Boise State University
Foundational Studies Program Course Application Form

Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information

Course Number and Title: RADSCI 462: Obstetric & Gynecologic Sonography

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)

  Includes Lab: [ ] Yes [ ] No

[x] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. RADSCI 462 satisfies 3 credits of the Foundational Studies Program's Communication in the Discipline requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 1. Write effectively in multiple contexts for a variety of audiences
ULO 2. Communicate effectively in speech, both as a speaker and listener

RADSCI 462: Obstetric & Gynecologic Sonography is designed to integrate course content with opportunities to develop communication skills important to the field of Diagnostic Medical Sonography. This course aids to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

- Use written and verbal communication to describe the use of diagnostic medical Sonography in the subspecialties of obstetrics and gynecology
- Analyze and critique sonographic articles and practices related to obstetric and gynecologic sonography
- Recognize experts in the field of sonography and evaluate their opinions and research related to OB/GYN sonography
- Formulate differential diagnosis for pathological processes identified during sonographic examination

Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

RADSCI 462: Obstetric & Gynecological Sonography: Accommodation standards set by the Americans with Disabilities Act will be met for students accepted into the Radiologic Sciences Diagnostic Radiography Program. Extra time on tests, oral examinations, and other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
Boise State University  
Foundational Studies Course  
Spring 2014

Course Number and Title:  **RADSCI 340: Radiographic Quality Assurance**

## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 1 &amp; 2 Criteria</th>
<th>Foundation ULO 1 &amp; 2 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
</table>
| ULO 1.1-1.6: Write effectively | * Focuses narrowly on a clear purpose  
* Adopts an appropriate voice, tone, and level of formality  
* Uses the text conventions of writing in a field professionally  
* Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions  
* Improves across a series of drafts that are the result of drafting, revising, and editing in response to feedback  
* Controls mechanical features such as syntax, grammar, and punctuation | * Compare outcomes to national standards and express complications affecting department, personnel, and patients when operations are outside acceptance limits  
* Utilize accurate AMA referencing style within reports | * Students will conduct equipment testing in our energized lab  
* Students will write and submit lab reports outlining outcomes from testing as compared to national standards  
* Students will explain in their reports the negative complication to operating outside the national standards  
* Students will use proper referencing within the lab reports to support their statements | Discussions on:  
* History of Radiographic QA  
* Review of radiographic physics  
* Equipment testing processes and tools  
* National standards  
* Reasons for standards and complication when operating outside the national standards |
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| **ULO 1.7-1.10:** Write in multiple contexts | * Uses genres appropriate to the discipline well  
* Responds well to the needs of different rhetorical situations  
* Uses wide variety of resources to locate sources  
* Exploits wide range of communication strategies appropriate to contexts (including electronic ones) | Author and disseminate professional letter outlining the intent of a project and planned testing to be conducted in a community facility | * Students will conduct radiographic equipment testing at a local community facility  
* Students will author and disseminate a letter to the community facility outlining the agreed testing and the expected plan for conducting the testing – to include date, time, persons involved, testing to be conducted, etc. | Discussions on:  
* How to develop and write a business letter  
* Appropriate professional communication  
* Appropriate professional behavior and conduct  
* Provide examples and discuss positive and negative qualities |
| **ULO 1.11:** Write for a variety of audiences | * Responds well to the needs of different audiences  
* Addresses professionally the expectations of disciplinary audiences | * Author and submit lab reports that detail processes and analyze equipment testing outcomes.  
* Author, publish and disseminate a professional report providing thorough review of testing outcomes and recommendations for improvement. | * Students will generate, publish and disseminate a report of findings of their outcomes from the community equipment testing.  
* Students will follow AMA referencing style in this report  
* Student will turn in a rough draft and final draft of this report | Discussions on:  
* AMA formatting  
Effective methods of communicating findings  
* Professional report development and formatting |
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<td>ULO 2.1-2.5: Communicate Effectively as Speaker</td>
<td>*Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>* Verbally present a discussion on radiographic physics and the reliance of each component of the machine operating precisely to produce diagnostic radiographs.</td>
<td>* Students will research a particular testing method and tool used to evaluate radiographic equipment</td>
<td>Discussions on:</td>
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<td>* Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriate media (oral, written, media-supported) and establish the speaker’s credibility and authority</td>
<td>* Verbally present methods of evaluating the operations of radiographic equipment and the tool and processes used for testing.</td>
<td>* Students will verbally discuss how their assigned component of radiographic equipment relies on and affects the operations of other components of radiographic equipment.</td>
<td>* Learning styles and how to meet all learners needs during a class discussion</td>
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<td>* Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways</td>
<td>* Verbally discuss the complications associated with radiographic equipment operating outside the national standards.</td>
<td>* Students will verbally present a discussion to the class on the physics associated with their assigned testing method and tools.</td>
<td>* Effective oral communication- formal and informal</td>
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<td>* Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion</td>
<td>* Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that the speaker appears prepared, polished, and confident</td>
<td>* Students will verbally discuss the affect their assigned radiographic component has on the radiographic image and how it can be manipulated to improve image quality.</td>
<td>* Scenarios of equipment failures will be presented to the students where they will have to predict the concerns of those failures.</td>
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<td>* Students will verbally present the complications associated when their assigned radiographic component is operating outside the national standards.</td>
<td>* Students will verbally present their report of finding to the class once their community assigned project is complete</td>
<td>Students will:</td>
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<td>ULO 2.6: Communicate effectively as listener</td>
<td>Responds with critical understanding of oral communication of ideas</td>
<td>* Students will conduct a questions and answer session at the end of their discussions * Students will be called on during the instructor’s discussions to provide projected outcomes to a variety of scenarios</td>
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5-16-2013

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<tr>
<th>Foundational Studies Program Director Signature</th>
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