MIDWESTERN STATE UNIVERSITY | Robert D. & Carol Gunn College of Health Sciences & Human Services

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.
- Write test questions based on foundations of test item writing
- Evaluate learning theories for curricular development and/or revision.

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. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington D.C.: Author. [ISBN 9781433832178] - $44.99 Paperback $67.96 used paperback

Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco, CA: Jossey-Bass Publishers. [ISBN: 9870787965679] - $34.26

RECOMMENDED:

Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2019). *Designing effective instruction* (8th ed.). Hoboken, NJ: Wiley & Sons. [ISBN: 9781119465935] - $47.87 (Rental)

Diamond, R. M. (2008). *Designing and assessing courses and curricula: A practical guide*. (3rd ed.) San Francisco, CA: Jossey-Bass Publishers. [ISBN: 9780470261347] - $36.40+

ASSIGNMENTS

<u>Welcome Video Project Discussion Board</u>

Each student will create a welcome video as if the course were accessed online. The video must include, but is not limited to:

- Introduction of yourself as an instructor
- Photograph of instructor
- Personal background

- Inviting language and tone; professional but not stiff
- Brief course description
- Brief overview of course requirements such as books, attendance, etiquette, etc.
- What you expect from students
- What students can expect from you.

This will be a narrated PowerPoint; you may do a voiceover only or record yourself within the presentation. It must be 3 minutes long.
Students will be graded on creativity, ability to sell the course, personality, presentation quality, clarity, and organization. The presentation must be uploaded the Discussion Board by the date listed in the schedule, and you must review all presentations and comment on at least two for credit by the second date listed in the schedule.

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 drop box 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.)
- Times New Roman (12 point)
- APA title page and appropriate APA format
- Name of course
- Nature of the change (new, revision, etc.) Justify why the change is necessary. (Current vs new).
- How the change will impact the curriculum as a whole

- How the change will impact accreditation
- How the change will impact faculty, workload, responsibility, scheduling etc.
- How new activities satisfy objectives for the course
- How will the course be evaluated? (Formative and summative for students; departmental and institutional for faculty)
- Map the direction of approvals. Who would have to agree/approve the course within and beyond the department?

Oral Presentation

In the Curriculum Project, you developed a new course or major revision to a course. You must now develop a proposal presentation for your supervisor, dean, provost, or vice-president. The proposal should contain at a minimum:

Teaching Project – As part of the Curriculum Project, each student will prepare and present a ten-minute teaching demonstration. This will include a ten-minute discussion about your curriculum project, then 1he ten-minute lecture. The project guidelines as located under the Curriculum Project under the Content tab. The rubric we will be using is located there as well.

Presentations may be created using PowerPoint, Prezi, or some other type of presentation software. Each presentation should be 20 (including the teaching project minutes. The presentation must be uploaded to the discussion board prior to the second weekend.

- Relevance, thoroughness, and detail of the course addition or change
- 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

Grading:

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

COURSE SCHEDULE WITH ASSIGNMENT DUE DATES

Date	Assignment/Activity
Jan 31/Feb 1	First Weekend Seminar
February 9	Welcome Project video upload (discussion board)
March 9-15	Spring Break
March 10	Welcome Video responses (discussion board)
April 21	Curriculum Project (Dropbox)
April 29	**Last day to drop this course with a grade of W 4:00 pm**
May 2 - 3	Second Weekend Seminar Oral Presentations

A check-in zoom can be set up with the instructors at any time.

Note: Assignments/discussions are due by 11:59 Central Standard Time (CST) unless otherwise noted.

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.

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.

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

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.

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.

ACADEMIC DISHONESTY

This course adheres to the MSU Code of Student Conduct. In particular, academic dishonesty, however small, creates a breach of 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* to all intellectual property created by the student for the purpose of this course. The *limited right* includes but is not limited to the right to reproduce the student's 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 accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center at (940) 397-4140. Documentation of disability from a competent professional is required.

CAMPUS CARRY

Senate Bill 11 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 campus carry webpage. If you have questions or concerns, please get in touch with MSU Interim Chief of Police Steven Callarman by email at steven.callarman@msutexas.edu.

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 – Dr. Lynette Watts (940) 397.4833
College Dean – Dr. Jeff Killion (940) 397.4594
Dean of Students – Mr. Matthew Park (940) 397.7500