Code # NHP25 (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)

|  |
| --- |
| **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 4132

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).

Radiobiology

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.

Biological effects of ionizing radiation and radiation safety standards required for professional practice.

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 3312.

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)

In order to safely practice radiography, medical imaging professional must be able to understand the potential damage caused by radiation and the required safety measure that should be employed to protect the patient and the radiographer.

Course Goals:

At the completion of the course the student should be able to discuss:

1. interactions of x-radiation with matter.

2. the fundamental principles of radiobiology.

3. the understanding of the basic units of radiation dose

and exposure.

4. the knowledge of health physics and emphasize the importance

of radiation protection.

5. the importance of radiation monitoring for personnel.

6. the responsibility of the radiographer concerning radiation protection

for patients and medical personnel.

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 who have successfully completed all previous

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

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

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: Risk vs. Benefits of Radiation

Week 2: Natural and manmade radiation

Week 3: Interaction of X-radiation with matter

Week 4: Radiation Quantities and Units

Week 5: Cellular Biology: Deterministic vs. Stochastic effects

Week 6 & 7: Radiation Effects on Organ Systems

Week 8: Dose Limits for Exposure to Ionizing Radiation

Week 9: Dose Response Curves and measurements

Week 10: Oxygen Enhancement Ratio; LET and RBE

Week 11: Protection of the Patient during Diagnostic X-ray Procedures

Week 12 & 13: Protection of Imaging Personnel During X-ray Procedures

Week 14 & 15: Radiation Monitoring.

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

Pre-lecture preparation assignments, three formative exams, one comprehensive exam.

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

This course content will be enhanced and supplemented with internet resources, as well as image analysis and technique calculation practice activities. Required pre-lecture preparation assignments and assessments will also be included.

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 the biological effects of radiation and methods to reduce radiation dosage to patients and personnel.

21. Reading and writing requirements:

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

Radiologic Sciences for Technologists by Stuart Bushong, 10th edition, Elsevier..

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)

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 sources of radiation other than medical imaging.

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

The learning activities that will be used to help students develop their knowledge base and critical thinking skills in this course will be lectures, interactive discussions, videos, course readings and internet research.

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

Students will demonstrate their learning through internet activities and research, group discussion and problem-based assignments, and written examinations.

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

**Outcome #2:**

Students will be able to identify and analyze knowledge of cellular biology and how human cells respond to differing levels of radiation.

Learning Activity:

The learning activities that will be used to help students develop their knowledge base and critical thinking skills in this course will be lectures, interactive discussions, videos, course readings and internet research.

Assessment Tool:

Students will demonstrate their learning through internet activities and research, group discussion and problem-based assignments, and written examinations.

**Outcome #3**:

Students will be demonstrate knowledge of radiation monitoring theories, laws and devisces.

Learning Activity:

The learning activities that will be used to help students develop their knowledge base and critical thinking skills in this course will be lectures, interactive discussions, videos, course readings and internet research

Assessment Tool:

Students will demonstrate their learning through internet activities and research, group discussion and problem-based assignments, and written examinations

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