Code # NHP16 (2014) REV

**New/Special Course Proposal-Bulletin Change Transmittal Form**

[x]  **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

[ ]  **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

|  |
| --- |
| [x] **New Course or** [ ]  **Special Course (Check one box)***Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.*  |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

RAD 3203

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Radiographic Procedures II

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Radiographic terminology and the preliminary steps of a radiographic examination. Radiographic anatomy and positioning of the lower extremity, pelvis, spine and bony thorax. Includes positioning nomenclature, pathology and film evaluation.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

Formal admittance into the Radiologic Science Program

b. Why?

The Medical Imaging and Radiations Sciences programs are lock step programs. Students complete the program in cohorts.

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall (14 weeks)

10. Contact Person (Name, Email Address, Phone Number)

Ray Winters

rwinters@astate.edu

ext. 3329

11. Proposed Starting Term/Year

Fall 2015

12. Is this course in support of a new program? Yes/No

If yes, what program?

No

13. Does this course replace a course being deleted? Yes/No

If yes, what course?

Yes. It replaces RT 1112..

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This course provides knowledge of the steps of a radiographic examination, specifically the radiographic anatomy and positioning of the lower extremity, pelvis, spine, and bony thorax. Also positioning nomenclature and film evaluation will be included. This is an upper division class required upon entry to the professional curriculum. It will require synthesis of previous materials, the use of critical thinking skills and independent judgment to succeed in the class.

At the completion of the course the student will be able to:

1. Express and apply proper radiographic and medical terminology

2. Discuss the basic radiographic positions and projections for the body parts covered.

3. Discuss the principles of radiographic positioning, and prepare for those circumstances that warrant exceptions and additions

4. Critique a radiograph for specific anatomy and radiographic positioning.

5. Describe patient care and radiation protection requirements used during specific radiographic procedures.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is mandated by the current American Society of Radiologic Technologists Educational Curriculum stipulated by the Joint Review Committee on Education in Radiologic Technology. It is a foundational course which leads to preparing students for entry level practice of radiologic technology.

c. Student population served.

Students formally admitted to the Bachelor of Science in Radiologic Sciences program

d. Rationale for the level of the course (lower, upper, or graduate).

Students are required to be admitted to the Radiologic Science Program before taking this class. Students must have completed all core classes of approximately 75 hours with a minimum of 2.5 GPA. The 3000-level is appropriate for the foundation of this professional track, leading to the 4000-level mastery courses. It will require higher level us of critical thinking synthesis for problem solving.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1 Procedural considerations for the Toes & Foot and radiographic critique

Week 2 Procedural considerations for the Calcaneus & Ankle and radiographic critique

Week 3 Procedural considerations for the Tib/Fib Knee and radiographic critique

Week 4 Procedural considerations for the IC fossa & Patella and radiographic critique

Week 5 Procedural considerations for the Femur and radiographic critique

Week 6 Procedural considerations for the Pelvis/Hip and radiographic critique

Week 7 Procedural considerations for the Cervical Spine and radiographic critique

Week 8 Procedural considerations for the Thoracic Spine and radiographic critique

Week 9 Procedural considerations for the Lumbar Spine and radiographic critique

Week 10 Procedural considerations for the Sacrum & Coccyx and radiographic critique

Week 11 Procedural considerations for the SI joints and radiographic critique

Week 12 Procedural considerations for the Ribs and radiographic critique

Week 13 Procedural considerations for the Sternum and radiographic critique

Week 14 Procedural considerations for the SC joints and radiographic critiques

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Three exams, completion of the workbook, quizzes and a final.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

There will be supplemental reading and required pre-class videos. Positioning lab will reinforce concepts learned in the classroom.

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No additional resources will be required.

20. What is the primary intended learning goal for students enrolled in this course?

Students will have the opportunity to understand and recognize specific procedural nomenclature and requirements of radiologic examinations of the lower extremity, pelvis, spine and bony thorax.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

 Ballinger, P. and Frank, E. (2011). Merrill’s Atlas of Radiographic Positions and Radiologic

 Procedures. 11th edition. C.V. Mosby Co.

 Hayes, S. (2011) Radiologic Anatomy, Positioning and Procedures Workbook. 11th edition.

 C.V. Mosby Co.

b. Number of pages of reading required per week: 30

c. Number of pages of writing required over the course of the semester: 5

22. High-Impact Activities (Check all that apply)

[x] Collaborative assignments

[ ] Research with a faculty member

[ ] Diversity/Global learning experience

[ ] Service learning or community learning

[ ] Study abroad

[ ] Internship

[ ] Capstone or senior culminating experience

[ ] Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will master the basic radiographic nomenclature and positions of the lower extremity, pelvis, spine and bony thorax.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Through demonstration, simulation, course readings and lab experiences students will master the skill necessary to perform radiographic examinations of the lower extremity, pelvis, spine and bony thorax.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Students are required to pass three exams covering nomenclature and positioning at an 80% success rate.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Students will be able to critique radiographs for acceptable positioning, anatomic requirements and density/contrast.

Learning Activity:

Classroom instruction on critiquing radiographs, workbook exercises and in-class quizzes.

Assessment Tool:

Students will be presented with acceptable and unacceptable radiographs for evaluation. Using standardized rubrics, they will score 80% or better on evaluation for acceptability.

**Outcome #3**:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

[x] Minimally
[ ] Indirectly
[ ] Directly

* 1. Thinking Critically

[ ] Minimally
[ ] Indirectly
[x] Directly

* 1. Using Technology

[ ] Minimally
[x] Indirectly
[x] Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

This is a complete program overhaul. Please refer to the accompanying Program package. This information will replace information on pages 311-332 and 504-512 in the bulletin