# **Curriculum, Instruction, & Assessment - RADS 5204**

## **Instructor Contact Information**

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# **Course Description**

Hybrid course examining curriculum design, instructional strategies, classroom management techniques, and assessment procedures specific to imaging sciences and radiation therapy education.

# **Course Objectives**

Upon successful completion of this course, students will:

* Describe the planning process for development and revision of an imaging sciences curriculum.
* Analyze goals and objectives for curricular relevance and appropriateness.
* Incorporate guidelines from the ASRT, ARRT, and JRCERT in curriculum design and planning.
* Evaluate components of an assessment plan.
* Describe methods to evaluate learning styles.

# **Course Expectations**

* Read the syllabus in its entirety, as it contains important information to succeed in this course.
* Regularly log into Desire2Learn (D2L), check the course, and check email often for updates and information from instructors. Often, acknowledgement of email will be requested.
* Be punctual during weekend class seminars. Tardiness results in a participation grade reduction.
* Be an active learner. Fully participate during the face-to-face and online components of the course.
* Contact instructors with any questions or concerns. Instructors' preferred method of contact is email (include both instructors in the email). Telephone calls must be scheduled accordingly.
* Be respectful to peers and instructors.

# **Textbooks**

## **REQUIRED:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association*(6th ed.). Washington D.C.: Author. [ISBN 9781433805615]

Davis, B. G. (2009).  *Tools for teaching* (2nd ed.). San Francisco, CA: Jossey-Bass Publishers. [ISBN: 9870787965679]

Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2010). *Designing effective instruction* (7th ed.). Hoboken, NJ: Wiley & Sons. [ISBN: 9781118518946]

# **RECOMMENDED:**

Diamond, R. M. (1998). *Designing and assessing courses and curricula: A practical guide*. San Francisco, CA: Jossey-Bass Publishers. [ISBN: 0787910309]

# **Grading:**

* Curriculum Project - 35%
* Oral Presentation - 30%
* PechaKucha Discussion - 25%
* Class Participation - 10%

# COURSE SCHEDULE WITH ASSIGNMENT DUE DATES

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| **Date** | **Assignment/Activity** |
| January 26-27 | First Weekend Seminar |
| March 4 | PechaKucha video upload (discussion board) |
| April 8 | Curriculum Project (dropbox) |
| April 22 | PechaKucha responses (discussion board) |
| **May 4-5** | **Second Weekend Seminar****Oral Presentations** |
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**Note: Assignments/discussions are due by 11:59 Central Standard Time (CST) unless otherwise noted. Please also note the last day to drop this course with a grade of W is March 25, 2019, 4:00 p.m.**

Deadlines for submission of assignments are provided in this syllabus. Failure to comply with the established deadlines may result in a grade reduction. Assignment submissions are considered complete and graded as such. Be sure to look at all requirements including the grading rubrics before submitting course assignments within D2L.

**LATE SUBMISSION OF ASSIGNMENTS**

 All assignments have due dates indicated on the course schedule. Due dates are in place to keep students on target for the semester and allow instructors the time to provide detailed, constructive feedback. Assignments not turned in on time will result in a 0 being recorded for that assignment.

 With that being said, the instructors understand students who are enrolled in the MSRS Program may be responsible for managing many employees and/or students as well as personal family matters. If students need any assistance regarding a deadline, they must contact the instructors at least two days before the due date to discuss the issue. “After the fact” stories are not accepted and will result in a grade of 0. Emergencies (death, severe illness, etc.) occur so students should contact the instructors as soon as possible to resolve any due date conflicts. Assignment extensions are decided on a case-by-case basis.

**INCOMPLETE GRADES**

Incomplete grades are given only at the instructors’ discretion and must be requested by the student. If the instructors grant the incomplete, the student has until 90 days after the beginning of the next regular semester (fall or spring) to complete the course requirements. If the student does not complete the course requirements within this deadline, the grade of incomplete will automatically convert into a grade of F. Please note incomplete grades are given only in an emergency or when there are extenuating circumstances. Refer to the Graduate Catalog for additional details about receiving a grade of incomplete in a course.

# **GRADING SCALE**

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - 59 and below

# **ATTENDANCE**

Without exception, students must attend and participate in both graduate weekend seminars to receive credit for this course.

## **GRADUATE COMPETENCIES**

Graduates of the MSRS Program should be able to:

* Use knowledge of current and future trends and well-developed skills to lead a medical imaging department, teach in a radiologic sciences program, or perform advanced clinical procedures.
* Use critical thinking strategies and communication skills to develop an ethical and legal framework for the resolution of concerns and issues in radiologic administration, education, or advanced clinical practice.
* Demonstrate leadership skills and knowledge of the political process to effect change within administration, education, or advanced clinical practice settings.
* Evaluate, design, and conduct research studies for the improvement of radiologic science administration, education, or advanced clinical practice.
* Demonstrate a sound academic foundation to support lifelong learning and to prepare for future matriculation in post-master or doctoral programs.

## **PROGRESSION POLICY**

 Graduate students are expected to do uniformly high quality work on all MSRS coursework pursued (final course grades of A or B). Only grades of A or B are acceptable for graduate courses transferred from another university. Graduate students may earn a grade of C in one or two graduate courses and be allowed to continue in the MSRS Program as long as their cumulative GPA is 3.0 or higher. If a graduate student earns a grade of C in three or more graduate courses, the student will be dismissed from the MSRS Program. Any grade below a C will also result in dismissal from the MSRS Program.

## **ASSIGNMENTS**

### **Curriculum Project**

 Each student will develop and submit a curriculum project and course of instruction that focuses on a discipline in the imaging 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 specific project guidelines within D2L. Be certain to review the checklist while creating and before submitting the project.

All assignments must be submitted electronically to the appropriate dropbox by the due date indicated on the course schedule as a single document using the following guidelines:

* Microsoft Word for PC (No Pages, Works, etc.)
* Legible font (12 point)
* APA title page and appropriate APA format

### **Oral Presentation**

Students will present information on assigned topics during the second weekend of class. Students will construct supplemental materials such as presentation handouts including a Word document reference list (if needed). Presentations may be created using PowerPoint, Prezi, or some other type of presentation software. The presentations must include interactive, participatory exercises**.** Each presentation should be between 20-30 minutes, including your audience participation activity**.** The following points will be included in the presentation evaluation:

* Relevance, thoroughness, and accuracy of the topic
* Correlation to established models or published curriculum development information
* Presentation preparation and time management
* Clarity, ability to hold audience attention, and make the point(s)
* Respect for others
* Ability to communicate professionally

### **PechaKucha Discussion Board**

Students will create a PechaKucha (PK) on a topic presented during the first weekend of class or on something presented in the textbooks. A PK is a short video presentation containing 20 slides that advance every 20 seconds. The video file will be embedded into the discussion board by the due date indicated on the course schedule. Students must respond to at least two classmates through questioning and/or adding information about the topic. The replies should be substantial posts that demonstrate graduate-level effort. Students must also answer all questions asked on their respective discussion board posts. All responses must be posted by the due date indicated on the course schedule. Be certain to review the grading rubric within D2L for this assignment.

Each slide should be displayed for 20 seconds, with audio to match. Keep text to a minimum, as the PK is about the presentation and the presenter, not the slides. A minimum of 20 slides is required. Creating a PK will be demonstrated during the first weekend seminar.

Here are some links to help create the PK. Students can use the voiceover recorder identified below or use the built in audio feature on their computer (In PowerPoint, click on Insert – Audio – Record Audio). Save the completed file as an MP4 and embed into the discussion board.

[MakingAPK](https://www.youtube.com/watch?v=32WEzM3LFhw)

[HowtoPK](https://www.youtube.com/watch?v=jJ2yepIaAtE)

[PKCreation](https://www.youtube.com/watch?v=l9zxNTpNMLo)

Vocaroo voiceover recorder:

[Voiceovers](http://vocaroo.com/)

### **Class Participation**

Being prompt for the weekend seminars, submitting the course assignments on time, paying attention during presentations, and completing classroom activities all affect the class participation grade. Each student should be prepared to fully participate in class discussions and activities. The instructors will evaluate the quality, relevancy, and consistency of each students’ class participation based on the following criteria:

***Quality and quantity of both verbal and nonverbal participation***

***Cognizance of group process and supportive behavior toward others***

***Demonstration of familiarity with the reading assignments***

***Timeliness in attending class and submitting assignments***

## **ACADEMIC DISHONESTY**

This course adheres to the MSU Code of Student 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. Students should consult the MSU Student Handbook for answers to any questions about the code of conduct.

Some components of this course are designed to be highly interactive with students helping each other learn; however, all assignments are designed to represent the efforts of each student individually and not to be shared. When students submit their efforts for grading, they are attesting they have abided by this rule.

### **PLAGIARISM**

Plagiarism is not tolerated in this course whether intentional or not. 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* includes but not limited to the right to reproduce the students’ work product to verify originality and authenticity and for educational purposes.

## **SPECIAL NEEDS**

 The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, (940) 397-4140. Documentation of disability from a competent professional is required.

**CAMPUS CARRY**

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus effective August 1, 2016. Areas excluded from concealed carry are appropriately marked in accordance with state law. For more information regarding campus carry, please refer to [CampusCarryMSUTX](https://mwsu.edu/campus-carry/rules-policies).

**ADMINISTRATIVE PROCESS**

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

Department Chair – Mrs. Debra Wynne (940) 397.4608\*

College Dean – Dr. Jeff Killion (940) 397.4594

Dean of Students – Mr. Matthew Park (940) 397.7500

\*This is an interim position