: DRE 099
Corequisites: None
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

RAD 110 Radiography Intro. & Patient Care 2 3 0 3
Prerequisites: Local, Enrollment in Radiography program
Corequisites: State, Take ALL: RAD 110 and RAD 151
This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas.

RAD 111 Radiographic Procedures I 3 3 0 4
Prerequisites: Local, Enrollment in the Radiography program
Corequisites: State, Take All: RAD 110 and RAD 151
This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, spine, and pelvis. Upon completion, students should be able to demonstrate competence in these areas.
### RAD 112 Radiographic Procedures II

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<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>3</td>
<td>This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, bony thorax, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.</td>
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</tbody>
</table>

**Prerequisites:** State, Take All: RAD 110, RAD 111, and RAD 151  
Local: BIO 163  
**Corequisites:** Local, RAD 121 and RAD 161

### RAD 121 Radiographic Imaging I

<table>
<thead>
<tr>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>This course provides the principles of conventional film-screen radiography. Emphasis is placed on the factors that impact density, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of conventional film-screen radiographic imaging.</td>
</tr>
</tbody>
</table>

**Prerequisites:** State, Take All: RAD 110, RAD 111, and RAD 151  
**Corequisites:** Local, RAD 112 and RAD 161

### RAD 122 Radiographic Imaging II

<table>
<thead>
<tr>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This course provides advanced principles of imaging including digital radiography. Emphasis is placed on the factors that impact brightness, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of advanced principles of imaging.</td>
</tr>
</tbody>
</table>

**Prerequisites:** State, Take All: RAD 112, RAD 121, and RAD 161  
Local, BIO 163 or BIO 168 and BIO 169  
**Corequisites:** State, Take All: RAD 131 and RAD 171

### RAD 131 Radiographs Physics I

<table>
<thead>
<tr>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This course introduces the principles of radiation characteristics and production. Emphasis is placed on imaging equipment. Upon completion, students should be able to demonstrate a basic understanding of radiation characteristics and production.</td>
</tr>
</tbody>
</table>

**Prerequisites:** State, Take: RAD 121  
**Corequisites:** State, Take All: RAD 122 and RAD 171

### RAD 151 Radiographic Clinical Ed I

<table>
<thead>
<tr>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives.</td>
</tr>
</tbody>
</table>

**Prerequisites:** Local, Enrollment in the Radiography program  
**Corequisites:** State, Take All: RAD 110 and RAD 111

### RAD 161 Radiographic Clinical Ed II

<table>
<thead>
<tr>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning, of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.</td>
</tr>
</tbody>
</table>

**Prerequisites:** State, Take All: RAD 110, RAD 111, and RAD 151  
**Corequisites:** State, Take All: RAD 112 and RAD 121
**RAD 171  Radiographic Clinical Ed III**  
0 0 12 4  
Prerequisites: State, Take All: RAD 112, RAD 121, and RAD 161  
Corequisites: State, Take All: RAD 122 and RAD 131  
This course provides experience in patient management specific to fluoroscopic and advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and mastering positioning of gastrointestinal and urological studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

**RAD 211  Radiographic Procedures III**  
2 3 0 3  
Prerequisites: State, Take All: RAD 122, RAD 131, and RAD 171  
Corequisites: State, Take All: RAD 231, RAD 241, and RAD 251  
This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, sectional anatomy, and advanced imaging. Upon completion, students should be able to demonstrate an understanding of these areas.

**RAD 231  Radiographic Physics II**  
1 3 0 2  
Prerequisites: State, Take One: RAD 131, RAD 171  
Corequisites: Local, RAD 211, RAD 241, and RAD 251  
This course provides advanced principles of radiation characteristics and production including digital imaging and Computed Tomography (CT). Emphasis is placed on imaging equipment. Upon completion, student should be able to demonstrate an understanding of radiation characteristics and production.

**RAD 241  Radiobiology/Protection**  
2 0 0 2  
Prerequisites: State, Take All: RAD 122, RAD 131, and RAD 171  
Corequisites: State, Take All: RAD 211, RAD 231, and RAD 251  
This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.

**RAD 245  Image Analysis**  
1 3 0 2  
Prerequisites: State, Take All: RAD 211, RAD 231, RAD 241, and RAD 251  
Corequisites: State, Take All: RAD 261 and RAD 271  
This course provides an overview of image analysis and introduces methods of quality management. Topics include image evaluation, pathology, quality control, and quality assurance. Upon completion, students should be able to demonstrate a basic knowledge of image analysis and quality management.

**RAD 251  Radiographic Clinical Ed IV**  
0 0 21 7  
Prerequisites: State, Take All: RAD 122, RAD 131, and RAD 171  
Corequisites: State, Take All: RAD 211, RAD 231, and RAD 241  
This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, student should be able to demonstrate successful completion of clinical objectives.
RAD 261 Radiographic Clinical Ed V 0 0 21 7
Prerequisites: State, RAD 251
Corequisites: State, Take All: RAD 245 and RAD 271
This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

RAD 271 Radiography Capstone 0 3 0 1
Prerequisites: State, Take All: RAD 211, RAD 231, RAD 241, and RAD 251
Corequisites: State, Take All: RAD 245, and RAD 261
The course provides an opportunity to exhibit problem-solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Students will pay for and take a series of mock registries to assist with the preparation of the ARRT registry examination. Upon completion, students should be able to demonstrate the knowledge required of any entry-level radiographer.
ADVISEE CHECKLIST

1. You should Contact and keep in touch with your advisor.

2. You should Become familiar with your advisor’s office hours or schedule.

3. You should Make and keep appointments or call if it is necessary to change or cancel an appointment.

4. You should Be willing to discuss any concerns regarding schoolwork, study habits, academic progress, etc.

5. You should Be open to discussions concerning careers and selection of appropriate courses.

6. You should Be willing to search out and use other sources of information.

7. You should Clarify some of your personal values and goals prior to sessions with your advisor.

8. You should Be prepared; have the necessary forms and have an idea of the type of schedule you desire.

9. You should Become knowledgeable about all VGCC policies, procedures, and requirements.

10. You should Accept responsibility for the decisions to be made and the outcome thereof.

If it is necessary to drop in to see your advisor without an appointment, try to do so at a time when he/she is free, avoid the busiest time of the day, and allow plenty of time in case you have to wait.

The first and last two weeks of each term are the busiest for your advisor; please schedule longer conferences (to discuss change of programs, graduation requirements, etc.) during the middle part of the term.

Working effectively with your advisor takes time and effort; the interaction is worthwhile. Enjoy it!
RELATIONSHIPS WITH INSTRUCTORS

Instructors are people. They are an integral part of your education. Here are some suggestions for forming a good working relationship with them.

1. Form your own opinion about each instructor. Students talk about teachers, and you may hear conflicting reports. Decide for yourself.

2. Be attentive. Daydreaming, sleeping or having side conversations in class will insult your instructor. Besides, you miss what’s happening. Side conversations also disturb other students.

3. We all have mental pictures about instructors. Perhaps they are unapproachable, brilliant, boring, demanding, eccentric, etc. Assume nothing. Get to know your teacher first-hand. Take advantage of their office hours. Some instructors best express their love and enthusiasm for their subject in private conversations rather than lectures.

4. Many instructors have special office hours. Most are delighted to talk to students. That’s why they are teachers. Talking to one student allows them to focus on the area that’s critical to that student and their enthusiasm can be contagious. What sounded incomprehensible in class may become clear in a one-to-one exchange.

5. Arrive early for classes. You can visit with your instructor or classmates, review notes, or spend a few minutes relaxing. Being on time demonstrates your commitment and interest.

6. Participate in class discussions. Ask questions. Provide answers. Be ready to debate and discuss. Your instructor will know you are interested and prepared. Asking questions to sidetrack your teacher or just to get noticed, however, wastes everyone’s time.

7. Accept criticism. Learn from your teacher’s comments on your work. It is a teacher’s job to correct. Don’t take it personally.

8. Submit professional work of high quality in both content and form. Prepare papers as if you were submitting them to an employer. Imagine that a promotion and raise will be determined by your work.

INSTRUCTIONAL DEPARTMENT

Dr. Angela Ballentine  Vice President of Academic & Student Affairs
Angela Thomas  Dean of Health Sciences
Maria Bailey  Dean of Arts & Sciences
Angela Gardner-Ragland  Dean of Business and Applied Technologies
WHERE TO FIND IT AT VGCC – MAIN CAMPUS

COUNSELING SERVICES:
Student Learning & Success Center
Building One

TUITION INFORMATION:
Admissions & Records or Financial Aid
Building Eight

TRANSCRIPT REQUEST:
Admissions & Records
Building Eight or WebAdvisor

WITHDRAWAL FORMS:
Counseling & Student Support, Bldg. 1
Or Admissions & Records, Bldg. 8

PART-TIME WORK:
Career Services
Building One

EXTRACURRICULAR SPORTS:
Student Government Association
Student Development Division
Building Eight

HAIRSTYLING:
Cosmetology Department
Building Three

TUTORIAL INFORMATION:
Academic Skills Center
Building One

HEALTH INSURANCE:
Business Office
Building One

EXTRACURRICULAR ACTIVITIES:
Student Government Association
Student Development Division
Building Eight

CAREER PLANNING INFORMATION:
Career Services
Building One

SERVICE LEARNING:
Cooperative Ed/Service Learning
Building One

LIBRARY INFORMATION:
Learning Resources Center
Building Two

PARKING PERMIT:
During Registration
Business Office
Building One

DISABILITY SERVICES:
Counseling and Student Support Services
Building One

PLACEMENT TESTING:
Admissions & Records
Building Eight

FINANCIAL AID, LOAN:

WORKSTUDY INFORMATION:
Financial Aid Office
Building Eight

STUDENT POLICIES/PROCEDURES:
Dean of Student Development
Building Eight

SATELLITE CAMPUSES

Cecilia Wheeler
Dean of South Campus

Bobbie Jo May
Dean of Franklin County Campus

Vanessa Jones
Dean of Warren Campus

STUDENT LEARNING & SUCCESS CENTER

Jason Snelling
Coordinator, Academic Skills Center

Joy Tucker
Director of Counseling & Student Support Services
<table>
<thead>
<tr>
<th>YOUR PROBLEM</th>
<th>WHERE TO GO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Probation/Suspension</td>
<td>Counseling Services or Advisor</td>
</tr>
<tr>
<td>Add a Class</td>
<td>Counseling or Admissions &amp; Records</td>
</tr>
<tr>
<td>Admission Information</td>
<td>Admissions &amp; Records</td>
</tr>
<tr>
<td>Academic Advisement</td>
<td>Counseling Services or Advisor</td>
</tr>
<tr>
<td>Cancelled Class</td>
<td>Registrar’s Office or Advisor</td>
</tr>
<tr>
<td>Class Has Moved</td>
<td>Dept./Program Chair or Admin. Asst.</td>
</tr>
<tr>
<td>Drop-Add Form</td>
<td>Counseling or Admissions &amp; Records</td>
</tr>
<tr>
<td>Fee Deferment</td>
<td>Dean of Student Development</td>
</tr>
<tr>
<td>GI Bill, Veteran’s Benefits</td>
<td>V.A. Office/Financial Aid Office</td>
</tr>
<tr>
<td>Grade Report (Transcript)</td>
<td>Registrar’s Office or WebAdvisor</td>
</tr>
<tr>
<td>I.D. Card</td>
<td>Dean of Student Development</td>
</tr>
<tr>
<td></td>
<td>(May obtain during registration only)</td>
</tr>
<tr>
<td>Library Card</td>
<td>Learning Resources Center</td>
</tr>
<tr>
<td>Library Fines</td>
<td>Learning Resources Center</td>
</tr>
<tr>
<td>Pre-Major Advisement</td>
<td>Counseling Services Division</td>
</tr>
<tr>
<td>Register for Classes</td>
<td>Academic Advisor, Counselor</td>
</tr>
<tr>
<td>Scholarship Application</td>
<td>Financial Aid Office</td>
</tr>
<tr>
<td>Student Loan</td>
<td>Financial Aid Office</td>
</tr>
<tr>
<td>Tutoring</td>
<td>Academic Skills Center</td>
</tr>
</tbody>
</table>

*Instructors on satellite campuses may first check with campus staff.*
VANCE-GRANVILLE COMMUNITY COLLEGE

Radiography Program Advisory Committee Structure

The Radiography Program Advisory Committee members are representative of all program interests. Radiology administrators, radiologists, staff technologists, graduates of the program, and a first or second-year student representative serve on the committee. Members are appointed for three year terms and may be re-appointed for additional terms.

Radiography Advisory Committee Members
(July 1, 2013 – June 30, 2015)

Spencer Harris, R.T. Duke University Medical Center
Kimberly Brooks, R.T. Triangle Orthopaedics Association
Debbie Saunders, R.T. Community Memorial Hospital
Tammy Richardson, R.T. Community Memorial Hospital
Cheryl Sexton, R.T. Alamance Regional Mebane Medical Park
Beverly Byrd, R.T. Duke University Medical Center
John Crossgrove, MBA, R.T. Duke Regional Hospital
Krista White-Briggs, R.T. VA Medical Center
Jason M. Plymale Novant Health Franklin Medical Center

CLINICAL EDUCATION CENTERS

The following hospital facilities are used for directed clinical experience:

1. Alamance Regional Mebane Outpatient Center
   Medical Park, 3940 Arrowhead Blvd.
   Mebane, NC

2. Community Memorial Healthcenter
   125 Buena Vista Circle
   South Hill, VA

3. Durham Diagnostic Imaging-Ben Franklin Blvd.
   4323 Ben Franklin Blvd.
   Durham, NC 27704

4. Durham Diagnostic Imaging-South Park Dr.
   5107 South Park Dr.
   Suite 191
   Durham, NC 27713

5. Duke Regional Hospital
   3643 N. Roxboro Road
   Durham, NC

6. Franklin Medical Center
   100 Hospital Drive
   Louisburg, NC
7. Granville Healthcare System  
College Extension  
Oxford, NC

8. Lincoln Healthcenter (Affiliated with Duke Regional)  
1301 Fayetteville St.  
Durham, NC

9. Maria Parham Medical Center  
Ruin Creek Road  
Henderson, NC

10. Triangle Orthopaedics Associates, PA-Apex  
910 West Williams Street  
Apex, NC 27502

11. Triangle Orthopaedics Associates, PA-Chapel Hill  
Perkins Drive  
Chapel Hill, NC 27514

12. Triangle Orthopaedics Associates, PA-Durham  
120 William Penn Plaza  
Durham, NC

College Extension  
Oxford, NC

14. Triangle Orthopaedics Associates, PA-Raleigh  
3100 Duraleigh Rd  
Raleigh, NC 27607

15. Triangle Orthopaedics Associates, PA-Roxboro  
799 Doctors Court  
Roxboro, NC 27573

16. Triangle Orthopaedics Associates, PA-South Point  
249 E NC Hwy 54, Ste. 100  
Durham, NC 27713

17. Triangle Orthopaedics Associates, PA-Wake Forest  
11550 Common Oaks Drive  
Raleigh, NC

18. UNC Hospital  
101 Manning Dr.  
Chapel Hill, NC

19. Veterans Administration Medical Center  
508 Fulton St.  
Durham, NC

Alamance Regional Mebane Outpatient Center
Angela Bass, R.T. (R)  
Clinical Instructor  
Mebane Imaging Outpatient Center  
Medical Park, 3940 Arrowhead Blvd.  
Mebane, NC 27302  
(919) 568-7309

Community Memorial Healthcenter

Kim Walker, R.T. (R)  
Diagnostic Manager/Clinical Instructor  
Community Memorial Healthcenter  
125 Buena Vista Circle  
South Hill, VA 23970  
(434) 447-3151

Tammy Richardson R.T. (R)  
Clinical Instructor  
Community Memorial Healthcenter  
125 Buena Vista Circle  
South Hill, VA 23970  
(434) 447-3151

Durham Diagnostic Imaging-Ben Franklin Office

Vinna McCoy, R.T. (R)  
Clinical Instructor  
4323 Ben Franklin Blvd.  
Durham, NC 27704  
(919) 471-4840

Durham Diagnostic Imaging-South Park Office

Vinna McCoy, R.T. (R)  
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5107 S. Park Dr  
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Durham, NC 27713  
(919) 544-7199

Vincent Rudzki, R.T. (R)  
Clinical Instructor  
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Suite 101  
Durham, NC 27713  
(919) 544-7199

Duke Regional Hospital

Alama Lynch, R.T. (R)  
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Durham, NC 27704  
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Sarah Hilton, R.T. (R)  
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Durham, NC 27704  
(919) 470-5277

James Ethridge, R.T. (R)  
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Durham, NC 27704  
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Franklin Medical Center

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(919) 496-5131

Ashley Jones, R.T. (R)  
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100 Hospital Drive  
Louisburg, NC 27549  
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Granville Healthcare System
Maria Parham Medical Center

Angela Hughes, R.T. (R)
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Shannon Hoyle, R.T. (R)
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(252) 436-1730

Mark Covington, R.T. (R)
Clinical Instructor, 2nd shift
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Deborah Gilliam, R.T. (R)
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**Triangle Orthopaedics Associates, PA-Roxboro**

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Roxboro, NC 27573
(336) 599-4079 Ext. 4517

**Triangle Orthopaedics Associates, PA-South Point**

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**Triangle Orthopaedics Associates, PA-Wake Forest**

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Mellisa Larmon, R.T. (R)
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Clinical Instructor
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**UNC-Hospitals**

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**Veteran’s Administration Medical Center (VA)**

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Corey Henderson
Clinical Instructor  
Clinical Instructor
VA Medical Center
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(919) 286-6995
FACULTY RADIOGRAPHY PROGRAM

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(work) 252-738-3521  
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Bobby Austin, MSRS, RT(R)(CT)(MR)(CV)(M)  
Program Director  
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DEFINITION OF TERMS

Affiliation Agreement … A formal written understanding between an institution sponsoring the program and an independent clinical education setting.

American Registry of Radiologic Technologists Certification or Equivalent… Certification by the American Registry of Radiologic Technologists or unrestricted state license to operate radiation producing equipment.

Assessment … The systematic collection, review, and use of information to improve student learning, educational quality, and program effectiveness.

Assessment Plan… Provides direction for actions and is a way to determine progress. At a minimum, an assessment plan should include goals, evaluation criteria and benchmarks, outcomes, and a plan of action.

Clinical Coordinator… Required if the program has 6 or more clinical education settings or more than 30 students enrolled in the clinical component. The clinical coordinator may not serve as Program Director. The clinical coordinator position may be considered equal to a full-time equivalent but may be shared by no more than four appointees.

Clinical Education… The portion of the educational program conducted in a health care facility that provides the opportunity for students to translate theoretical and practical knowledge into cognitive, psychomotor and affective skills necessary for patient care.

Clinical Education Setting… A facility recognized by the JRCERT as meeting appropriate qualifications for delivering clinical education and evaluation of clinical competency. A minimum of one clinical instructor/supervisor is designated at each site.

Clinical Instructor(s)… In radiography, one full-time equivalent clinical instructor for every 10 students involved in the competency achievement process.

Clinical Observation Site… An observation site is used for student observation of the operation of equipment and/or procedures.

Clinical Staff … For radiography, the ratio of students to staff prior to student competency achievement in a given examination or procedure shall not exceed 1:1. For radiation therapy, the ratio of students to staff shall always be 1:1.
<table>
<thead>
<tr>
<th><strong>Clinical Supervisor(s)</strong>*</th>
<th>In radiation therapy, one clinical supervisor for each clinical education setting.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency</strong>*</td>
<td>Identified radiographic knowledge and skills a student must master to successfully complete program requirements.</td>
</tr>
<tr>
<td><strong>Competency Based</strong>*</td>
<td>Student attainment of a specified level of proficiency.</td>
</tr>
<tr>
<td><strong>Competent</strong>*</td>
<td>The student’s ability to successfully perform a series of designated radiographic positions/projections with indirect supervision and assume those duties and responsibilities according to course and clinical objectives. Having the capacity to function or develop in a particular way. Measuring up to all requirements without question or being adequately adapted to an end.</td>
</tr>
<tr>
<td><strong>Competency Evaluation</strong>*</td>
<td>The procedure by which a student’s performance is evaluated. Competency evaluation consists of knowledge, skills and affective behavior required of an entry-level radiographer.</td>
</tr>
<tr>
<td><strong>Communities of Interest</strong>*</td>
<td>Institutions, organizations, groups and/or individuals interested in educational activities in radiologic sciences.</td>
</tr>
<tr>
<td><strong>Credentialing Examination Pass Rate</strong>*</td>
<td>The number of graduates who pass the American Registry of Radiologic Technologists Credentialing examination or an unrestricted state licensing examination compared with the number of graduates who take the examination.</td>
</tr>
<tr>
<td><strong>Diagnostic Quality</strong>*</td>
<td>An acquired skill using methods to produce or yield a diagnosis. The ability to identify diseases/pathologies and/or injuries from a technically sound radiograph.</td>
</tr>
<tr>
<td><strong>Didactic Education</strong>*</td>
<td>The portion of the educational program in which knowledge is presented and evaluated in a classroom setting.</td>
</tr>
</tbody>
</table>
| **Direct Supervision***     | Until a student achieves and documents competency in any given procedure, all clinical assignments shall be carried out under the direct supervision of qualified radiographer. The parameters of direct supervision are: 
1. A qualified radiographer reviews the request for examination in relation to the student’s achievement; 
2. A qualified radiographer is physically present during the conduct of entire examination; and 
3. A qualified radiographer reviews and approves the radiographs. |
<p>| <strong>Due Process</strong>*            | The formal procedure for resolution of a grievance or complaint that identifies timeframes for completion of each step and provides for a final appeal to a source external to the program. |
| <strong>Gatekeeper</strong>*             | An agency with responsibility for oversight of the distribution, record keeping, and repayment of Title IV financial aid. |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>Ends or results the program wants to achieve.</td>
</tr>
<tr>
<td>Indirect Supervision</td>
<td>For radiography, that supervision provided by a qualified practitioner immediately available to assist students regardless of the level of student achievement.</td>
</tr>
<tr>
<td></td>
<td>“Immediately available” is interpreted as the physical presence of a qualified practitioner adjacent to the room or location where a radiographic procedure is being performed. This availability applies to all areas where ionizing radiation equipment is in use.</td>
</tr>
<tr>
<td>Job Placement Rate</td>
<td>The number of students employed in the radiologic sciences compared to the number of students actively seeking employment in the radiologic sciences.</td>
</tr>
<tr>
<td>Laboratory Practice</td>
<td>The portion of the educational program conducted in a simulated or dedicated laboratory that provides students the opportunity for practical application, practice and evaluation under the supervision of an instructor.</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>Places, surroundings or circumstances where knowledge, understanding, or skills are studied or observed such as classrooms, laboratories and clinical education settings.</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>Media and reference materials utilized to support and enhance the educational program and scholarly activity.</td>
</tr>
<tr>
<td>Master Plan of Education</td>
<td>Documentation of the entire course of study that includes, at a minimum, didactic and clinical curricula, program policies and procedures, and strategies for assessing program effectiveness.</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>A means to communicate an educational vision and purpose.</td>
</tr>
<tr>
<td>Mixed Accreditor</td>
<td>An accrediting agency whose responsibilities for accreditation include situations where the agency accredits the only educational program in an institution. Where there are multiple educational programs in an institution, the agency selected as the institutional accreditor.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Results, end products, or actual consequences resulting from the educational process. Outcomes include what the students demonstrated/accomplished or what the program achieved.</td>
</tr>
<tr>
<td>Program Completion Rate</td>
<td>The number of students who complete the program compared to the number of students initially enrolled in the program.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------------------------------</td>
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</tr>
<tr>
<td>Program Length</td>
<td>Duration of the program which may be stated as total academic or calendar year(s), or total semesters, trimesters, or quarters.</td>
</tr>
<tr>
<td>Qualified Practitioner</td>
<td>A radiation therapist or radiographer possessing American Registry of Radiologic Technologists certification or equivalent and active registration in the pertinent discipline and practicing in the profession.</td>
</tr>
<tr>
<td>Radiographic Procedure</td>
<td>A series of radiographic exposures which produce diagnostic information.</td>
</tr>
<tr>
<td>Recognized and Accepted Curriculum</td>
<td>1) The latest American Society of Radiologic Technologists professional curriculum and/or 2) other professional curriculum adopted by the JRCERT Board of Directors following review and recommendation by the JRCERT Standards Committee.</td>
</tr>
<tr>
<td>Registered Radiographer</td>
<td>Radiographer who has successfully passed the National certification examination and is currently registered with The American Registry of Radiologic Technologists (ARRT).</td>
</tr>
<tr>
<td>Simulation</td>
<td>The technique of representing the real world; &quot;a simulation should imitate the internal processes and not merely the results of the thing being simulated&quot; Performance of an examination on a subject (not a patient) or phantom with exposure simulation and critique of the image area.</td>
</tr>
<tr>
<td>Sponsoring Institution</td>
<td>The facility or organization that has primary responsibility for the educational program and grants the terminal award. A sponsoring institution must be accredited by a recognized agency or meet equivalent standards. Educational programs may be established in community and junior colleges; senior colleges and universities; hospitals, medical schools, postsecondary vocational/technical schools and institutions; military/governmental facilities; proprietary schools; and consortia (two or more academic or clinical institutions that have formally agreed to sponsor the development and continuation of an educational program). Consortia must be structured to recognize and perform the responsibilities and functions of a sponsoring institution.</td>
</tr>
<tr>
<td>Title IV Financial Aid</td>
<td>Monies for education loaned or granted by the federal government, e.g. Perkins loans, Stafford loans, PLUS loans, Pell grants, Supplemental Educational Opportunity grants and work-study programs.</td>
</tr>
</tbody>
</table>
CODE OF ETHICS FOR THE PROFESSION OF RADIOLOGIC TECHNOLOGY

PRINCIPLE I

The Radiologic Technologist functions efficiently and effectively, demonstrating conduct and attitudes reflecting the profession.

1.1 Responds to patient needs.
1.2 Performs tasks competently.
1.3 Supports colleagues and associates in providing quality patient care.

PRINCIPLE II

The Radiologic Technologist acts to advance the principle objective of the profession to provide services to humanity with full respect for the dignity of mankind.

2.1 Participates in and actively supports the professional organizations for radiologic technology.
2.2 Acts as a representative for the profession and the tenets for which it stands.
2.3 Serves as an advocate of professional policy and procedure to colleagues and associates in the health care delivery system.

PRINCIPLE III

The Radiologic Technologist provides service to patients without discrimination.

3.1 Exhibits no prejudice for sex, race, creed, religion.
3.2 Provides service without regard to social or economic status.
3.3 Delivers care unrestricted by concerns for personal attributes, nature of the disease or illness.

PRINCIPLE IV

The Radiologic Technologist practices technology founded on scientific basis.

4.1 Applies theoretical knowledge and concepts in the performance of tasks appropriate to the practice.
4.2 Utilizes equipment and accessories consistent with the purpose for which it has been designed.
4.3 Employs procedures and techniques appropriately, efficiently and effectively.

PRINCIPLE V

The Radiologic Technologist exercises care, discretion and judgment in the practice of the profession.

5.1 Assumes responsibility for professional decisions.
5.2 Assesses situations and acts in the best interest of the patient.
PRINCIPLE VI

The Radiologic Technologist provides the physician with pertinent information related to diagnosis and treatment management of the patient.

6.1 Complies with the fact that diagnosis and interpretation are outside the scope of practice for the profession.
6.2 Acts as an agent to obtain medical information through observation and communication to aid the physician in diagnosis and treatment management.

PRINCIPLE VII

The Radiologic Technologist is responsible for protecting the patient, self and others from unnecessary radiation.

7.1 Performs service with competence and expertise.
7.2 Utilizes equipment and accessories to limit radiation to the affected area of the patient.
7.3 Employs techniques and procedures to minimize radiation exposure to self and other members of the health care team.

PRINCIPLE VIII

The Radiologic Technologist practices ethical conduct befitting the profession.

8.1 Protects the patient's right to quality radiologic technology care.
8.2 Provides the public with information related to the profession and its functions.
8.3 Supports the profession by maintaining and upgrading professional standards.

PRINCIPLE IX

The Radiologic Technologist respects confidences entrusted in the course of professional practice.

9.1 Protects the patient's right to privacy.
9.2 Keeps confidential, information relating to patients, colleagues and associates.
9.3 Reveals confidential information only as required by law or to protect the welfare of the individual or the community.

PRINCIPLE X

The Radiologic Technologist recognizes the continuing education is vital to maintaining and advancing the profession.

10.1 Participates as a student in learning activities appropriate to specific areas of responsibility as well as to the scope of practice.
10.2 Shares knowledge with colleagues.
10.3 Investigates new and innovative aspects of professional practice.
Standards for an Accredited Educational Program in Radiography

EFFECTIVE JANUARY 1, 2014

Adopted by:
The Joint Review Committee on Education in Radiologic Technology – October 2013

The Joint Review Committee on Education in Radiologic Technology (JRCERT) is dedicated to excellence in education and to the quality and safety of patient care through the accreditation of educational programs in the radiologic sciences.

The JRCERT is the only agency recognized by the United States Department of Education (USDE) and the Council on Higher Education Accreditation (CHEA) for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry. The JRCERT awards accreditation to programs demonstrating substantial compliance with these STANDARDS.
Introductory Statement

The Joint Review Committee on Education in Radiologic Technology (JRCERT) Standards for an Accredited Educational Program in Radiography are designed to promote academic excellence, patient safety, and quality healthcare. The STANDARDS require a program to articulate its purposes; to demonstrate that it has adequate human, physical, and financial resources effectively organized for the accomplishment of its purposes; to document its effectiveness in accomplishing these purposes; and to provide assurance that it can continue to meet accreditation standards.

The JRCERT accreditation process offers a means of providing assurance to the public that a program meets specific quality standards. The process helps to maintain program quality and stimulates program improvement through program assessment.

There are six (6) standards. Each standard is titled and includes a narrative statement supported by specific objectives. Each objective, in turn, includes the following clarifying elements:

- **Explanation** - provides clarification on the intent and key details of the objective.
- **Required Program Response** - requires the program to provide a brief narrative and/or documentation that demonstrates compliance with the objective.
- **Possible Site Visitor Evaluation Methods** - identifies additional materials that may be examined and personnel who may be interviewed by the site visitors at the time of the on-site evaluation to help determine if the program has met the particular objective. Review of additional materials and/or interviews with listed personnel is at the discretion of the site visit team.

Following each standard, the program must provide a **Summary** that includes the following:

- Major strengths related to the standard
- Major concerns related to the standard
- The program’s plan for addressing each concern identified
- Describe any progress already achieved in addressing each concern
- Describe any constraints in implementing improvements

The submitted narrative response and/or documentation, together with the results of the on-site evaluation conducted by the site visit team, will be used by the JRCERT Board of Directors in determining the program’s compliance with the STANDARDS.
Standards for an Accredited Educational Program in Radiography

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Standard One

*Integrity*

Standard One: The program demonstrates integrity in the following:

- Representations to communities of interest and the public,
- Pursuit of fair and equitable academic practices, and
- Treatment of, and respect for, students, faculty, and staff.

Objectives:

In support of **Standard One**, the program:

1.1 Adheres to high ethical standards in relation to students, faculty, and staff.

1.2 Provides equitable learning opportunities for all students.

1.3 Provides timely, appropriate, and educationally valid clinical experiences for each admitted student.

1.4 Limits required clinical assignments for students to not more than 10 hours per day and the total didactic and clinical involvement to not more than 40 hours per week.

1.5 Assures the security and confidentiality of student records, instructional materials, and other appropriate program materials.

1.6 Has a grievance procedure that is readily accessible, fair, and equitably applied.

1.7 Assures that students are made aware of the JRCERT **Standards for an Accredited Educational Program in Radiography** and the avenue to pursue allegations of non-compliance with the **STANDARDS**.

1.8 Has publications that accurately reflect the program’s policies, procedures, and offerings.

1.9 Makes available to students, faculty, and the general public accurate information about admission policies, tuition and fees, refund policies, academic calendars, clinical obligations, grading system, graduation requirements, and the criteria for transfer credit.

1.10 Makes the program’s mission statement, goals, and student learning outcomes readily available to students, faculty, administrators, and the general public.

1.11 Documents that the program engages the communities of interest for the purpose of continuous program improvement.

1.12 Has student recruitment and admission practices that are non-discriminatory with respect to any legally protected status such as race, color, religion, gender, age, disability, national origin, and any other protected class.

1.13 Has student recruitment and admission practices that are consistent with published policies of the sponsoring institution and the program.
1.14 Has program faculty recruitment and employment practices that are non-discriminatory with respect to any legally protected status such as race, color, religion, gender, age, disability, national origin, and any other protected class.

1.15 Has procedures for maintaining the integrity of distance education courses.
1.1 Adheres to high ethical standards in relation to students, faculty, and staff.

**Explanation:**
High ethical standards help assure that the rights of students, faculty, and staff are protected. Policies and procedures must be fair, equitably applied, and promote professionalism.

**Required Program Response:**
- Describe the procedure for making related policies and procedures known.
- Provide copies of policies and procedures that assure equitable treatment of students, faculty, and staff.

**Possible Site Visitor Evaluation Methods:**
- Review of student handbook
- Review of employee/faculty handbook
- Review of course catalog
- Review of student records
- Interviews with faculty
- Interviews with students
- Interviews with staff
1.2 Provides equitable learning opportunities for all students.

Explanation:
The provision of equitable learning activities promotes a fair and impartial education and reduces institutional and/or program liability. The program must provide equitable learning opportunities for all students regarding learning activities and clinical assignments. For example, if an opportunity exists for students to observe or perform breast imaging, then all students must be provided the same opportunity. If evening and/or weekend rotations are utilized, this opportunity must be equitably provided for all students.

Required Program Response:
Describe how the program assures equitable learning opportunities for all students.

Possible Site Visitor Evaluation Methods:
- Review of published program materials
- Review of master plan of education
- Review of course objectives
- Review of student clinical assignment schedules
- Interviews with faculty
- Interviews with clinical instructors
- Interviews with clinical staff
- Interviews with students
1.3 **Provides timely, appropriate, and educationally valid clinical experiences for each admitted student.**

*Explanation:*
Programs must have a process in place to provide timely, appropriate, and educationally valid clinical experiences to all students admitted to the program. Students must have sufficient access to clinical education settings that provide a wide range of procedures for competency achievement including mobile, surgical, and trauma examinations. Clinical education settings may include hospitals, clinics, specialty/imaging centers, orthopedic centers, and other facilities. With the exception of observation site assignments, students must be provided the opportunity to complete required program competencies during clinical assignments. Clinical placement must be non-discriminatory in nature and solely determined by the program.

A meaningful clinical education plan assures that activities are educationally valid and prevents the use of students as replacements for employees. The maximum number of students assigned to a clinical education setting must be supported by sufficient human and physical resources. The number of students assigned to the clinical education setting must not exceed the number of clinical staff assigned to the radiography department. The student to radiography clinical staff ratio must be 1:1. However, it is acceptable that more than one student may be temporarily assigned to one technologist during uncommonly performed procedures.

Students assigned to advanced imaging modalities, such as computed tomography, magnetic resonance, angiography, and sonography, are not included in the calculation of the authorized clinical capacity (unless the clinical setting is recognized exclusively for advanced imaging modality rotations). Once the students have completed the advanced imaging assignments, the program must assure that there are sufficient clinical staff to support the students upon reassignment to the radiography department.

The utilization of clinical assignments such as file room, reception area, and patient transportation should be limited.

Additionally, traditional programs that require students to participate in clinical education during evenings and/or weekends must assure that:
- students’ clinical clock hours spent in evening and/or weekend assignments must not exceed 25% of the total clinical clock hours.
- program total capacity is not increased through the use of evening and/or weekend assignments.

The JRCERT defines the operational hours of traditional programs as Monday - Friday, 5:00 a.m. - 7:00 p.m.

Programs may permit students to make up clinical time during term or scheduled breaks; however, they may not be assigned to clinical settings on holidays that are observed by the sponsoring institution. Program faculty need not be physically present; however, students must be able to contact program faculty during makeup assignments. Also, the program must assure that its liability insurance covers students during these makeup assignments.

*Required Program Response:*
- Describe the process for student clinical placement.
- Provide current student assignment schedules in relation to student enrollment.
- Describe how the program assures a 1:1 student to radiography clinical staff ratio at all clinical education settings.
- Describe how the program assures that all students have access to a sufficient variety and volume of procedures to achieve program competencies.
- Submit evening and/or weekend rotation(s) calculations, if applicable.
Possible Site Visitor Evaluation Methods:

- Review of published program materials
- Review listing of enrolled students in relation to clinical assignments, including evening and/or weekend, if applicable
- Review of clinical placement process
- Review of student clinical records
- Interviews with faculty
- Interviews with clinical instructors
- Interviews with students
1.4 Limits required clinical assignments for students to not more than 10 hours per day and the total didactic and clinical involvement to not more than 40 hours per week.

Explanation:
This limitation helps assure that students are treated ethically. For the safety of students and patients, not more than ten (10) clinical hours shall be scheduled in any one day. Scheduled didactic and clinical hours combined cannot exceed forty (40) hours per week. Hours exceeding these limitations must be voluntary on the student’s part.

Required Program Response:
- Describe the process for assuring that time limitations are not exceeded.
- Provide documentation that required student clinical assignments do not exceed ten (10) hours in any one day and the total didactic and clinical involvement does not exceed forty (40) hours per week.

Possible Site Visitor Evaluation Methods:
- Review of master plan of education
- Review of published program materials
- Review of student schedules
- Interviews with faculty
- Interviews with clinical instructor(s)
- Interviews with clinical staff
- Interviews with students
1.5 Assures the security and confidentiality of student records, instructional materials, and other appropriate program materials.

Explanation:
Appropriately maintaining the security and confidentiality of student records and other program materials protects the student’s right to privacy. Student records must be maintained in accordance with the Family Education Rights and Privacy Act (Buckley Amendment). If radiation monitoring reports contain students’ dates of birth and/or social security numbers, this information must be maintained in a secure and confidential manner.

Required Program Response:
Describe how the program maintains the security and confidentiality of student records and other program materials.

Possible Site Visitor Evaluation Methods:
- Review of institution’s/program’s published policies/procedures
- Review of student academic and clinical records
- Tour of program offices
- Tour of clinical education setting(s)
- Interviews with administrative personnel
- Interviews with faculty
- Interviews with clinical instructor(s)
- Interviews with clinical staff
- Interviews with students
1.6 Has a grievance procedure that is readily accessible, fair, and equitably applied.

Explanation:
A grievance is defined as a claim by a student that there has been a violation, misinterpretation, or inequitable application of any existing policy, procedure, or regulation. The program must have procedures to provide students an avenue to pursue grievances. The procedure must outline the steps for formal resolution of any grievance. The final step in the process must not include any individual(s) directly associated with the program (e.g., program director, clinical coordinator, clinical instructors, diagnostic imaging department director). The procedure must assure timely resolution. The program must maintain a record of all formal grievances and their resolution. Records must be retained in accordance with the institution’s/program’s retention policies/procedures. The records must include information on how the grievance was resolved and assurance that there are no trends that could negatively affect the quality of the educational program.

Additionally, the program must have a procedure to address any complaints apart from those that require invoking the grievance procedure. The program must determine if a pattern of complaint exists that could negatively affect the quality of the educational program (e.g., cleanliness of the classroom).

Required Program Response:
Describe the nature of any formal grievance(s) that would jeopardize the program’s ability to meet its mission. Describe the nature of any complaint(s) that would jeopardize the program’s ability to meet its mission. Provide a copy of the grievance procedure. Provide a copy of any formal grievance(s) resolution.

Possible Site Visitor Evaluation Methods:
- Review of institutional catalog
- Review of student handbook
- Review of formal grievance records, if applicable
- Interviews with faculty
- Interviews with students
1.7 Assures that students are made aware of the JRCERT Standards for an Accredited Educational Program in Radiography and the avenue to pursue allegations of non-compliance with the STANDARDS.

*Explanation:*
The program must assure students are cognizant of the STANDARDS and must provide contact information for the JRCERT.

Students have the right to submit allegations against a JRCERT-accredited program if there is reason to believe that the program has acted contrary to JRCERT accreditation standards or that conditions at the program appear to jeopardize the quality of instruction or the general welfare of its students.

Contact of the JRCERT should not be a step in the formal institutional/program grievance procedure. The individual must first attempt to resolve the complaint directly with institution/program officials by following the grievance procedures provided by the institution/program. If the individual is unable to resolve the complaint with institution/program officials or believes that the concerns have not been properly addressed, he or she may submit allegations of non-compliance directly to the JRCERT.

*Required Program Response:*
- Describe the procedure for making students aware of the STANDARDS.
- Describe how students are provided contact information for the JRCERT.

*Possible Site Visitor Evaluation Methods:*
- Review of program publications
- Interviews with faculty
- Interviews with students
1.8 Has publications that accurately reflect the program’s policies, procedures, and offerings.

Explanation:
Maintaining published information regarding the program’s current policies, procedures, and offerings provides interested parties with an accurate overview of program requirements and expectations.

Required Program Response:
Provide program publications that reflect program policies, procedures and offerings.

Possible Site Visitor Evaluation Methods:
- Review of published program materials
- Review of student handbook
- Interviews with faculty
- Interviews with students
1.9 Makes available to students, faculty, and the general public accurate information about admission policies, tuition and fees, refund policies, academic calendars, academic policies, clinical obligations, grading system, graduation requirements, and the criteria for transfer credit.

Explanation:
The institutional and/or program policies must be published and made readily available to students, faculty, and the general public on the institution’s/program’s Web site to assure transparency and accountability of the educational program. For example, requiring the general public to contact the institution/program to request program information is not adequate. Policy changes must be made known to students, faculty, and the general public in timely fashion. It is recommended that revision dates be identified on program publications.

The institution and/or program must establish and publicly disclose the criteria used when determining the transfer of credit earned from other institutions and/or programs. Also, programs must publicly disclose a list of institutions with which the program has established an articulation agreement.

The program’s academic calendar must be published and, at a minimum, identify specific start and end dates for each term, holidays recognized by the sponsoring institution, and breaks.

Student clinical obligations (e.g., drug screening, background checks, and associated fees) must be clearly identified in appropriate program publications. Additionally, if evening and/or weekend clinical assignments are required or if students must travel to geographically-dispersed clinical settings, this information must also be included.

Required Program Response:
- Describe how institutional and/or program policies are made known to students, faculty, and the general public.
- Provide publications that include these policies.

Possible Site Visitor Evaluation Methods:
- Review of institutional materials
- Review of published program materials
- Interviews with faculty
- Interviews with Admissions personnel
- Interviews with Registrar
- Interviews with students
1.10 Makes the program’s mission statement, goals, and student learning outcomes readily available to students, faculty, administrators, and the general public.

**Explanation:**
Program accountability is enhanced by making its mission statement, goals, and student learning outcomes available to the program’s communities of interest on the institution’s/program’s Web site to assure transparency and of the educational program. Requiring the general public to contact the institution/program to request program information is not adequate.

**Example:**

**Mission:**
The mission of the radiography program is to prepare competent, entry-level radiographers able to function within the healthcare community.

**Goal: Students will be clinically competent.**
Student Learning Outcomes: Students will apply positioning skills. Students will select technical factors. Students will utilize radiation protection.

**Goal: Students will demonstrate communication skills.**
Student Learning Outcomes: Students will demonstrate written communication skills. Students will demonstrate oral communication skills.

**Goal: Students will develop critical thinking skills.**
Student Learning Outcomes: Students will adapt standard procedures for non-routine patients. Students will critique images to determine diagnostic quality.

**Goal: Students will model professionalism.**
Student Learning Outcomes: Students will demonstrate work ethics. Students will summarize the value of life-long learning.

**Required Program Response:**
- Describe how the program makes its mission statement, goals, and student learning outcomes available to students, faculty, administrators, and the general public.
- Provide copies of publications that contain the program’s mission statement, goals, and student learning outcomes.

**Possible Site Visitor Evaluation Methods:**
- Review of published program materials
- Review of institutional and/or program Web site.
- Interviews with administrative personnel
- Interviews with faculty
- Interviews with students
1.11 Documents that the program engages the communities of interest for the purpose of continuous program improvement.

Explanation:
Communities of interest are defined as institutions, organizations, groups, and/or individuals interested in educational activities in radiography. Obtaining formal feedback on program operations, student progress, employer needs, etc. from communities of interest allows the program to determine if it is meeting expectations and assures continuous program improvement. The program can use a variety of tools to obtain this feedback.

Required Program Response:
- Describe the process of obtaining feedback.
- Provide representative samples of appropriate meeting minutes, evaluations (e.g., course and faculty), and surveys (e.g., graduate and employer).

Possible Site Visitor Evaluation Methods:
- Review of meeting minutes
- Review of evaluations
- Review of surveys
- Interviews with members of various communities of interest
1.12 Has student recruitment and admission practices that are non-discriminatory with respect to any legally protected status such as race, color, religion, gender, age, disability, national origin, and any other protected class.

Explanation:
Non-discriminatory practices assure applicants have equal opportunity for admission. Statistical information such as race, color, religion, gender, age, disability, national origin, and any other protected class may be collected; however, this information must be voluntarily provided by the student. Use of this information in the student selection process is discriminatory.

Required Program Response:
- Describe how admission practices are non-discriminatory.
- Provide institutional and/or program admission policies.

Possible Site Visitor Evaluation Methods:
- Review of published program materials
- Review of student records
- Interviews with faculty
- Interviews with Admissions personnel
- Interviews with students
1.13 Has student recruitment and admission practices that are consistent with published policies of the sponsoring institution and the program.

*Explanation:*
Defined admission practices facilitate objective student selection. In considering applicants for admission, the program must follow published policies and procedures.

*Required Program Response:*
- Describe the implementation of institutional and program admission policies.
- Provide institutional and program admission policies.

*Possible Site Visitor Evaluation Methods:*
- Review of published program materials
- Interviews with faculty
- Interviews with Admissions personnel
- Interviews with students
1.14 Has program faculty recruitment and employment practices that are non-discriminatory with respect to any legally protected status such as race, color, religion, gender, age, disability, national origin, and any other protected class.

Explanation:
Recruitment and employment practices that are non-discriminatory assure fairness and integrity. Equal opportunity for employment must be offered to each applicant. Employment practices must be applied equitably to all faculty.

Required Program Response:
- Describe how non-discriminatory employment practices are assured.
- Provide copies of employment policies and procedures that assure non-discriminatory practices.

Possible Site Visitor Evaluation Methods:
- Review of employee/faculty handbook
- Review of employee/faculty application form
- Review of institutional catalog
- Interviews with faculty
1.15 Has procedures for maintaining the integrity of distance education courses.

Explanation:
Programs that offer distance education must have processes in place that assure that the students who register in the distance education courses are the same students that participate in, complete, and receive the credit. Programs must verify the identity of students by using methods such as, but not limited to: secure log-ins, pass codes, and/or proctored exams. These processes must protect the student’s privacy. Student costs associated with distance education must be disclosed.

Required Program Response:
- Describe the process for assuring the integrity of distance education courses.
- Provide published program materials that outline procedures for maintaining integrity of distance education courses.
- Provide published program materials that identify associated fees for students enrolled in distance education courses.

Possible Site Visitor Evaluation Methods:
- Review of published program materials
- Review the process of student identification
- Review of student records
- Interviews with faculty
- Interviews with students
Summary for Standard One

1. List the major strengths of Standard One, in order of importance.

2. List the major concerns of Standard One, in order of importance.

3. Provide the program’s plan for addressing each concern identified.

4. Describe any progress already achieved in addressing each concern.

5. Describe any constraints in implementing improvements.
Standard Two: Resources

The program has sufficient resources to support the quality and effectiveness of the educational process.

Objectives:

In support of Standard Two, the program:

Administrative Structure

2.1 Has an appropriate organizational structure and sufficient administrative support to achieve the program’s mission.

2.2 Provides an adequate number of faculty to meet all educational, program, administrative, and accreditation requirements.

2.3 Provides faculty with opportunities for continued professional development.

2.4 Provides clerical support services, as needed, to meet all educational, program, and administrative requirements.

Learning Resources/Services

2.5 Assures JRCERT recognition of all clinical education settings.

2.6 Provides classrooms, laboratories, and administrative and faculty offices to facilitate the achievement of the program’s mission.

2.7 Reviews and maintains program learning resources to assure the achievement of student learning.

2.8 Provides access to student services in support of student learning.

Fiscal Support

2.9 Has sufficient ongoing financial resources to support the program’s mission.

2.10 For those institutions and programs for which the JRCERT serves as a gatekeeper for Title IV financial aid, maintains compliance with United States Department of Education (USDE) policies and procedures.
2.1 Has an appropriate organizational structure and sufficient administrative support to achieve the program’s mission.

Explanation:
The program’s relative position in the organizational structure helps facilitate appropriate resources and assures focus on the program. To operate effectively, the program must have sufficient institutional administrative support. Both organizational structure and administrative support enable the program to meet its mission and promote student learning.

Required Program Response:
- Describe the program’s relationship to the organizational and administrative structures of the sponsoring institution and how this supports the program’s mission.
- Provide institutional and program organizational charts.

Possible Site Visitor Evaluation Methods:
- Review of organizational charts of institution and program
- Review of meeting minutes
- Review of published program materials
- Review of master plan of education
- Interviews with faculty and institutional officials
- Interviews with clinical instructor(s)
2.2 Provides an adequate number of faculty to meet all educational, program, administrative, and accreditation requirements.

Explanation:
An adequate number of faculty promotes sound educational practices. A full-time Program Director is required. Faculty teaching loads and release time must be consistent with those of comparable faculty in other health science (allied health) programs in the same institution.

Additionally, a full-time equivalent clinical coordinator is required if the program has more than five (5) active clinical education settings or more than thirty (30) students enrolled in the clinical component. The clinical coordinator position may be shared by no more than four (4) appointees. If a clinical coordinator is required, the Program Director may not be identified as the clinical coordinator. The clinical coordinator may not be identified as the Program Director.

The Program Director and clinical coordinator may perform clinical instruction; however, they may not be identified as clinical instructors.

A minimum of one clinical instructor must be designated at each recognized clinical education setting. The same clinical instructor may be identified at more than one site as long as a ratio of one full-time equivalent clinical instructor for every ten (10) students is maintained.

Required Program Response:
- Provide, if available, institutional policies in relation to teaching loads and release time.
- Describe faculty teaching loads and release time in relation to a comparable health science (allied health) program within the institution.
- Describe the adequacy of the number of faculty and clinical staff to meet identified accreditation requirements and program needs.

Possible Site Visitor Evaluation Methods:
- Review institutional policies in relation to teaching loads and release time
- Review of master plan of education
- Review of position descriptions
- Review of clinical education settings
- Interviews with faculty
- Interviews with clinical instructor(s)
- Interviews with students
2.3 Provides faculty with opportunities for continued professional development.

Explanation:
Continued professional development results in more knowledgeable, competent, and proficient faculty. Opportunities that enhance and advance educational, technical, and professional knowledge must be available to program faculty.

Required Program Response:
Describe how continued professional development opportunities are made available to faculty.

Possible Site Visitor Evaluation Methods:
- Review of institutional and program policies
- Review of program budget or other fiscal appropriations
- Review of evidence of faculty participation in professional development activities
- Interviews with administrative personnel
- Interviews with faculty
2.4 Provides clerical support services, as needed, to meet all educational, program, and administrative requirements.

Explanation:
Clerical support services necessary to assist in meeting educational, program, and administrative requirements of the program must be provided as appropriate.

Required Program Response:
Describe the availability and use of clerical support services.

Possible Site Visitor Evaluation Methods:
- Review of program’s staffing plan
- Interviews with administrative personnel
- Interviews with faculty
- Interviews with students
2.5 Assures JRCERT recognition of all clinical education settings.

Explanation:
JRCERT recognition helps assure an appropriate learning environment for student clinical education. All clinical education settings must be recognized by the JRCERT. Recognition of a clinical education setting must be obtained prior to student placement. A minimum of one (1) clinical instructor must be identified for each recognized clinical education setting.

An observation site is used for student observation of the operation of equipment and/or procedures. If the program uses observation sites, these sites do not require recognition by the JRCERT. These sites provide opportunities for observation of clinical procedures that may not be available at recognized clinical education settings. Students may not assist in, or perform, any aspects of patient care during observational assignments.

Facilities where students are participating in service learning projects or community-based learning opportunities do not require recognition.

Required Program Response:
- Assure all clinical education settings are recognized by the JRCERT.
- Describe how observation sites, if used, enhance student clinical education.

Possible Site Visitor Evaluation Methods:
- Review of JRCERT database
- Review of clinical records
- Interviews with faculty
- Interviews with clinical instructors
- Interviews with clinical staff
- Interviews with students
2.6 Provides classrooms, laboratories, and administrative and faculty offices to facilitate the achievement of the program’s mission.

Explanation:
Learning environments are defined as places, surroundings, or circumstances where knowledge, understanding, or skills are studied or observed such as classrooms and laboratories. Provision of appropriate learning environments facilitates achievement of the program’s mission. Although a dedicated classroom and/or laboratory are not required, scheduled accessibility to facilities conducive to student learning must be assured. Faculty office space should be conducive to planning and scholarly activities. Space should be made available for private student advisement.

Required Program Response:
Describe how classrooms, laboratories, and administrative and faculty offices facilitate the achievement of the program’s mission.

Possible Site Visitor Evaluation Methods:
- Tour of the classroom, laboratories, and administrative and faculty offices
- Interviews with faculty
- Interviews with students
2.7 Reviews and maintains program learning resources to assure the achievement of student learning.

Explanation:
The review and maintenance of learning resources promotes student knowledge of current and developing imaging technologies. The program must provide learning resources to support and enhance the educational program. These resources must include:

- a print or electronic library with a variety of materials published within the last five years,
- computer access, and
- additional learning aids (e.g., educational software, classroom/laboratory accessory devices, etc.).

The JRCERT does not endorse any specific learning resources.

Required Program Response:

- Describe the available learning resources.
- Describe the procedure for review and maintenance of learning resources.

Possible Site Visitor Evaluation Methods:

- Tour of learning facilities
- Review of learning resources
- Review of surveys
- Review of meeting minutes
- Interviews with faculty
- Interviews with students
2.8 Provides access to student services in support of student learning.

Explanation:
The provision of appropriate student services promotes student achievement. At a minimum, the program must provide access to information for:

- personal counseling,
- requesting accommodations for disabilities as defined by applicable federal (Americans with Disabilities Act) and state laws, and
- financial aid.

Additional student services may be provided at the discretion of the program. These services should be sufficient to assure student learning.

All services provided must be made known to students and the general public.

Required Program Response:

- Describe the students’ access to student services.
- Provide published program materials that outline accessibility to student services.

Possible Site Visitor Evaluation Methods:

- Review of published program materials
- Interviews with faculty
- Interviews with students
2.9 Has sufficient ongoing financial resources to support the program’s mission.

Explanation:
Adequate, ongoing funding is necessary to accomplish the program’s mission and to support student learning. The sponsoring institution must demonstrate ongoing financial commitment to the program and its students by providing adequate human and physical resources.

Required Program Response:
- Describe the adequacy of financial resources.
- Provide copies of the program’s budget and/or expenditure records.

Possible Site Visitor Evaluation Methods:
- Review of program budget and/or other fiscal appropriations
- Interviews with administrative personnel
- Interviews with faculty
2.10 For those institutions and programs for which the JRCERT serves as gatekeeper for Title IV financial aid, maintains compliance with United States Department of Education (USDE) policies and procedures.

Explanation:
A gatekeeper is defined as an agency holding responsibility for oversight of the distribution, record keeping, and repayment of Title IV financial aid. The program must comply with USDE requirements to participate in Title IV financial aid.

If the program has elected to participate in Title IV financial aid and the JRCERT is identified as the gatekeeper, the program must: maintain financial documents including audit and budget processes confirming appropriate allocation and use of financial resources, have a monitoring process for student loan default rates, have an appropriate accounting system providing documentation for management of Title IV financial aid and expenditures, and inform students of responsibility for timely repayment of Title IV financial aid.

Required Program Response:
- Provide evidence that Title IV financial aid is managed and distributed according to the USDE regulations to include:
  - recent student loan default data and
  - results of financial or compliance audits.
- Describe how the program informs students of their responsibility for timely repayment of financial aid.

Possible Site Visitor Evaluation Methods:
- Review of records
- Interviews with administrative personnel
- Interviews with faculty
- Interviews with students
Summary for Standard Two

1. List the major strengths of Standard Two, in order of importance.

2. List the major concerns of Standard Two, in order of importance.

3. Provide the program’s plan for addressing each concern identified.

4. Describe any progress already achieved in addressing each concern.

5. Describe any constraints in implementing improvements.
Standard Three
Curriculum and Academic Practices

Standard Three: The program’s curriculum and academic practices prepare students for professional practice.

Objectives:
In support of Standard Three, the program:

3.1 Has a program mission statement that defines its purpose and scope and is periodically reevaluated.

3.2 Provides a well-structured, competency-based curriculum that prepares students to practice in the professional discipline.

3.3 Provides learning opportunities in current and developing imaging and/or therapeutic technologies.

3.4 Assures an appropriate relationship between program length and the subject matter taught for the terminal award offered.

3.5 Measures the length of all didactic and clinical courses in clock hours or credit hours.

3.6 Maintains a master plan of education.

3.7 Provides timely and supportive academic, behavioral, and clinical advisement to students enrolled in the program.

3.8 Documents that the responsibilities of faculty and clinical staff are delineated and performed.

3.9 Evaluates program faculty and clinical instructor performance regularly to assure instructional responsibilities are performed.
3.1 Has a program mission statement that defines its purpose and scope and is periodically reevaluated.

Explanation:
The program’s mission statement should be consistent with that of its sponsoring institution. The program’s mission statement should clearly define the purpose or intent toward which the program’s efforts are directed. Periodic evaluation assures that the program’s mission statement is effective.

Required Program Response:
- Provide a copy of the program’s mission statement.
- Provide meeting minutes that document periodic reevaluation of the mission statement.

Possible Site Visitor Evaluation Methods:
- Review of published program materials
- Review of meeting minutes
- Review of master plan of education
- Interviews with faculty
3.2 Provides a well-structured, competency-based curriculum that prepares students to practice in the professional discipline.

Explanation:
The well-structured curriculum must be comprehensive, appropriately sequenced, include current information, and provide for evaluation of student achievement. A competency-based curriculum allows for effective student learning by providing a knowledge foundation prior to performance of procedures. Continual refinement of the competencies achieved is necessary so that students can demonstrate enhanced performance in a variety of situations and patient conditions. In essence, competency-based education is an ongoing process, not an end product.

Programs must follow a JRCERT-adopted curriculum. An adopted curriculum is defined as:
- the latest American Society of Radiologic Technologists professional curriculum and/or
- another professional curriculum adopted by the JRCERT Board of Directors following review and recommendation by the JRCERT Standards Committee.

Use of a standard curriculum promotes consistency in radiography education and prepares the student to practice in the professional discipline. At a minimum, the curriculum should promote qualities that are necessary for students/graduates to practice competently, make good decisions, assess situations, provide appropriate patient care, communicate effectively, and keep abreast of current advancements within the profession. Expansion of the curricular content beyond the minimum is at the discretion of the program.

The program must submit the latest curriculum analysis grid (available at www.jrcert.org).

Required Program Response:
- Describe how the program’s curriculum is structured.
- Describe the program’s competency-based system.
- Submit current curriculum analysis grid.
- Describe how the program's curriculum is delivered, including the method of delivery for distance education courses.
- Identify which courses, if any, are offered via distance education.
- Describe alternative learning options, if applicable (e.g., part-time, evening and/or weekend curricular track).

Possible Site Visitor Evaluation Methods:
- Review of master plan of education
- Review of didactic and clinical curriculum sequence
- Review of analysis of graduate and employer surveys
- Interviews with faculty
- Interviews with students
- Observation of a portion of any course offered via distance delivery
- Review of part-time, evening and/or weekend curricular track, if applicable
3.3 Provides learning opportunities in current and developing imaging and/or therapeutic technologies.

Explanation:
The program must provide learning opportunities in current and developing imaging and/or therapeutic technologies. It is the program’s prerogative to decide which technologies should be included in the didactic and/or clinical curriculum. Programs are not required to offer clinical rotations in developing imaging and/or therapeutic technologies; however, these clinical rotations are strongly encouraged to enhance student learning.

Required Program Response:
Describe how the program provides opportunities in developing technologies in the didactic and/or clinical curriculum.

Possible Site Visitor Evaluation Methods:
- Review of master plan of education
- Interviews with faculty
- Interviews with students
3.4 Assures an appropriate relationship between program length and the subject matter taught for the terminal award offered.

Explanation:
Program length must be consistent with the terminal award. The JRCERT defines program length as the duration of the program, which may be stated as total academic or calendar year(s), total semesters, trimesters, or quarters.

Required Program Response:
Describe the relationship between the program length and the terminal award offered.

Possible Site Visitor Evaluation Methods:
- Review of course catalog
- Review of published program materials
- Review of class schedules
- Interviews with faculty
- Interviews with students
3.5 *Measures the length of all didactic and clinical courses in clock hours or credit hours.*

**Explanation:**
Defining the length of didactic and clinical courses facilitates student transfer of credit and the awarding of financial aid. The formula for calculating assigned clock/credit hours must be consistently applied for all didactic and all clinical courses, respectively.

**Required Program Response:**
- Describe the method used to award credit hours for lecture, laboratory and clinical courses.
- Provide a copy of the program’s policies and procedures for determining credit hours and an example of how such policy has been applied to the program’s coursework.
- Provide a list of all didactic and clinical courses with corresponding clock or credit hours.

**Possible Site Visitor Evaluation Methods:**
- Review of published program materials
- Review of class schedules
- Interviews with faculty
- Interviews with students
3.6 Maintains a master plan of education.

Explanation:
A master plan provides an overview of the program and allows for continuity among, and documentation of, all aspects of the program. In the event of new faculty and/or leadership to the program, the master plan provides the information needed to understand the program and its operations.

The plan should be evaluated annually, updated, and must include the following:
- course syllabi (didactic and clinical courses) and
- program policies and procedures.

While there is no prescribed format for the master plan, the component parts should be identified and readily available. If the components are not housed together, the program must list the location of each component. If the program chooses to use an electronic format, the components must be accessible by all program faculty.

Required Program Response:
- Identify the location of the component parts of the master plan of education.
- Provide a Table of Contents for the program’s master plan.

Possible Site Visitor Evaluation Methods:
- Review of master plan of education
- Interview with Program Director
- Interviews with faculty
3.7 Provides timely and supportive academic, behavioral, and clinical advisement to students enrolled in the program.

Explanation:
Appropriate advisement promotes student achievement. Student advisement should be formative, summative, and must be shared with students in a timely manner. Programs are encouraged to develop written advisement procedures.

Required Program Response:
- Describe procedures for advisement.
- Provide sample records of student advisement.

Possible Site Visitor Evaluation Methods:
- Review of students’ records
- Interviews with faculty
- Interviews with clinical instructor(s)
- Interviews with students
3.8 Documents that the responsibilities of faculty and clinical staff are delineated and performed.

- **Full-time Program Director:**
  
  Assures effective program operations,
  
  Oversees ongoing program assessment,
  
  Participates in budget planning,
  
  Maintains current knowledge of the professional discipline and educational methodologies through continuing professional development, and
  
  Assumes the leadership role in the continued development of the program.

- **Full-time clinical coordinator:**
  
  Correlates clinical education with didactic education,
  
  Evaluates students,
  
  Participates in didactic and/or clinical instruction,
  
  Supports the Program Director to help assure effective program operation,
  
  Coordinates clinical education and evaluates its effectiveness,
  
  Participates in the assessment process,
  
  Cooperates with the Program Director in periodic review and revision of clinical course materials,
  
  Maintains current knowledge of the discipline and educational methodologies through continuing professional development, and
  
  Maintains current knowledge of program policies, procedures, and student progress.

- **Full-Time Didactic Program Faculty:**
  
  Prepares and maintains course outlines and objectives, instructs and evaluates students, and reports progress,
  
  Participates in the assessment process,
  
  Supports the Program Director to help assure effective program operation,
  
  Cooperates with the Program Director in periodic review and revision of course materials, and
  
  Maintains appropriate expertise and competence through continuing professional development.
Part-Time Didactic Program Faculty:

+ Prepares and maintains course outlines and objectives, instructs and evaluates students, and reports progress,

+ Participates in the assessment process, when appropriate,

+ Cooperates with the Program Director in periodic review and revision of course materials, and

+ Maintains appropriate expertise and competence through continuing professional development.

Clinical Instructor(s):

+ Is knowledgeable of program goals,

+ Understands the clinical objectives and clinical evaluation system,

+ Understands the sequencing of didactic instruction and clinical education,

+ Provides students with clinical instruction and supervision,

+ Evaluates students’ clinical competence,

+ Maintains competency in the professional discipline and instructional and evaluative techniques through continuing professional development, and

+ Maintains current knowledge of program policies, procedures, and student progress.

Clinical Staff:

+ Understand the clinical competency system,

+ Understand requirements for student supervision,

+ Support the educational process, and

+ Maintain current knowledge of program policies, procedures, and student progress.

Explanation:
The clear delineation of responsibilities facilitates accountability. Faculty and clinical staff responsibilities must be clearly delineated and must support the program’s mission.

Full- and part-time status is determined by, and consistent with, the sponsoring institution’s definition. At all times when students are enrolled in didactic and/or clinical components, the program director and/or clinical coordinator must assure that their program responsibilities are fulfilled.
Required Program Response:
Provide documentation that faculty and clinical staff positions are clearly delineated

Possible Site Visitor Evaluation Methods:
- Review of position descriptions
- Review of handbooks
- Interviews with faculty and clinical staff to assure responsibilities are being performed
- Interviews with students
1.9 Evaluates program faculty and clinical instructor performance and shares evaluation results regularly to assure instructional responsibilities are performed.

Explanation:
The performance of program faculty and clinical instructor(s) must be evaluated minimally once per year. Evaluation assures that instructional responsibilities are performed and provides administration and faculty with information to evaluate performance. Evaluation promotes proper educational methodology and increases program effectiveness. Evaluation results must be shared minimally once per year with the respective program faculty and clinical instructor(s) being evaluated to assure continued professional development. Any evaluation results that identify concerns must be discussed with the respective individual(s) as soon as possible.

Required Program Response:
- Describe the evaluation process.
- Describe how evaluation results are shared with program faculty and clinical instructors.
- Provide samples of evaluations of program faculty.
- Provide samples of evaluations of clinical instructors.

Possible Site Visitor Evaluation Methods:
- Review of program evaluation materials
- Review of clinical instructor evaluation
- Interviews with administrative personnel
- Interviews with program faculty
- Interviews with clinical instructor(s)
- Interviews with students
Summary for Standard Three

1. List the major strengths of **Standard Three**, in order of importance.

2. List the major concerns of **Standard Three**, in order of importance.

3. Provide the program’s plan for addressing each concern identified.

4. Describe any progress already achieved in addressing each concern.

5. Describe any constraints in implementing improvements.
Standard Four

Health and Safety

Standard Four: The program’s policies and procedures promote the health, safety, and optimal use of radiation for students, patients, and the general public.

Objectives:
In support of Standard Four, the program:

4.1 Assures the radiation safety of students through the implementation of published policies and procedures that are in compliance with Nuclear Regulatory Commission regulations and state laws as applicable.

4.2 Has a published pregnancy policy that is consistent with applicable federal regulations and state laws, made known to accepted and enrolled female students, and contains the following elements:
   - Written notice of voluntary declaration,
   - Option for student continuance in the program without modification, and
   - Option for written withdrawal of declaration.

4.3 Assures that students employ proper radiation safety practices.

4.4 Assures that medical imaging procedures are performed under the direct supervision of a qualified radiographer until a student achieves competency.

4.5 Assures that medical imaging procedures are performed under the indirect supervision of a qualified radiographer after a student achieves competency.

4.6 Assures that students are directly supervised by a qualified radiographer when repeating unsatisfactory images.

4.7 Assures sponsoring institution’s policies safeguard the health and safety of students.

4.8 Assures that students are oriented to clinical education setting policies and procedures in regard to health and safety.
4.1 Assures the radiation safety of students through the implementation of published policies and procedures that are in compliance with Nuclear Regulatory Commission regulations and state laws as applicable.

Explanation:
Appropriate policies and procedures help assure that student radiation exposure is kept as low as reasonably achievable (ALARA). The program must maintain and monitor student radiation exposure data. This information must be made available to students within thirty (30) school days following receipt of data. The program must have a published protocol that identifies a threshold dose for incidents in which dose limits are exceeded. Programs are encouraged to identify a threshold dose below those identified in NRC regulations.

Required Program Response:
- Describe how the policies are made known to enrolled students.
- Describe how radiation exposure data is made available to students.
- Provide copies of appropriate policies.

Possible Site Visitor Evaluation Methods:
- Review of published program materials
- Review of student records
- Review of student dosimetry reports
- Interviews with faculty
- Interviews with students
Has a published pregnancy policy that is consistent with applicable federal regulations and state laws, made known to accepted and enrolled female students, and contains the following elements:

- Written notice of voluntary declaration,
- Option for student continuance in the program without modification, and
- Option for written withdrawal of declaration.

Explanation:
Appropriate radiation safety practices help assure that radiation exposure to the student and fetus are kept as low as reasonably achievable (ALARA). The policy must include appropriate information regarding radiation safety for the student and fetus. The program must allow for student continuance in the clinical component of the program without modification. The program may offer clinical component options such as: (1) clinical reassignments and/or (2) leave of absence.

Required Program Response:
- Describe how the pregnancy policy is made known to accepted and enrolled female students.
- Provide a copy of the program’s pregnancy policy.

Possible Site Visitor Evaluation Methods:
- Review of published program materials
- Review of student records
- Interviews with faculty
- Interviews with clinical instructor(s)
- Interviews with students
4.3 Assures that students employ proper radiation safety practices.

Explanation:
The program must assure that students are instructed in the utilization of imaging equipment, accessories, optimal exposure factors, and proper patient positioning to minimize radiation exposure to patients, selves, and others. These practices assure radiation exposures are kept as low as reasonably achievable (ALARA).

Students must understand basic radiation safety practices prior to assignment to clinical education settings. As students progress in the program, they must become increasingly proficient in the application of radiation safety practices.

The program must also assure radiation safety in energized laboratories. Student utilization of energized laboratories must be under the supervision of a qualified radiographer who is readily available. If a qualified radiographer is not readily available to provide supervision, the radiation exposure mechanism must be disabled. Programs are encouraged to develop policies regarding safe and appropriate use of energized laboratories by students.

Required Program Response:
- Describe how the curriculum sequence and content prepares students for safe radiation practices.
- Provide the curriculum sequence.
- Provide policies/procedures regarding radiation safety.

Possible Site Visitor Evaluation Methods:
- Review of program curriculum
- Review of radiation safety policies/procedures
- Review of student handbook
- Review of student records
- Review of student dosimetry reports
- Interviews with faculty
- Interviews with clinical instructor(s)
- Interviews with clinical staff
- Interviews with students
4.4 Assures that medical imaging procedures are performed under the direct supervision of a qualified radiographer until a student achieves competency.

Explanation:
Direct supervision assures patient safety and proper educational practices. The JRCERT defines direct supervision as student supervision by a qualified radiographer who:
- reviews the procedure in relation to the student’s achievement,
- evaluates the condition of the patient in relation to the student’s knowledge,
- is physically present during the conduct of the procedure, and
- reviews and approves the procedure and/or image.

Students must be directly supervised until competency is achieved.

Required Program Response:
- Describe how the direct supervision requirement is enforced and monitored in the clinical education setting.
- Provide documentation that the program’s direct supervision requirement is made known to students, clinical instructors, and clinical staff.

Possible Site Visitor Evaluation Methods:
- Review of published program materials
- Review of student records
- Review of meeting minutes
- Interviews with faculty
- Interviews with clinical instructor(s)
- Interviews with clinical staff
- Interviews with students
4.5 Assures that medical imaging procedures are performed under the indirect supervision of a qualified radiographer after a student achieves competency.

Explanation:
Indirect supervision promotes patient safety and proper educational practices. The JRCERT defines indirect supervision as that supervision provided by a qualified radiographer immediately available to assist students regardless of the level of student achievement. “Immediately available” is interpreted as the physical presence of a qualified radiographer adjacent to the room or location where a radiographic procedure is being performed. This availability applies to all areas where ionizing radiation equipment is in use on patients.

Required Program Response:
- Describe how the indirect supervision requirement is enforced and monitored in the clinical education setting.
- Provide documentation that the program’s indirect supervision requirement is made known to students, clinical instructors, and clinical staff.

Possible Site Visitor Evaluation Methods:
- Review of published program materials
- Review of student records
- Review of meeting minutes
- Interviews with faculty
- Interviews with clinical instructor(s)
- Interviews with clinical staff
- Interviews with students
4.6 Assures that students are directly supervised by a qualified radiographer when repeating unsatisfactory images.

Explanation:
The presence of a qualified radiographer during the repeat of an unsatisfactory image assures patient safety and proper educational practices. A qualified radiographer must be physically present during the conduct of a repeat image and must approve the student’s procedure prior to re-exposure.

Required Program Response:
- Describe how the direct supervision requirement for repeat images is enforced and monitored in the clinical education setting.
- Provide documentation that the program’s direct supervision requirement for repeat images is made known to students, clinical instructors, and clinical staff.

Possible Site Visitor Evaluation Methods:
- Review of published program materials
- Review of student records
- Review of meeting minutes
- Interviews with faculty
- Interviews with clinical instructor(s)
- Interviews with clinical staff
- Interviews with students
4.7 Assures sponsoring institution’s policies safeguard the health and safety of students.

Explanation:
Appropriate sponsoring institutional policies and procedures assure that students are protected. These policies must, at a minimum, address emergency preparedness, harassment, communicable diseases, and substance abuse. Policies and procedures must meet federal and/or state requirements as applicable. Enrolled students must be informed of policies and procedures.

Required Program Response:
Provide program policies that safeguard the health and safety of students.

Possible Site Visitor Evaluation Methods:
- Review of published program materials
- Review of student records
- Interviews with faculty
- Interviews with students
4.8 Assures that students are oriented to clinical education setting policies and procedures in regard to health and safety.

Explanation:
Appropriate orientation assures that students are cognizant of clinical policies and procedures. The policies and procedures must, at a minimum, address the following: hazards (fire, electrical, chemical), emergency preparedness, medical emergencies, HIPAA, and Standard Precautions.

Required Program Response:
- Describe the process for orienting students to clinical education settings.
- Provide documentation that students are apprised of policies and procedures specific to each clinical education setting.

Possible Site Visitor Evaluation Methods:
- Review of orientation process
- Review of student records
- Interviews with faculty
- Interviews with clinical instructor(s)
- Interviews with students
Summary for Standard Four

1. List the major strengths of **Standard Four**, in order of importance.

2. List the major concerns of **Standard Four**, in order of importance.

3. Provide the program’s plan for addressing each concern identified.

4. Describe any progress already achieved in addressing each concern.

5. Describe any constraints in implementing improvements.
Standard Five

Assessment

Standard Five: The program develops and implements a system of planning and evaluation of student learning and program effectiveness outcomes in support of its mission.

Objectives:

In support of Standard Five, the program:

Student Learning

5.1 Develops an assessment plan that, at a minimum, measures the program’s student learning outcomes in relation to the following goals: clinical competence, critical thinking, professionalism, and communication skills.

Program Effectiveness

5.2 Documents the following program effectiveness data:

- Five-year average credentialing examination pass rate of not less than 75 percent at first attempt,
- Five-year average job placement rate of not less than 75 percent within six months of graduation,
- Program completion rate,
- Graduate satisfaction, and
- Employer satisfaction.

5.3 Makes available to the general public program effectiveness data (credentialing examination pass rate, job placement rate, and program completion rate) on an annual basis.

Analysis and Actions

5.4 Analyzes and shares student learning outcome data and program effectiveness data to foster continuous program improvement.

5.5 Periodically evaluates its assessment plan to assure continuous program improvement.
5.1 Develops an assessment plan that, at a minimum, measures the program’s student learning outcomes in relation to the following goals: clinical competence, critical thinking, professionalism, and communication skills.

Explanation:
Assessment is the systematic collection, review, and use of information to improve student learning and educational quality. An assessment plan helps assure continuous improvement and accountability. Minimally, the plan must include a separate goal in relation to each of the following: clinical competence, critical thinking, professionalism, and communication skills. The plan must include student learning outcomes, measurement tools, benchmarks, and identify timeframes and parties responsible for data collection.

For additional information regarding assessment, please refer to www.jrcert.org.

Required Program Response:
Provide a copy of the program’s current assessment plan.

Possible Site Visitor Evaluation Methods:
- Review of assessment plan
- Review of assessment tools
- Interviews with faculty
5.2 Documents the following program effectiveness data:

- Five-year average credentialing examination pass rate of not less than 75 percent at first attempt,
- Five-year average job placement rate of not less than 75 percent within six months of graduation,
- Program completion rate,
- Graduate satisfaction, and
- Employer satisfaction.

Explanation:
Credentialing examination, job placement, and program completion data must be reported annually to the JRCERT. Graduate and employer satisfaction data must be collected as part of the program’s assessment process.

Credentialing examination pass rate is defined as the number of student graduates who pass, on first attempt, the American Registry of Radiologic Technologists (ARRT) certification examination or an unrestricted state licensing examination compared with the number of graduates who take the examination within six months of graduation.

Job placement rate is defined as the number of graduates employed in the radiologic sciences compared to the number of graduates actively seeking employment in the radiologic sciences. The JRCERT has defined not actively seeking employment as: 1) graduate fails to communicate with program officials regarding employment status after multiple attempts, 2) graduate is unwilling to seek employment that requires relocation, 3) graduate is unwilling to accept employment due to salary or hours, 4) graduate is on active military duty, and/or 5) graduate is continuing education.

Program completion rate is defined as the number of students who complete the program within 150% of the stated program length. The program must establish a benchmark for its program completion rate. The program specifies the entry point (e.g., required orientation date, final drop/add date, final date to drop with 100% tuition refund, official class roster date, etc.) used in calculating program’s completion rate.

Graduate and employer satisfaction may be measured through a variety of methods. The methods and timeframes for collection of the graduate and employer satisfaction data are the prerogative of the program.

Required Program Response:
- Provide actual outcome data in relation to program effectiveness.

Possible Site Visitor Evaluation Methods:
- Review of program effectiveness data
- Interviews with faculty
5.3 Makes available to the general public program effectiveness data (credentialing examination pass rate, job placement rate, and program completion rate) on an annual basis.

Explanation:
Program accountability is enhanced by making its effectiveness data available to the program’s communities of interest and the general public. In efforts to increase accountability and transparency, the program must publish, at a minimum, its five-year average credentialing examination pass rate, five-year average job placement rate, and program completion rate data on its Web site to allow the public access to this data. The program effectiveness data should clearly identify the sample size associated with each associated measure (i.e., number of first time test takers, number of graduates actively seeking employment, number of graduates).

Additionally, the JRCERT will post five-year average credentialing examination pass rate, five-year average job placement rate, and program completion rate data at www.jrcert.org. The program must publish the JRCERT URL (www.jrcert.org) to allow the public access to this data.

Required Program Response:

- Provide copies of publications that contain the program’s program effectiveness data (credentialing examination pass rate, job placement rate, and program completion rate).
- Provide samples of publications that document the availability of program effectiveness data via the JRCERT URL address from the institution’s/program’s Web site.

Possible Site Visitor Evaluation Methods:

- Review of program publications
- Review of institutional and/or program Web site
- Interviews with faculty
- Interviews with students
5.4 Analyzes and shares student learning outcome data and program effectiveness data to foster continuous program improvement.

**Explanation:**
Analysis of student learning outcome data and program effectiveness data allows the program to identify strengths and areas for improvement to bring about systematic program improvement. This analysis also provides a means of accountability to communities of interest. It is the program’s prerogative to determine its communities of interest.

The analysis must be reviewed with the program’s communities of interest. One method to accomplish this would be the development of an assessment committee. The composition of the assessment committee may be the program’s advisory committee or a separate committee that focuses on the assessment process. The committee should be used to provide feedback on student achievement and assist the program with strategies for improving its effectiveness. This review should occur at least annually and must be formally documented.

For additional information regarding assessment, please refer to [www.jrcert.org](http://www.jrcert.org).

**Required Program Response:**
- Describe how the program analyzes student learning outcome data and program effectiveness data to identify areas for program improvement.
- Describe how the program shares its student learning outcome data and program effectiveness data with its communities of interest.
- Describe examples of changes that have resulted from the analysis of student learning outcome data and program effectiveness data and discuss how these changes have led to program improvement.
- Provide a copy of the program’s actual student learning outcome data since the last accreditation award. This data may be documented on previous assessment plans or on a separate document.
- Provide documentation that student learning outcome data and program effectiveness data has been shared with communities of interest.

**Possible Site Visitor Evaluation Methods:**
- Review of student learning outcome data and program effectiveness data to support the assessment plan
- Review of representative samples of measurement tools used for data collection
- Review of aggregate data
- Review of meeting minutes related to the assessment process
- Interviews with faculty
5.5 Periodically evaluates its assessment plan to assure continuous program improvement.

Explanation:
Identifying and implementing needed improvements in the assessment plan leads to programmatic improvement and renewal. As part of the assessment cycle, the program should review its assessment plan to assure that assessment measures are adequate and that the assessment process is effective in measuring student learning outcomes. At a minimum, this evaluation must occur at least every two years and be documented in meeting minutes.

For additional information regarding assessment, please refer to www.jrcert.org.

Required Program Response:
- Describe how this evaluation has occurred.
- Provide documentation that the plan is evaluated at least once every two years.

Possible Site Visitor Evaluation Methods:
- Review of meeting minutes related to the assessment process
- Review of assessment committee meeting minutes, if applicable
- Interviews with faculty
Summary for Standard Five

1. List the major strengths of Standard Five, in order of importance.

2. List the major concerns of Standard Five, in order of importance.

3. Provide the program’s plan for addressing each concern identified.

4. Describe any progress already achieved in addressing each concern.

5. Describe any constraints in implementing improvements.
Standard Six

Institutional/Programmatic Data

Standard Six: The program complies with JRCERT policies, procedures, and STANDARDS to achieve and maintain specialized accreditation.

Objectives:
In support of Standard Six, the program:

Sponsoring Institution

6.1 Documents the continuing institutional accreditation of the sponsoring institution.

6.2 Documents that the program’s energized laboratories are in compliance with applicable state and/or federal radiation safety laws.

Personnel

6.3 Documents that all faculty and staff possess academic and professional qualifications appropriate for their assignments.

clinical Education Settings

6.4 Establishes and maintains affiliation agreements with clinical education settings.

6.5 Documents that clinical education settings are in compliance with applicable state and/or federal radiation safety laws.

Program Sponsorship, Substantive Changes, and Notification of Program Officials

6.6 Complies with requirements to achieve and maintain JRCERT accreditation.
6.1 Documents the continuing institutional accreditation of the sponsoring institution.

Explanation:
The goal of accreditation is to ensure that the education provided by institutions meets acceptable levels of quality. The sponsoring institution must be accredited by:

- an agency recognized by the United States Department of Education (USDE) and/or Council for Higher Education Accreditation (CHEA),
- The Joint Commission (TJC), or
- equivalent standards.

Required Program Response:
Provide documentation of current institutional accreditation for the sponsoring institution. This may be a copy of the award letter, certificate, or printout of the institutional accreditor’s Web page.
6.2 Documents that the program’s energized laboratories are in compliance with applicable state and/or federal radiation safety laws.

Explanation:
Compliance with applicable laws promotes a safe environment for students and others. Records of compliance must be maintained for the program’s energized laboratories.

Required Program Response:
Provide certificates and/or letters for each energized laboratory documenting compliance with state and/or federal radiation safety laws.
6.3 **Documents that all faculty and staff possess academic and professional qualifications appropriate for their assignments.**

- **Full-time Program Director:**
  
  Holds, at a minimum, a master’s degree,

  Is proficient in curriculum design, program administration, evaluation, instruction, and academic advising,

  Documents three years clinical experience in the professional discipline,

  Documents two years of experience as an instructor in a JRCERT-accredited program, and

  Holds American Registry of Radiologic Technologists current registration in radiography or equivalent (i.e., unrestricted state license for the state in which the program is located).

- **Full-time clinical coordinator:**

  Holds, at a minimum, a baccalaureate degree,

  Is proficient in curriculum development, supervision, instruction, evaluation, and academic advising,

  Documents two years clinical experience in the professional discipline,

  Documents a minimum of one year of experience as an instructor in a JRCERT-accredited program, and

  Holds American Registry of Radiologic Technologists current registration in radiography or equivalent (i.e., unrestricted state license for the state in which the program is located).

- **Full-time Didactic Program Faculty:**

  Holds, at a minimum, a baccalaureate degree,

  Is qualified to teach the subject,

  Is knowledgeable of course development, instruction, evaluation, and academic advising,

  Documents two years clinical experience in the professional discipline, and

  Holds American Registry of Radiologic Technologists current registration in radiography or equivalent (i.e., unrestricted state license for the state in which the program is located).
• Part-time Didactic Program Faculty

    Holds academic and/or professional credentials appropriate to the subject content area taught and

    Is knowledgeable of course development, instruction, evaluation, and academic advising.

• clinical Instructor(s):

    Is proficient in supervision, instruction, and evaluation,

    Documents two years clinical experience in the professional discipline, and

    Holds American Registry of Radiologic Technologists current registration in radiography or equivalent (i.e., unrestricted state license for the state in which the clinical education setting is located).

• clinical Staff:

    Holds American Registry of Radiologic Technologists current registration in radiography or equivalent (i.e., unrestricted state license for the state in which the clinical education setting is located).

**Explanation:**

Appropriate knowledge, proficiency, and certification (if appropriate) provide a foundation that promotes a sound educational environment.

Faculty and staff must possess academic and professional qualification(s) appropriate for their assignment. clinical instructors and clinical staff supervising students’ performance in the clinical component of the program must document ARRT registration (or equivalent) or other appropriate credentials. Appropriate credentials, other than ARRT registration (or equivalent), may be used for qualified health care practitioners supervising students in specialty areas (e.g., registered nurse supervising students performing patient care skills, phlebotomist supervising students performing venipuncture, etc.).

**Required Program Response:**

• For all program officials not previously identified on the program’s database, submit a request for recognition of program officials including a current curriculum vitae and documentation of current registration by the American Registry of Radiologic Technologists* or equivalent.

• For all currently recognized program officials [Program Director, educational coordinator (if applicable), full-time didactic faculty, and all clinical preceptors], submit a current registration by the American Registry of Radiologic Technologists* or equivalent.

*These may be copies of current registration cards or “ARRT Identification” page available at www.arrt.org.
6.4 Establishes and maintains affiliation agreements with clinical education settings.

**Explanation:**
Formalizing relations between the program and the clinical education setting helps assure the quality of clinical education by delineating appropriate responsibilities of the program and the clinical education setting. An appropriate termination clause assures that students will have an opportunity to complete the clinical education component. The JRCERT defines an affiliation agreement as a formal written understanding between an institution sponsoring the program and an independent clinical education setting.

An affiliation agreement must identify the responsibilities of all parties and, specifically, must address student supervision, student liability, and provide adequate notice of termination of the agreement. An affiliation agreement is not needed for clinical education settings owned by the sponsoring institution; however, a memorandum of understanding between the clinical education setting and the sponsoring institution is recommended. At a minimum, the memorandum should address responsibilities of both parties and student supervision.

**Required Program Response:**
Provide copies of current, signed affiliation agreements with each clinical education setting.
6.5 Documents that clinical education settings are in compliance with applicable state and/or federal radiation safety laws.

Explanation:
Compliance with applicable laws promotes a safe environment for students and others. Records of compliance must be maintained for each clinical setting. Clinical settings may be recognized by The Joint Commission (TJC), DNV Healthcare, Inc., Healthcare Facilities Accreditation Program (HFAP), or an equivalent agency, or may hold a state-issued license.

Required Program Response:
Provide letters, certificates, or printouts of Web pages demonstrating the current recognition status of each clinical education setting.
6.6 Complies with requirements to achieve and maintain JRCERT accreditation.

**Explanation:**
Programs must comply with JRCERT policies and procedures to maintain accreditation. JRCERT accreditation requires that the sponsoring institution has primary responsibility for the educational program and grants the terminal award.

Sponsoring institutions may include educational programs established in vocational/technical schools, colleges, universities, hospitals, or military facilities. The JRCERT also recognizes a consortium as an appropriate sponsor of an educational program. A consortium is two or more academic or clinical institutions that have formally agreed to sponsor the development and continuation of an educational program. The consortium must be structured to recognize and perform the responsibilities and functions of a sponsoring institution.

The JRCERT does not recognize branch campuses. The JRCERT requires that each program location have a separate accreditation award.

Additionally, the JRCERT will not recognize a healthcare system as the program sponsor. A healthcare system consists of multiple institutions operating under a common governing body or parent corporation. A specific facility within the healthcare system must be identified as the sponsor.

The JRCERT requires programs to maintain a current and accurate database. Updates should be reflected within thirty (30) days of effective change date. Additionally, the JRCERT requires notification of substantive changes within thirty (30) days of implementation.

**Required Program Response:**
- Report any database changes.
- Report any substantive change not previously submitted.
Summary for Standard Six

1. List the major strengths of Standard Six, in order of importance.

2. List the major concerns of Standard Six, in order of importance.

3. Provide the program’s plan for addressing each concern identified.

4. Describe any progress already achieved in addressing each concern.

5. Describe any constraints in implementing improvements.
Awarding, Maintaining, and Administering Accreditation

A. Program/Sponsoring Institution Responsibilities

1. Applying for Accreditation

   The accreditation review process conducted by the Joint Review Committee on Education in Radiologic Technology (JRCERT) can be initiated only at the written request of the chief executive officer or an officially designated representative of the sponsoring institution.

   This process is initiated by submitting an application and self-study report, prepared according to JRCERT guidelines, to:

   Joint Review Committee on Education in Radiologic Technology
   20 North Wacker Drive, Suite 2850
   Chicago, IL  60606-3182

2. Administrative Requirements for Maintaining Accreditation

   a. Submitting the self-study report or a required progress report within a reasonable period of time, as determined by the JRCERT.

   b. Agreeing to a reasonable site visit date before the end of the period for which accreditation was awarded.

   c. Informing the JRCERT, within a reasonable period of time, of changes in the institutional or program officials, Program Director, clinical coordinator, full-time didactic faculty, and clinical instructor(s).

   d. Paying JRCERT fees within a reasonable period of time.

   e. Returning, by the established deadline, a completed Annual Report.

   f. Returning, by the established deadline, any other information requested by the JRCERT.

   Programs are required to comply with these and other administrative requirements for maintaining accreditation. Additional information on policies and procedures is available at www.jrcert.org.

   Program failure to meet administrative requirements for maintaining accreditation will lead to being placed on Administrative Probationary Accreditation and result in Withdrawal of Accreditation.
B. JRCERT Responsibilities

1. Administering the Accreditation Review Process

The JRCERT reviews educational programs to assess compliance with the Standards for an Accredited Educational Program in Radiography.

The accreditation process includes a site visit.

Before the JRCERT takes accreditation action, the program being reviewed must respond to the report of findings.

The JRCERT is responsible for recognition of clinical education settings.

2. Accreditation Actions

JRCERT accreditation actions for Probation may be reconsidered following the established procedure.

JRCERT accreditation actions for Accreditation Withheld or Accreditation Withdrawn may be appealed following the established procedure. Procedures for appeal are available at www.jrcert.org.

All other JRCERT accreditation actions are final.

A program or sponsoring institution may, at any time prior to the final accreditation action, withdraw its request for initial or continuing accreditation.

Educators may wish to contact the following organizations for additional information and materials:

accreditation: Joint Review Committee on Education in Radiologic Technology
20 North Wacker Drive, Suite 2850
Chicago, IL  60606-3182
(312) 704-5300
www.jrcert.org

curriculum: American Society of Radiologic Technologists
15000 Central Avenue, S.E.
Albuquerque, NM  87123-3909
(505) 298-4500
www.asrt.org

certification: American Registry of Radiologic Technologists
1255 Northland Drive
St. Paul, MN  55120-1155
(651) 687-0048
www.arrt.org
GROUND FOR DISMISSAL

The grounds for immediate dismissal from the Radiography Program at Vance-Granville Community College are listed below. I understand I can be dismissed from the program at any time during training for violation of any one of the grounds listed below.

1. Failure to maintain a grade of “C” or better in all major and related courses
2. Insubordination to faculty or clinical affiliate staff
3. The conviction and/or known use of, distribution of, or possession of illegal drugs or controlled substances
4. The possession and/or use of alcoholic beverages before or during classroom or clinical experiences
5. Unethical conduct: a violation of ASRT/ARRT Code of Ethics
6. Cheating in any courses
7. A clinical affiliate’s refusal to allow a student on hospital property for violations including, but not limited to, theft, misconduct, or poor performance.
8. Falsification of clinical records.
9. Violation of the Code of Conduct in the Student’s Radiography Handbook or the Student Catalog.

_________________________________________  _______________________________________
Student’s Printed Name  Student’s Signature

_________________________________________
Date
STUDENT HANDBOOK AGREEMENT

I have read the Student Handbook for the Radiography Program at Vance-Granville Community College in its entirety. I understand its content and agree to abide by the policies and procedures and any future changes in these policies and procedures set forth during my 21 month training period. The program reserves the right to alter policies, procedures, and content.

I have also read the Student Catalog from the “General Information” section to the “Code of Conduct” section. I understand its content and agree to abide by the policies and procedures and any future changes in these policies and procedures set forth during my 21 month training period.

_________________________________  ____________________________
Student’s Printed Name                Student’s Signature

________________________________
Date

While a student at Vance-Granville Community College, I agree to uphold the honor code at all times. I will not give or receive assistance with any test, nor will I observe any exchange of information among others without reporting this to the instructor.

_________________________________  ____________________________
Student’s Printed Name                Student’s Signature

________________________________
Date

As a female student entering the Radiography program at Vance-Granville Community College, I have read the Radiation Protection/Pregnancy Policy in its entirety. I understand its content and agree to abide by it during my 21 month training period.

_________________________________  ____________________________
Student’s Printed Name                Student’s Signature

________________________________
Date
Radiography students are required to be aware of radiation safety standards and guidelines when working in the x-ray lab on campus or at any of the clinical affiliates. This form is evidence that all Radiography students enrolled in Vance-Granville’s Radiography Program are aware of protective measures for themselves, patients, family members, and any other medical staff that may be in the vicinity of the x-ray equipment during an exposure. The guidelines are as follows:

1. Before making an exposure, make sure appropriate doors are closed (if applicable).
2. Before making an exposure, make sure student(s)/technologists are behind a protective barrier.
3. Make sure all patients are shielded prior to making exposure.
4. Make sure any staff, faculty, adjunct faculty and/or family members are shielded if they must remain in the room during an exposure.
5. Ensure that the control panel is set correctly.
6. Do not, under any circumstances, radiograph another human being using the energized lab.
7. Never use x-ray equipment without the supervision of a qualified technologist.
8. Immediately notify faculty, clinical instructor and/or manager if there are any problems with any x-ray equipment.
9. Always use ALARA (As Low As Reasonably Achievable) standards when performing x-rays.
10. Always wear designated film badge during clinical hours and whenever exposures are being made in the energized lab.
11. Review film badge reports with the clinical coordinator during student conferences and any other time you wish to review reports.
12. Always have a qualified technologist assist and approve any repeat radiographs PRIOR to making exposure.
13. Do not make more than one (1) repeat of any given projection. A qualified technologist MUST perform the x-ray if another repeat of the same projection is warranted.
14. Ensure that you are a minimum of six feet from the portable unit prior to making an exposure.
15. Ensure that “x-ray” is called out prior to making an exposure with the portable unit.
16. Move adjacent patients and/or family members away from exposure area during portable x-rays whenever feasible.
17. Remove family members, prison guards, nurses, sitters/patient aids, doctors, etc. from an area where exposures are made whenever possible. If not possible, provide protective shields prior to any exposures being made.

I have read the Radiation Safety Guidelines. I understand its content and agree to abide by the guidelines set forth during my two-year period.

Printed Name:___________________________________________________________

Signed ____________________________ Date ___________________________
Vance-Granville Community College
Radiography Program

**JRCERT Compliance Policy**

The Joint Review Committee on Education in Radiologic Technology (JRCERT) is dedicated to excellence in education and to quality and safety of patient care through the accreditation of educational programs in radiation and imaging sciences. Because of this dedication to the field of Radiologic Sciences, the JRCERT has put in place a method in which students are able to submit concerns regarding allegations of non-compliance.

If at any time a student believes that Vance-Granville Community College Radiography Program is not in compliance with any of the Standards set forth by the JRCERT, he/she should contact the JRCERT immediately. Students should be aware that this information will be held in strict confidence.

Joint Review Committee on Education in Radiologic Technology
20 North Wacker Drive, Suite 2850
Chicago, IL 60606-3182
(312) 704-5300
www.jrcert.org

I ____________________________(please print name) have received the Standards and the contact information for the JRCERT and understand that I should contact them if the Radiography Program is noncompliant.

_________________________________________  ____________________________
Student’s Signature                      Date
“Community Service is a donated service or activity that is performed by someone or a group of people for the benefit of the public or its institutions.”

The Radiography Program deems community service an integral part of the program that will assist students in the development of interpersonal skills such as communication, cooperation, team building, empathy, and overall general care and concern for their fellowman.

Students will be required to complete a community service event in order to be eligible for graduation.

I________________________ (please print name) understand that I am required to participate in at least one community service event in order to meet the requirements of graduation.

___________________________  _______________________
Student Signature            Date
The Radiography Program’s faculty wants to ensure that students are fully aware of the consequences that they may incur if they violate the College’s smoke-free policies. Below are the expectations of Radiography students while on any of the Vance-Granville Community College’s campuses and/or at any clinical affiliates.

Vance-Granville Community College is committed to providing its students and employees a safe and healthy campus environment. The College recognizes that the use of tobacco products can be detrimental to the health of students, employees, and visitors, and recognizes that it has an obligation to promote a healthy learning and work environment free from unwanted smoke and byproducts of tobacco use. Thus, all College campus properties, grounds, and vehicles are tobacco free. Students who repeatedly violate the policy shall be referred to the Dean of Students for action in accordance with the Student Conduct Code. College employees who repeatedly violate the policy shall be referred to their supervisor for appropriate action in accordance with personnel policies. Visitors unwilling to comply with the policy may be asked to leave the property and or a college sponsored event.

Definitions used in this policy are as follows:

For the purposes of this policy, “tobacco products” are defined as any type of tobacco product including, but not limited to, cigarettes, cigars, cigarillos, blunts, pipes, bidis, hookahs, smokeless or spit tobacco or snuff, or any products resembling or suggesting tobacco use including, but not limited to, electronic cigarettes and vapor pipes.

In addition to the above college policy, several of the clinical affiliates associated with VGCC’s Radiography Program have smoke free policies. They, too, require that there not be any form of smoking while on the property, including inside cars. Radiography students need to be fully aware of this policy because the clinical affiliate has the right to ask a student not to return if he/she is found to be in violation of any policies they have set forth. Students ARE NOT allowed to leave a clinical affiliate’s property in order to smoke. This would be a direct violation of VGCC’s Radiography Program’s Policies and Procedures. Each student must be aware that if he/she violates a policy set forth by the Radiography Program and/or the clinical affiliate, he/she may be immediately dismissed from the Radiography Program. Also, the student must be aware that if a clinical affiliate refuses admission to the site, that student will be immediately dismissed from the Radiography Program.

I _____________________________(please print name) understand the above Smoke Free Policy while on VGCC’s and/or any clinical affiliates’ property. I understand that if I am found to be in violation of this policy, I may be immediately dismissed from the Radiography Program without the possibility of readmission.

______________________________
Student’s Signature

______________________________
Date

Revised 03/14
Venipuncture Procedure

Definition:

Purpose: According to the ARRT, radiography students are required to be checked-off on venipuncture prior to graduation. Students will complete this task during the first semester of their junior year.

Procedure: The venipuncture process will be completed as follows:

1. Students will receive a lecture on venipuncture. This lecture will include a PowerPoint session and handouts.
2. Students will watch a video demonstrating the venipuncture process.
3. Students will observe an instructor performing a venipuncture on a person.
4. Students will have the opportunity to practice venipuncture under the direct supervision of an instructor prior to the actual venipuncture check-off.

Check-off Process: There will be a designated day during RAD 110 on which students will be required to get checked-off on venipuncture under the direct supervision of an instructor. The check-off sheet will then be turned into the clinical coordinator to be placed in the student’s clinical folder.

All students are required to perform the venipuncture portion in order to fulfill the requirements of the ARRT for graduation.
Vance-Granville Community College
Radiography Program

Venipuncture Waiver Form

Date:____________________

According to the ARRT, radiography students are required to be checked-off on venipuncture prior to graduation. Students will complete this task during the first semester of their junior year.

I ____________________________ (please print) give permission to have an IV placed within my hand and/or arm for the purpose of allowing another student to get checked-off on venipuncture according to the ARRT’s requirements.

I understand that this will be accomplished under the direct supervision of a Radiography Instructor only after a complete lecture, video, and live demonstration of a venipuncture has been completed.

Student’s Signature:_______________________________________
VANCE-GRANVILLE COMMUNITY COLLEGE
RADIOGRAPHY PROGRAM

PHOTOGRAPHY, VIDEOGRAPHY & QUOTE RELEASE FORM

Vance-Granville Community College regularly seeks students and alumni to feature in marketing and promotion materials. Your image and/or quotes may be used in print and electronic media for Vance-Granville Community College, including, but not limited to, newspaper and magazine publications, billboards, radio and television advertisements, and the college Web site.

Please complete and sign the following release form:

I, ___________________________________________ hereby authorize Vance-Granville Community College to use my image and/or quotes for any use the college deems appropriate in the promotion and marketing of Vance-Granville Community College.

I understand that my quotes may be edited for content, but will not deter from the true spirit of the quotation.

I understand that my image may be altered (blemishes removed, red-eye reduction, etc.).

I understand my name and identity may be revealed.

I understand that these materials may also be used by the North Carolina Community College System Office to further promote community colleges throughout the state and these materials may appear in state-wide publications including, but not limited to, billboards, Web sites, radio, television, newspaper, magazines, etc.

I fully discharge Vance-Granville Community College, its parent and affiliated companies and the respective officers, directors, trustees, employees, agents of each, including subcontractors, from any and all claims, monetary and otherwise, that I may have against Vance-Granville Community College, its parent, affiliates or subcontractors, arising out of the use of my image or quote.

I understand there is no financial or other remuneration for the use of my image and/or quote.

If a current student, I declare that I have read the Vance-Granville Community College Student Code of Conduct, and that I will do my best to uphold the Code and exhibit behavior that portrays a positive image as a Vance-Granville Community College student.

Printed Name: ___________________________________________

Signature*: _____________________________________________

Date: ____________________________

• Applicants under the age of 18 must have a parent or guardian sign for them.

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Vance-Granville Community College
Radiography Program

CELL PHONE PROCEDURE

**Purpose:** The purpose of a cell phone procedure is to ensure that students are aware of the proper usage of personal cell phones during didactic and clinical classes.

With today’s new technology, the use of cell phones has become a standard way of life. Cell phones can be a valuable tool in the case of emergencies. While the faculty understands the importance of keeping in touch with family in the event of an emergency, we also understand the distractions cell phones can cause.

Vance-Granville Community College Radiography Program follows the policies of each clinical affiliate by not allowing students to use their cell phones during clinical hours.

Cell phones ringing in class can become disruptive to students trying to concentrate on instructor lectures, study sessions, quizzes and/or exams. They can also break the flow of a lecture for an instructor. Students text messaging during class lectures can also be a distraction to other students and can hinder the student using the cell phone from obtaining pertinent information. The Radiography Program encourages mutual respect from the students as well as the faculty. Therefore, during the didactic classes cell phone usage is not allowed (either audibly or by texting).

In the event the student’s cell phone is activated, the student will collect his/her belongings and dismiss himself/herself from class for the day. This occurrence will be considered an absence. The faculty’s intention is not to embarrass the student nor hinder the student from receiving messages, however, it is important to ensure that each student is allowed the opportunity to attend his/her didactic classes with as little distractions as possible.

I __________________________(please print name) understand that I will be expected to turn off my cell phone prior to the beginning of my didactic class. In the event that I do not turn off my cell phone, I will leave the didactic class with as little disruption as possible. I understand that I will be counted as absent for that class. I also understand that this applies to any class I am taking at VGCC during my enrollment in the Radiography Program.

Student’s Signature:_________________________ Date:____________

Revised: March 2009, March 2010, July 2014
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