



# **INSTRUCTIONAL PACKAGE**

RAD 130  
Radiographic Procedures 1

202510  
Fall 2025/Spring 2026/Summer 2026

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: RAD 130      COURSE TITLE: Radiography Procedures I

CONTACT HOURS: 2-3-3      CREDIT HOURS: 3

### **RATIONALE FOR THE COURSE:**

This is a required course, the foundation upon which the other positioning courses will follow. The student must master the fundamentals of positioning and the terminology associated with it. This course also introduces radiographic procedures of the elbow, lower limb, shoulder, pelvis, and the vertebral column. The course will also focus on correlated anatomy, positioning, and evaluation criteria of these exams. Lab situations will allow the students active participation in positioning and film critique.

### **COURSE DESCRIPTION:**

This course provides an introduction to radiographic procedures. Positioning of the chest, abdomen and extremities are included. A review of chest, abdomen and distal upper extremity positioning will be performed. Continuation of radiographic procedures and positioning of upper extremity to include elbow, humerus, shoulder girdle, toes, foot, calcaneus, ankle, tibia/fibula, knee, femur, pelvic girdle, and vertebral column.

### **PREREQUISITES/CO-REQUISITES:**

*Acceptance into Radiologic Technology Program and RAD 101.*

### **REQUIRED MATERIALS:**

Please visit the [BOOKSTORE](#) online site for most current textbook information.

1. Merrill's Atlas of Radiographic Positioning and Procedures, Volume 1, 2 and 3-Package  
By Jeannean Hall Rollins, Bruce W. Long, and Tammy Curtis  
Edition: 15<sup>th</sup>  
ISBN 13: 9780323832793
2. Merrill's Atlas of Radiographic Positioning and Procedures- Workbook  
By Jeannean Hall Rollins, Bruce W. Long, and Tammy Curtis  
Edition: 15<sup>th</sup>  
ISBN 13: 9780323832847

## ADDITIONAL REQUIREMENTS:

Dosimeters and Markers when in the Lab.

## TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

## STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to complete identity verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

## CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate. Use of electronic devices other than for academic participation will result in the student being asked to leave the classroom and count as one absence. **Audio and/or Video recording is prohibited unless authorized by the instructor.**

Demonstrating the following qualities will uphold the integrity of the learning environment:

1. Arrive on time to class.
2. Bring the materials needed for class.
3. **Turn off cell phones and texting devices in class.** First incident you will be asked to leave the classroom and be charged an absence and a written warning for insubordination. A second incident will result in a final written warning. A third incident is grounds for dismissal.
4. Use laptops/computers as it relates to classroom activities only.
5. Create appropriate emails from your HGTC email account. Contact Ms. Mocarski at the following email address; [casey.mocarski@hgtc.edu](mailto:casey.mocarski@hgtc.edu)
6. Be attentive in class. Be respectful of your fellow classmates, Professors and Clinical instructors. You are entering **Professional Career path**. **We are all here for the same reason: For you to be successful in this program.**
7. Dress appropriately.
8. Stay the entire class.
9. **Do the work and avoid excuses/complaints.**
10. Use professional language and **avoid sarcastic and inappropriate comments.**
11. Take your own notes and do your own work.
12. **Avoid asking inappropriate or thoughtless questions.** (Example: "What's on the test?" "Are we getting out early?").

Abide by the honor and conduct code of HGTC as outlined in the College.

**Class Preparation:** This Instructional Pkg. is subject to change; however, every effort will be made to adhere to it. This is an intense course with many new concepts. Some concepts will be easy while others will take more thought. Reading the chapters prior to class is a must. I will try to present the material as simply as possible. Everyone learns differently and at a different pace. If you see a classmate struggling with a concept, offer to help them better understand after class and vice-versa. **You must take the responsibility for your own learning!**

**NETIQUETTE:** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

## Part II: Student Learning Outcomes

### COURSE LEARNING OUTCOMES and ASSESSMENTS\*:

#### **Module 1-**

Materials Covered: Chapter 4 Upper Limb- Elbow, Humerus, and Shoulder Girdle

Assessment: In-class Quizzes, Unit Test and Take-Home Review Sheets

Learning Outcomes:

1. Describe the bony anatomy of the Upper extremity:
2. Match specific joints of the upper and lower limbs to classification and movement type
3. Identify specific fat pads and their relevance
4. Name specific bony anatomy of the upper and lower limb
5. List the technical factors (technique) commonly used for upper and lower limb radiography
6. Identify the correct central ray placement, part position, and radiographic criteria for specific positions of the upper and lower limb
7. Identify which structures are best seen with each basic and special projection of the learned procedures
8. Given radiographs of specific elbow and lower limb projections, will identify anatomy and evaluation of image criterion.
9. Review of Chest, Abdomen and Distal upper extremity to include Fingers, hand , and wrist.

#### **Module 2-**

Materials Covered: Chapter 6- Lower limb: Toes, Foot, Calcaneus, Ankle, Tib/fib and Knee

Assessment: In- class quiz, Unit Test and Take-Home Review Sheet

Learning Outcomes:

1. Identify the bones and the specific features of the proximal humerus and shoulder girdle
2. On radiographic images, identify rotational positions of the proximal humerus

3. List basic and special projections of the humerus and shoulder, including the size and type of the IR holder, the central ray location with correct angles, and the structures being demonstrated.
4. List the various patient exposure factors for procedures of the humerus and shoulder
5. Given hypothetical situations, identify the correct modification of a position and/or exposure factors to improve the radiographic image
6. Given various hypothetical situations, identify the correct position for a specific pathologic feature or condition
7. Given radiographs of specific humerus and shoulder girdle projections, will identify anatomy and evaluation of image criterion.

### **Module 3-**

Materials covered: Chapter 7- Pelvis and Proximal Femora

Assessment: In- class quiz, Unit Test and Take-Home Review Sheet

Learning Outcomes:

1. Identify the bones and the specific features of the proximal femur and pelvic girdle
2. Match specific joints of the pelvic girdle to classification and movement type
3. On radiographic images, identify rotational positions of the proximal femur
4. List basic and special projections of the femur and pelvis, including the size and type of the IR holder, the central ray location with correct angles, and the structures being demonstrated.
5. List the various patient exposure factors for procedures of the femur and pelvis
6. Given hypothetical situation's, identify the correct modification of a position and/or exposure factors to improve the radiographic image
7. Given various hypothetical situations, identify the correct position for a specific pathologic feature or condition
8. Given radiographs of specific femur and pelvic girdle projections, will identify anatomy And evaluation of image criterion.

### **Module 4-**

Materials covered: Chapter 8- Vertebral Column

Assessment: In- class quiz, Unit Test and Take-Home Review Sheet

Learning Outcomes:

1. Identify the bones and the specific features of the entire spinal column
2. Match specific joints of the spine to classification and movement type
3. On radiographic images, identify rotational positions of the Cervical, Thoracic and Lumbar spine
4. List basic and special projections of the vertebral column, including the size and type of the IR holder, the central ray location with correct angles, and the structures being demonstrated.
5. List the various patient exposure factors for procedures of the spine
6. Given hypothetical situations, identify the correct modification of a position and/or exposure Factors to improve the radiographic image
7. Given various hypothetical situations, identify the correct position for a specific pathologic feature or condition

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## **Part III: Grading and Assessment**

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*:**

Students’ performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

#### **EVALUATION\***

Tests	55%
Assignments/Lab Proficiencies	5%
Quizzes	10%
Lab	10%
Final Exam	20%
	100%

***\*Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

### **GRADING SYSTEM:**

State the College’s or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean’s approval if changes in the scale are made.

Due to the nature of this program the grading scale is as follows: A= 100 – 92, B= 91 – 83, C= 82 – 74, D= 73 –65, and F= 64 and below. Achievement of total points equaling a “C” or higher is required to pass each course and progress within the program. Scores on individual weighted components are not rounded but calculated to the 100th place. Calculation of the final score is NOT rounded. As an example, a final calculation of 73.99 will NOT be rounded to a 74.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student, and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

## Part V: Student Resources



### THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following free resources:

1. Academic tutors for most subject areas, Writing Center support, and Academic Coaching for college success skills.
2. Online tutoring and academic support resources.
3. Professional and interpersonal communication coaching in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring or coaching, contact the SSTC at [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [Online Resource Center](#) to access on-demand resources.



### STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following free resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!

2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.

3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit the Tech Central website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option # 1.



### **HGTC LIBRARY:**

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

### **STUDENT TESTING:**

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

### **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability](#)



[Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at [disabilityservices@hgtc.edu](mailto:disabilityservices@hgtc.edu) or 843-796-8818 (call or text).

### **COUNSELING SERVICES:**

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to [counseling@hgtc.edu](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

### **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status, pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

### **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**Student and prospective student** inquiries concerning Section 504, Title II, Title VII, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

*Title IX, Section 504, and Title II Coordinator*  
Building 1100, Room 107A, Conway Campus  
PO Box 261966, Conway, SC 29528-6066  
843-349-5228  
[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*  
Building 200, Room 205B, Conway Campus  
PO Box 261966, Conway, SC 29528-6066  
843-349-5212  
[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)

**TITLE IX REQUIREMENTS:**

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement\*.

\*Faculty and Staff are required to report these incidents to the Title IX Coordinator when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

**Student and prospective student** inquiries concerning Title IX and its application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

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**Employee and applicant** inquiries concerning Title IX and its application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)

## **PREGNANCY ACCOMMODATIONS**

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).