Code # NHP24 (2014) REV

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

**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](mailto:mmcginnis@astate.edu)

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| --- |
| **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 4123

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).

Imaging Pathology

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 only

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.

Imaging presentation of traumatic injuries and diseases including manifestations of disease on images and the modalities best suited to distinguish the various pathologies.

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.

Spring

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

Ray Winters

[rwinters@astate.edu](mailto:rwinters@astate.edu)

ext. 3329

11. Proposed Starting Term/Year

Spring 2016

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

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? Yes

If yes, what course?

RT 3113 and RS 4852 and RS 4862

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.

Enter text...

15. Justification should include:

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

Radiologic pathology is essential knowledge for medical imaging professionals in order to safely obtain optimal images and provide pertinent patient care. During this course, students will have the opportunity to:

Course Goals:

1. Define the most common diseases of each body system.
2. Identify the epidemiology of some of the most common diseases imaged by the various modalities.
3. Discuss the evidence of diseases in images.
4. Explain the tissue changes that occur in disease and relate these to image manifestations.
5. Compare and contrast the abilities of the imaging modalities to demonstrate diseases.

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 Radiography 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 and successful completion of all previous RAD courses.

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

This is an upper division class that will encompass both the previous upper division pathophysiology courses in the AAS degree program and the BSRS degree program.

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.)

Weeks 1-2: Skeletal system pathophysiology

Weeks 3-4: GI system pathophysiology

Week 5: Review and Assessment

Weeks 6-7: Hepatobiliary system pathophysiology

Weeks 7-8: GU system pathology

Week 9: Review and Assessment

Weeks 10-11: Reproductive system pathophysiology

Weeks 12-13: Cardiovascular system pathophysiology

Week14: Respiratory system pathology

Week 15: Review and Comprehensive Assessment

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

Pre-lecture preparation assignments, three formative exams, one comprehensive exam and a clinical case presentation.

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

This course content will be enhanced and supplemented with internet resources, as well as a clinical case presentation that links the students’ clinical practice to what is studied in this course.

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 study the most common diseases and the manifestations of the diseases on images produced by the various imaging modalities.

21. Reading and writing requirements:

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

Comprehensive Radiographic Pathology by Ronald Eisenberg and Nancy Johnson, 5th edition, Elsevier, 2012.

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

c. Number of pages of writing required over the course of the semester: 10-12

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

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?)

The student will be able recognize image manifestations of disease process in more than one modality.

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

Image evaluation exercises, both written and discussion-based will provide students the opportunity to develop the ability to distinguish abnormalities in images from normal images. Students will apply their foundational knowledge of normal image appearances learned in prerequisite courses to their study of pathologic processes to reach this goal.

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

Students will demonstrate their learning through group discussion, written examinations, image evaluation exercises, and a clinical case presentation.

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

**Outcome #2:**

Students will be able to distinguish between various imaging modalities.

Learning Activity:

Image evaluation exercises that provide examples of pathologies as evidenced by various imaging modalities will enable students to distinguish between images from the different modalities.

Assessment Tool:

Students will demonstrate their learning through group discussion, image evaluation exercises, and written examinations

**Outcome #3**:

Students will present a clinical case to their peers and explain the pathology, as well as the necessity and benefit of the imaging procedure.

Learning Activity:

The clinical case presentation will consist of a PowerPoint and recorded audiovisual lecture in which the student will detail the pathology evidenced by the imaging procedure.

Assessment Tool:

Students will demonstrate their learning of the image manifestations of diseases through peer teaching.

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

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
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