



**Course Number:** RADS 5152 2 credits Summer 2026  
**Course Title:** Introduction to Advanced Radiologic Practice

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## Professor

**Vicki Dillard, D.H.Sc., RRA, RT(R)(CV) (CT)**

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In-office student hours: Tuesday 9:00 a.m.–12:00 p.m.  
Wednesday 9:00 a.m.– 12:00 p.m.  
Thursday 9:00 a.m.– 12:00 p.m.

Phone and virtual meetings via Zoom are always available by appointment.

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## Course Overview

This course introduces students to the role of the radiologist assistant in clinical practice. This course prepares the radiologist assistant student to understand and apply appropriate medical imaging clinical pathways, advanced modalities, and performance improvement. This course focuses on advanced radiologic procedures, sterile technique, fluoroscopic operation, radiation safety, radiopharmaceutical safety, and ultrasound operation.

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## Course Objectives

Upon completion of this course, you will be able to:

- Describe basic ultrasound operation and modes.
- Describe and identify basic MRI sequences, MR safety, and post-processing techniques.
- Describe and identify basic CT protocols and post-processing techniques.
- Demonstrate fluoroscopic operation and radiation safety techniques.
- Describe proper radiopharmaceutical handling, administration, and disposal.

VLD 5/20/2026

- Demonstrate proper sterile technique, including gowning, gloving, sterile tray preparation, and equipment manipulation.
- Describe different types of anesthesia and anesthetics used in radiologic procedures.
- Describe and demonstrate different suturing equipment, equipment manipulation, and suturing techniques.
- Demonstrate proper nasogastric tube insertion, non-coring needle insertion, Foley catheter insertion, and IV catheter placement.
- Describe common indications, contraindications, and performance of advanced radiologic procedures.
- Identify equipment used in interventional procedures
- Discuss considerations for the American College of Radiology Appropriateness Criteria and considerations for different clinical pathways in patient care.

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## Teaching Strategies

Independent reading assignments, Desire2Learn (D2L) modules, open-book module quizzes, written assignments, case study presentations, video assignments, and class discussions are used in this course.

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## Course Materials

### ***Textbooks- Required***

None required

### ***Supplies- Required***

Suture Tutor Plus Hands-on Kit, Light, Limbs and Things SKU: STP-Pro-Com. Provided in class. *Payment of \$81.00 for the Sutor Tutor must be made to the [MSU TouchNet Store](#) \$81.00*

### ***Microsoft Office***

Midwestern State University offers Office 365 to all students. Instructions on how to access this free software can be located at [Office 365 Education](#)

### ***Computer Requirements***

You need access to an up-to-date computer, webcam, and microphone, along with an internet connection, for this course. Use a different browser when working in Brightspace Desire2Learn (D2L). The recommended browsers for D2L are Google Chrome, Mozilla Firefox, and Safari. Other browsers may be incompatible with D2L.

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## Course Requirements

To succeed in this course, you must:

VLD 5/20/2026

- Complete reading and/or module assignments.
- Successfully complete the required online quizzes
- Perform sterile technique at an acceptable level (pass/fail)
- Perform suturing at an acceptable level (>70%)
- Meet all submission deadlines.

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## Communication

### *Communication with the Instructor*

Communication will be through your Midwestern State University email account. An email account is created for every MSU student. If you have not accessed this account yet, please do so by logging into the Portal and clicking the student email account icon located in the Portal. You can have any messages sent here forwarded to the email account of your choice.

The instructor will respond to 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 instructor will notify you of any extended periods when email contact is impractical (e.g., professional meetings). When emailing the instructor, please include your full name, course, and section number, and a thorough explanation in your message. This will help expedite your request or needs.

You should also periodically check the 'News' section within D2L for course updates and other important information.

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## Behavioral Expectations and "Netiquette"

### *Behavioral Expectations*

All students are expected to help create an environment conducive to effective teaching and learning for all participants. Behavior that disrupts teaching and learning is unacceptable; accordingly, all face-to-face or online interactions should be civilized, respectful, and relevant to the topic. Diverse opinions and engaging argumentation are critical to the higher learning endeavor, but inappropriate behavior that disrespects others or inhibits others' learning may result in sanctions, including, but not limited to, removal from the classroom and/or the course. Serious or habitual offenses may result in a referral to the Radiologic Sciences Department Chair, the College Dean, or the Dean of Students.

Disruptive behaviors include:

- offensive comments
- loud and/or frequent side conversations
- dominating classroom discussions
- frequently interrupting others
- aggressively challenging others
- name-calling (attacking the person)

- appearing under the influence of drugs or alcohol

### **Netiquette**

When communicating in a digital environment (e.g., email, discussion boards), please use proper netiquette. The following guidelines will help you to communicate effectively.

- Don't say things that you wouldn't say in a face-to-face environment or any public place.
- Don't share confidential information.
- Use the subject line to identify the content of the message.
- Stay up to date on forum postings by reading them regularly.
- Always comply with copyright by citing your references when posting online content.
- Use individual e-mail for messages to individuals rather than tying up the group list.
- Electronic communication does not provide visual cues, such as smiles or frowns, that face-to-face communication allows. Therefore, humor and/or sarcasm in a written text might be misunderstood and interpreted as rude or inflammatory in the online environment. Choose your words carefully to avoid hurting or angering anyone. Should emotions become inflamed, do not promote anger. Take a cooling-down period, perhaps overnight, before you engage in the online activity again.
- Avoid using all capital letters in your text. This is considered 'shouting' in the online classroom.
- Aim for clarity and readability in your text.
- Use proper English and remember to spell-check.
- If you do not understand the assignment's directions or the posts of your classmates, don't be afraid to ask for clarification.

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### **Academic Integrity**

RADS 5152 adheres to the [MSU Code of Conduct](#).

However small, academic dishonesty breaches academic integrity. Your participation in this course comes with the expectation that your work will be completed in full observance of the MSU Code of Student Conduct. You should consult the current Student Handbook for answers to any questions about the code.

### **Coursework and Assignments**

All components of RADS 5152 are designed to represent each student's efforts and are NOT to be shared, copied, or plagiarized from other sources. Therefore, when you submit your efforts for grading, you are attesting that you have abided by this rule.

An online plagiarism and artificial intelligence screening service may be used in this course. Student assignments may be uploaded to the service to identify similarities to other student papers and published works and to detect AI-generated work.

**Cheating** includes, but is not limited to

- Use of any unauthorized assistance in taking quizzes, tests, or examinations
- Dependence upon the aid of sources beyond those authorized by the professor in writing papers, preparing reports, solving problems, or completing other assignments.
- 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 paraphrasing or direct quotation without a correct citation in the text and the reference list
- The published or unpublished works of another person
- You may NOT submit papers and assignments you have previously submitted for this or any other course.
- Using materials generated by agencies engaged in "selling" term papers is also plagiarism.

**Use of Artificial Intelligence (AI) Tools:** This course permits you to use artificial intelligence (AI) tools, such as ChatGPT, Gemini, CoPilot, Scite, DeepSeek, Grok, Deep Research, Grammarly, etc., to get guidance on assignments, as long as you do so in an ethical and responsible manner.

Students may **NOT** use generative AI tools to complete multiple-choice, matching, fill-in-the-blank, open-ended, or essay exam questions.

Students may use generative AI tools to brainstorm ideas, create an outline or headings for their paper, and improve their grammar. Other uses of generative AI tools are prohibited. If the student uses AI-assisted technologies, a disclosure must appear at the end of the document in a separate section before the references, using the following format. Without a proper declaration, the assignment may receive a grade of zero or result in course failure, depending on the severity of the incident.

**Declaration of Generative AI and AI-Assisted Technologies in the Writing Process**

**Statement:** *During the preparation of this work, the author(s) used [NAME TOOL / SERVICE] to [REASON]. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content.*

Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and 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.

If you have any questions about what constitutes ethical and responsible use of AI tools,

VLD 5/20/2026

please consult with the instructor before submitting your work.

You are encouraged to review the tutorials and suggested websites for more information about plagiarism. If you have any questions about what constitutes plagiarism, please consult:

- The [University Academic Dishonesty Policy](#)
- The website [Plagiarism.Org](#), or
- The professor

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible.

### ***Clinical Records and Evaluations***

***If a student is found guilty of falsifying clinical documentation or completing an evaluation as a preceptor, they will be immediately dismissed from the RA program.***

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## **Evaluation**

### ***Grade distribution***

- 25% Sterile technique evaluation
- 20% Module quizzes
- 20% Suturing video
- 15% Post processing discussion
- 10% Radiology TEACHES Modules
- 10% Lab values exercise

### ***Grade Scale***

A = 100 - 90

B = 89 - 80

C = 79 - 70

D = 69 - 60

F = 59 and below

Final grades are rounded (Ex, 89.5 is rounded to 90 or an A; 89.4 is not rounded). Individual quizzes and/or assignments are not rounded.

### ***Grading Cycle***

All assignments are graded together to maintain greater consistency. Grading begins on the first business day after the due date, excluding university holidays and professional meetings, and is typically completed before the next due date. Students may track their

## Late Work and Extra Credit

### ***Due Dates.***

Assignments must be submitted by 23:59 (11:59 pm) Central Time on the due dates listed in the course schedule. If you fail to meet a deadline, you will receive **no (0) credit** for the assignment not submitted on time. Assignments are graded as **complete** after the due date.

***Emergency Extension.*** If you have a major event such as a death in the family, illness, hospitalization, or other extenuating circumstances, email the instructor as soon as possible and on or before the scheduled due date. The instructor will grant extensions on an individual basis.

### ***Extra credit:***

You have what it takes to succeed in this course by studying and communicating with your instructor; therefore, extra credit is **not** awarded in this course.

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## Attendance

This is a hybrid distance education course. Because of the unique distance learning format for this program, you must be present and on time for the on-campus seminar or required Zoom sessions to receive a passing grade. There are no exceptions to this policy. If you are tardy for class, you risk a grade reduction or dismissal from the class. The instructor will contact you in case of campus closures or other unforeseen events to arrange a virtual class session.

Regular logins to D2L will benefit you in several ways, such as ensuring that messages from the professor are received promptly, you do not miss important information, and you do not miss due dates. You should expect to log in at least three (3) times per week. See the Course Schedule section for specific due dates.

### ***Inclement Weather***

Safety is always first when considering whether to attend classes and/or clinical experiences. There may be times when the University remains open, but clinical experiences are delayed or canceled. Students who are participating in assigned off-campus activities (for example, clinicals, internships, student teaching, health services placements, or other assigned coursework at locations remote from campus) should use their best judgment unless the site is closed or the student is unable to safely reach the site.

On rare occasions, MSU on-campus classes may be canceled. If this occurs, notice will be provided via e-mail, the course website, and/or social media as soon as the President

provides notice. When university offices or facilities close due to inclement weather or an emergency, course delivery will move to an online format. Students who may have trouble accessing courses remotely should consult with their instructor.

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## Course Organization

Module 1: Introduction to the RA Role & Clinical Decision Support  
Module 2: Fluoroscopy, Radiopharmaceuticals & Radiation Safety  
Module 3: Ultrasound Operation & Ultrasound Guidance Techniques  
Module 4: CT Basics: Protocols & Imaging  
Module 5: MRI Basics: Sequences & Safety  
Module 6: Comprehensive Laboratory Evaluation & Triage  
Module 7: Suturing & Injections  
Module 8: Sterile Technique & Patient Care Skills  
Module 9: Advanced Procedures & Anesthesia

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## Assessments

### Sterile Technique Evaluation - 25%

To ensure patient safety and mastery of advanced clinical skills, all students must pass a formal Sterile Technique Evaluation during the on-campus seminar. This practical assessment verifies your ability to independently establish and maintain a sterile field, safely manage instruments, and mitigate contamination risks in an interventional setting.

### Assessment Structure

This evaluation is a pass/fail practical examination performed under direct faculty observation during your scheduled on-campus seminar. Performance is graded on a strict Met/Not Met basis across six primary clinical phases:

Phase 1: Open Gloving & Surgical Scrubbing  
Phase 2: Donning Sterile Gown & Closed Gloving  
Phase 3: Establishing & Protecting the Sterile Field  
Phase 4: Opening Sterile Supplies (utilizing proper donor techniques)  
Phase 5: Patient Preparation & Sterile Draping  
Phase 6: Room Breakdown & Safe Sharps Disposal

### Evaluation Standards & Expectations

**Spatial Awareness & Boundaries:** Students must maintain continuous spatial awareness. Hands must remain within the established sterile zone at all times. Additionally, students will face oral questioning on sterile boundaries, including the precise distinction between sterile and nonsterile areas of the surgical gown.

**The "Self-Correction" Standard:** A single uncorrected breach of sterile technique results in an automatic "Not Met" for the entire evaluation. However, the immediate verbal recognition and proactive remediation of an accidental break (e.g., explicitly identifying that

VLD 5/20/2026

an inner wrapper had contaminated a sterile glove) demonstrate excellent clinical judgment and are valued as a professional asset.

**Remediation Policy:** Receiving a "Not Met" on any line item requires a formal explanation from the evaluator, mandatory independent practice sessions, and a scheduled re-evaluation. Please review the detailed competency checklist available under the course resources.

### **Module Quizzes-20%**

To assess your comprehensive understanding and synthesis of core advanced practice concepts, you will complete online module quizzes via D2L. Quiz items are drawn directly from the mandatory readings, evidence-based content, and video presentations provided within each module.

When you have thoroughly reviewed the material and practiced applying the concepts, you may log on to D2L to complete your customized quiz. Please note that questions are randomized from a secure test bank, and all quizzes are strictly timed. Thorough pre-quiz preparation is essential to ensure you can accurately synthesize and apply the information within the allotted timeframe.

### **Suturing Video- 20%**

To demonstrate proficiency in the invasive skills learned during the course, you will record and submit a comprehensive video performance utilizing your assigned Suture Tutor Kit. To ensure safety and model professional clinical standards, sterile or examination gloves must be worn throughout the entire practical demonstration.

### **Video Content & Narrative Requirements**

Your submission can be recorded in a single continuous timeline or broken into several segments. The segments must be saved as Lastname\_suture\_video\_number (seg 1, seg 2, etc.) and contain the following components:

**Introduction & Clinical Reasoning:** Begin the video with the camera positioned to clearly show your face. Provide a verbal explanation of the standard instruments required for suturing. Specifically discuss your equipment selection and clinical rationale for:

1. Suturing a port-a-cath pocket.
2. Securing a central venous catheter line.
3. Your choice of suture material (absorbable vs. non-absorbable) based on these clinical indications.

**Skin Preparation Demonstration:** Verbally explain and visually simulate the distinct structural techniques required when preparing a site with povidone-iodine (Betadine) versus a chlorhexidine gluconate scrub.

**Procedural Demonstration: Reposition** the camera to provide a clear, unobstructed, close-up view of the Suture Tutor pad and your hands. Make sure the lighting and zoom are adequate to see the suture. Demonstrate the following skills:

- Proper scalpel grip and execution of a clean, 2-to-3-inch linear incision.
- Correct needle holder ergonomics and instrument-to-needle grasping technique.
- An interrupted suture pattern consisting of at least four (4) structurally sound stitches.
- A subcuticular suture pattern utilizing a properly buried knot across the full length of the incision.
- Your choice of either a vertical mattress OR a horizontal mattress suture pattern.
- An explanation of appropriate post-procedural wound dressing options.

**Suture Removal & Patient Education:** Explain and visually demonstrate the proper, aseptic technique for removing sutures without dragging external contaminants beneath the skin line. Conclude with a verbal summary of the post-procedural discharge instructions you would provide to a patient:

- Immediately following suture insertion (addressing both absorbable and non-absorbable variations).
- Following the suture removal procedure.

**Safe Disposal:** Conclude the video by demonstrating the immediate and safe disposal of all used sharps into a designated container. You may use a plastic laundry detergent container or another puncture-resistant container to dispose of the sharps.

### **Submission**

Upload the completed MP4 video file(s) or a verified hosting link placed in a WORD document (e.g., OneDrive, Google Drive) to the designated course Dropbox by the listed deadline.

Note: Grade will not be awarded until payment for the Suture Tutor (\$81) has been made to the [MSU TouchNet Store](#). The instructor will receive an email receipt to ensure payment.

### **Post-Processing Discussion– 15%**

Advanced radiologic practice requires the Radiologist Assistant to serve as a vital link between technical image acquisition and expert clinical interpretation. For this assignment, you will upload an advanced post-processing case (CT or MRI) that you personally reconstructed during your current clinical rotation.

### **Structural Requirements**

Your submission must include a detailed technical and clinical analysis addressing:

- Protocol selection and clinical indications.
- Parameter optimization (e.g., slice thickness, algorithm selection, windowing).

VLD 5/20/2026

- Artifact recognition and mitigation strategies.
- The direct clinical utility and diagnostic value of the final 3D or multiplanar reformatted images for the reading radiologist.

### **Peer Review Component**

In addition to your primary case submission, you are required to conduct substantive peer reviews of at least two (2) classmates' cases. Your critiques must offer constructive feedback regarding rendering quality, suggest alternative visualization or post-processing methods, and correlate the imaging appearances with the stated pathology. You must post first before you can see other students' posts..

**Patient Privacy Mandate:** All uploaded images and text must strictly comply with HIPAA and healthcare privacy regulations. The inclusion of any visible patient identifiers will result in an automatic grade of zero (0) for the assignment and may trigger institutional disciplinary review.

***Please consult the course resources for the complete grading rubric and step-by-step submission guidelines.***

### **Radiology TEACHES Modules- 10%**

To bridge the gap between imaging physics, clinical presentation, and evidence-based ordering patterns, you will utilize the [American College of Radiology \(ACR\) Radiology Teaches portal](#). This platform simulates real-world clinical scenarios utilizing the ACR Appropriateness Criteria®. You are required to complete four (4) distinct modules of your choice. (Family and Community Medicine, Internal Medicine, Contrast Safety, Pediatric, Sustainability, or Health Equity.)

This assignment aims to enhance your diagnostic acumen, familiarize you with imaging pathways, and reinforce the clinical efficacy of specific imaging modalities based on patient presentation.

### **Submission Instructions**

- Select a module from the [ACR platform](#) and complete the registration form to instantly launch it.
- You should complete the module in one sitting, which takes approximately 30 minutes. Exiting the module will require you to restart from the beginning. To receive a certificate of completion via email, you must complete a survey at the end of the module.
- Upon successful completion of each individual module, download the platform-generated Certificate of Completion as a PDF.
- Save your files using the following standardized format: LastName\_ACR\_Modulename.pdf.
- Submit all four (4) certificates to the designated course Dropbox. Partial credit will not be awarded; all components must be uploaded by the deadline to receive credit.

**Lab values exercise- 10%**

To develop your clinical competency in pre-procedural patient assessment and safety management, you will complete an applied laboratory data analysis. You will be randomly assigned two (2) distinct patient clinical scenarios accompanied by raw laboratory panels and institutional reference ranges.

**Assignment Requirements**

Utilizing the official Laboratory Values Interpretation Template provided by the instructor, you must independently analyze both scenarios and complete the following items:

- Identify all laboratory values falling outside the normal physiological reference ranges.
- Analyze and discuss the common clinical etiologies or underlying pathophysiology causing these abnormal values.
- Formulate an appropriate list of differential diagnoses based on the clinical picture.
- Evaluate the potential impact of these abnormal lab values on scheduled radiologic examinations or interventional procedures (e.g., contrast administration safety, bleeding risks).
- Propose evidence-based clinical treatments or interventions required to stabilize or correct the patient's laboratory values.

**Submission**

Completed templates for both assigned scenarios must be uploaded to the appropriate course Dropbox folder by the specified due date.

**All course requirements must be completed before a grade is awarded.** Students must complete the final and all coursework by the dates published in the course schedule.

See the Course Schedule at the end of this syllabus for all deadlines.

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<b>RADS 5152 Introduction to Advanced Radiologic Practice</b>	
<b>Summer 2026 Course Schedule</b>	
<b>Date</b>	<b>Activity</b> <i>* All assignments due by 11:59 p.m. CST</i>
Monday, June 1	Classes Begin
Saturday, June 6	Zoom
Monday, June 8	Module 1 – Radiology TEACHES Modules due
Monday, June 15	Module 2 – Fluoroscopy & Rad- Pharm Safety Quiz
Monday, June 22	Module 3 – Ultrasound Quiz

Monday, June 29	Module 4 – MRI Safety Quiz
Monday, July 6	Module 5 – CT & MRI Post Processing Discussion
Monday, July 13	Module 5 – Response post
Monday, July 13	Module 6 – Lab values exercise
Monday July 20	Module 7 – Suturing Video
Wednesday, July 22 by 4:00 p.m. CST	Last day to withdraw with a “W” in the class
July 24-26	On campus weekend – Module 8- Sterile Technique Skills Check
Monday, August 3	Module 9 – Advanced Procedures, Anesthesia & PI Quiz

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## Special Needs

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable adjustments to 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. A student/employee who seeks accommodations based on disability must register with the [Office of Disability Support Services](#). Documentation of disability from a competent professional is required.

Individuals with grievances related to discrimination or lack of accommodation due to disability are encouraged to resolve the issue directly with the relevant area. If the matter remains unresolved, the [Office of Disability Support Services](#) will provide advice and/or assistance to resolve it. The grievance procedure may be found in the [Student Handbook](#).

The ADA Coordinator may be contacted at (940) 397-4140, or 3410 Taft Blvd., Clark Student Center Room 168.

### ***The Use of Auxiliary Aids and Intermediaries***

Students with documented disabilities are provided with accommodations in the Program, which may include involvement of an intermediary or auxiliary aid. No disability can be reasonably accommodated with an aid or intermediary that provides cognitive support, substitutes for essential clinical skills, or supplements clinical and ethical judgment. Thus, accommodations **cannot** eliminate essential program elements or fundamentally alter the

## 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:

1. Department Chair – Dr. Lynette Watts (940-397-4883)
  2. College Dean - Dr. Jeff Killion (940-397-4594)
  3. Dean of Students – Matthew Park (940-397-7500)
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## Technical Difficulties

On occasion, you may experience problems accessing D2L, accessing class files within D2L, connecting to your internet service, or encountering other computer-related issues. Inform the instructor of a technical problem as soon as possible. If a problem occurs on our end, such as D2L failure, then a due date extension will typically be granted.

***However, keep in mind it is your responsibility to have (or have access to) a working computer for this class. Assignments and quizzes are due by the due date, and personal computer technical difficulties will not be considered grounds for the instructor to grant students extra time to submit assignments, quizzes, or discussion postings.***

Dropbox assignments that can be attached to an email should be emailed to the instructor as soon as a problem is encountered. Failure to do so may result in points being lost, regardless of connection issues.

For help options:

- For D2L issues, go online to the [Distance Education Helpdesk](#)
  - By phone call the Distance Education office at 940-397-4868 between 8:00 a.m. and 5:00 p.m. CST.
  - Use the D2L help link in D2L.
  - Contact the instructor.
  - For other computer access issues, visit the [MSU Information Technology Website](#).
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## Campus Carry Policy

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 the University's webpage at [Campus Carry](#)

***The instructor reserves the right to make changes to the syllabus, including assignment due dates, in case of unforeseen circumstances. These changes will be announced as early as possible so that students can adjust their schedules.***