Course Number: RADS 5204  4 Credits  Spring 2012

Course Title: Curriculum Development in Radiologic Science

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Course Overview:
This course provides an in-depth study of radiologic sciences curriculum development, implementation, and evaluation. Institutional and professional requirements and constraints will be examined for their effect on the curriculum. Teaching methods for courses will be discussed for various curriculum structures and levels. Various curriculum design models as well as decision-making strategies will be included.

Course Objectives: Upon completion of this course, a student will be able to:

- Evaluate the use of a curriculum model.
- Apply the model for development of a radiologic sciences curriculum.
- Describe the planning process for development or revision of a radiologic sciences curriculum.
- Determine radiologic sciences curriculum content.
- Formulate decision-making strategies that influence curriculum development.
- Analyze goals and objectives for curricular relevance and appropriateness.
- Analyze various techniques for selecting or developing curriculum materials.
- Develop a course of study for radiologic sciences.
- Evaluate the components of an assessment plan.
- Describe methods to evaluate learning styles.
- Identify strategies to develop critical thinking skills.
- Evaluate various assessment strategies.
- Describe a competency-based clinical education system.
Textbook:


Additional course resources will be provided by the instructors.

Suggested Readings:


Scope of the Course:

See the “Scope of the Course” under “Course Content and Related Materials” on the RADS 5204 website.

Teaching Strategies:

Lecture/discussion, computer exercises, group activities, independent reading assignments, group discussion, written assignments, and student presentations.

Special Needs:

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all educational programs and activities.

The Office of Disability Services (ODS) provides information and assistance, arranges accommodations, and serves as a liaison for students, instructors, and staff.  The ODS has assistive devices such as books on tape, recorders, and adaptive software which can be loaned to qualified individuals.  A student/employee who seeks accommodations on the basis of disability must register with the Office of Disability Services in the Counseling Center, Clark Student Center Room 108.  Documentation of disability from a competent professional is required.

Individuals with grievances related to discrimination or lack of accommodation on the basis of a disability are encouraged to resolve the problem directly with the area involved.  If the matter remains unresolved, advice and/or assistance will be provided by the Office of Disability Services for resolution.  The grievance procedure may be found in the Student Handbook and Activities Calendar.

The Director of the Counseling Center serves as the ADA Coordinator and may be contacted at (940)397-4618, TDD (940)397-4515, or 3410 Taft Blvd., Clark Student Center Room 108.
Attendance:
Without exception, students MUST attend and participate in both graduate seminar weekends to receive credit for this course.

Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Boards</td>
<td>25%</td>
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<tr>
<td>Presentations</td>
<td>35%</td>
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<tr>
<td>Final Curriculum Project</td>
<td>30%</td>
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<tr>
<td>Group Activities &amp; Class Participation</td>
<td>10%</td>
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</tbody>
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Grade Scale:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 90</td>
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<tr>
<td>B</td>
<td>89 - 80</td>
</tr>
<tr>
<td>C</td>
<td>79 - 70</td>
</tr>
<tr>
<td>D</td>
<td>69 - 60</td>
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<tr>
<td>F</td>
<td>69 and below</td>
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The last opportunity to drop this course with a grade of “W” is 4:00pm March 19, 2012. Refer to the Graduate Catalog for details about receiving a grade of “Incomplete” in a course. In an emergency or extenuating circumstance, a student may request a grade of “Incomplete” in a course before grades are submitted. If the instructor grants the “Incomplete,” the student has until ninety (90) days after the beginning of the next long semester to complete the course requirements. If the student does not complete the course requirements within the deadline, the grade of “Incomplete” will automatically convert into a grade of “F.”

Administrative Process:
Unresolved issues related to this course should be first addressed between the student and the course instructor. If there is no resolution, students must follow this sequence:

- Graduate Coordinator – Dr. Jeff Killion (940-397-4679)
- Department Chair – Dr. Donna Lee Wright (940-397-4615)
- Interim College Dean – Dr. Patti Hamilton (940-397-4594)
- Dean of Students – Dail Neely (940-397-6273)

Honor System:

RADS 5204 adheres to the MSU Code of Conduct. In particular, academic dishonesty, however small, creates a breach in academic integrity. A student’s participation in this course comes with the expectation that his or her work will be completed in full observance of the MSU Code of Student Conduct. A student should consult the current Student Handbook for answers to any questions about the code.

Many components of RADS 5204 are designed to be highly interactive with students helping each other learn. Students are encouraged to take full advantage of many resources available including online...
Blackboard course resources, Internet sites, other textbooks and journals, faculty, and peers when answering objectives. This interactive collegial learning environment is conducive for life-long learning.

When students submit their efforts for grading, they are attesting they abided by these rules.

Cheating includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or completing other assignments; or (3) the acquisition of tests or other academic materials belonging to the university faculty or staff without permission.

Plagiarism includes, but is not limited to, the use of, by paraphrase or direct quotation without correct citation in the text and on the reference list, the published or unpublished works of another person. Students may NOT submit papers and assignments that they have previously submitted for this or other courses. The use of materials generated by agencies engaged in "selling" term papers is also plagiarism. Students are encouraged to review the tutorials and suggested websites for more information about plagiarism. Papers and other assignments may be submitted to an external agency for verification of originality and authenticity.

Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated in this class. Whenever a student is unsure of whether a particular situation will be interpreted as academic dishonesty, he/she should ask the instructor for clarification. If students are guilty of academic dishonesty, a grade of zero (0) will be given for the quiz, assignment, etc. Cases may also be referred to the Dean of Students for possible dismissal from the university.

PLEASE NOTE

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes. Specifically, faculty may submit student papers and assignments to an external agency to verify originality and authenticity, and to detect for plagiarism.

Communication with the Professor:

Individual questions and concerns should be handled through an email directly to the professor using the email address at the top of this syllabus.

Throughout the semester, the professor may post announcements on Blackboard. Contact information for the professor is listed at the beginning of this syllabus. Email is the preferred mode of communication. Students must use the MSU Student Email system. The professor will respond or at least acknowledge email messages from students within a maximum of five (5) business days when MSU is in session. Beyond standard university holidays and breaks, the professor will notify students of any extended periods of time when email contact is not practical (professional meetings, etc)

Students should include the course number (RADS 5204) in the subject line of the email and include his/her name in the body of the email.
In addition to the graded discussion board described later in this syllabus, this course will include UNGRADED Discussion Boards on Blackboard.

#1. Social Board – students are welcome to use this board to visit with one another

#2. Please Help Me Board - Students may post general questions they want the professor to answer on the Discussion Board and the professor will respond so that the entire class will benefit from the answers. Students should periodically check the discussion board periodically for course updates, etc.

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**CLASS ACTIVITIES AND ASSIGNMENTS**

Assignments will be submitted electronically as an email attachment using the following guidelines:

- Microsoft Word – for PC
  - Arial or other typical legible font (10 or 12 point for bulk of text) – not Courier
  - Standard 1” – 1.25” margins on all sides
  - Standard MSU Title Page

**Discussion Boards - 25%**

**Due: Throughout the Semester**

Students should check the “Discussion” section of the left menu at least once a week to follow the Discussion Questions. Participation requires that students read assignments, selected readings, and outside resources such as relevant articles in the professional literature to incorporate their main points into discussions. Students may also draw from personal experiences. Open discussion is encouraged and students will show respect and courtesy towards others by supportive behavior, healthy professional debate, and clarification of issues.

Students may participate in the discussions throughout the semester, but only the responses posted by the due date will be considered for grading purposes. This grading strategy is to encourage participation throughout the semester and not just during the final week of classes.

The faculty will post **four (4) group discussion questions** on the dates listed on the schedule at the end of the syllabus. These questions will be derived from content in the textbook and from other topics related to curriculum development.

**Each student must make comments on at least two (2) of the topics.** Comments may be in response to the original question posted by the faculty or to the comments of classmates. After reading the original question, students should click on REPLY to post their responses to the original question. This will keep the student’s comment in the same thread as the original question. If a student wants to respond to a comment made by another student, he or she should click on the REPLY button at that student’s
comment. All comments must be substantial and reflect graduate level critical thinking. Comments such as “Me too!” are not considered substantial.

The faculty will evaluate the quality, relevancy, and consistency of each student’s class and online participation based on the following criteria:

- Evidence of having read assignments and made other preparations by familiarity with the issues and topics scheduled for discussion.
- Evidence of critical thinking beyond the textbook assignments by contributions of relevant observations and applications from personal or professional experiences.
- Overall quality and quantity of verbal and nonverbal participation in discussions and activities.

**Presentation – 35%**
Students will present information on assigned topics during the final class session. Students will construct supplemental materials such as presentation handouts including a Word document reference list. Presentations may (but are not required to) include PowerPoint presentations. They should include participatory exercises. Each presentation will last about 25-35 minutes. The following points will be included in the presentation evaluation:

- Relevance, Thoroughness, and Accuracy of the Topic Coverage
- Correlation to Established Models or Published Curriculum Development Information
- Presentation Preparation & Time Management
- Clarity, Ability to Hold Audience Attention and Make the Point(s)
- Respect for Others
- Ability to Communicate Professionally

**Final Curriculum Project – 30%**
Each student will develop and submit a curriculum plan and course of instruction that focuses on a discipline in the Radiologic Sciences such as Diagnostic Radiography, Nuclear Medicine, Ultrasound, Radiation Therapy, Magnetic Resonance Imaging, Computed Tomography, etc.

Students may focus on revision of a course / curriculum currently in place or develop a new curriculum. Special constraints or needs should be addressed such as geographic area, special student needs, educational prerequisites, etc. See the “Final Project Guidelines” under the “Course Content and Related Materials” on the RADS 5204 website.
Group Activities & Class Participation – 10%
Each student is expected to prepare and to participate in class discussions and activities on each topic. The instructors will evaluate the quality, relevancy, and consistency of each student’s participation according to the following factors:

- Verbal and nonverbal participation
- Awareness of group dynamics and supportive behavior towards others encouraging discussion and clarifying issues
- Evidence of familiarity with the issues involved in each topic scheduled for discussion
- Contribution of relevant observations from personal, professional, and/or academic experiences

### 2012 Tentative Class Schedule

<table>
<thead>
<tr>
<th>First Class Participation</th>
<th>January 28 - 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Question #1 Posted</td>
<td>(2 weeks) February 13</td>
</tr>
<tr>
<td>Responses to #1 Due Discussion Question #2 Posted</td>
<td>(4 weeks) March 1</td>
</tr>
<tr>
<td>Responses to #2 Due Discussion Question #3 Posted</td>
<td>(7 weeks) March 19</td>
</tr>
<tr>
<td>Curriculum Development Project Due **</td>
<td>(9 weeks) April 2</td>
</tr>
<tr>
<td>Responses to #3 Due Discussion Question #4 Posted</td>
<td>(11 weeks) April 16</td>
</tr>
<tr>
<td>Responses to #4 Due</td>
<td>(13 weeks) May 2</td>
</tr>
<tr>
<td>Second Class Participation &amp; Presentations</td>
<td>(13 weeks) May 5 - 6</td>
</tr>
</tbody>
</table>

**dlw: save the score sheets for the Curriculum Project**