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 340: Radiographic Quality Assurance

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 340 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

RADSCI340 Radiographic Quality Assurance is designed to integrate course content with opportunities to develop communication skills important to the field of Radiography. 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:

• Verbally present a discussion on radiographic physics and the reliance of each component of the machine operating precisely to produce diagnostic radiographs.
• Verbally present methods of evaluating the operations of radiographic equipment and the tool and processes used for testing.
• Verbally discuss the complications associated with radiographic equipment operating outside the national standards.
• 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
• Author and disseminate professional letter
• Author and submit lab reports that detail processes and analyze equipment testing outcomes.
• Author, publish and disseminate a professional report

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 340: Radiographic Quality Assurance: 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>
<tbody>
<tr>
<td>ULO 1.1-1.6: Write effectively</td>
<td>Focuses narrowly on clear purpose</td>
<td>Compare outcomes to national standards and express complications affecting department, personnel, and patients when operations are outside acceptance limits</td>
<td>Students will conduct equipment testing in our energized lab</td>
<td>Discussions on: History of Radiographic QA</td>
</tr>
<tr>
<td></td>
<td>Adopts an appropriate voice, tone, and level of formality</td>
<td>Utilize accurate AMA referencing style within reports</td>
<td>Students will write and submit lab reports outlining outcomes from testing as compared to national standards</td>
<td>Review of radiographic physics</td>
</tr>
<tr>
<td></td>
<td>Uses the text conventions of writing in a field professionally</td>
<td></td>
<td>Students will explain in their reports the negative complication to operating outside the national standards</td>
<td>Equipment testing processes and tools</td>
</tr>
<tr>
<td></td>
<td>Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
<td></td>
<td>Students will use proper referencing within the lab reports to support their statements</td>
<td>National standards</td>
</tr>
<tr>
<td></td>
<td>Improves across a series of drafts that are the result of drafting, revising, and editing in response to feedback</td>
<td></td>
<td></td>
<td>Reasons for standards and complication when operating outside the standards</td>
</tr>
<tr>
<td></td>
<td>Controls mechanical features such as syntax, grammar, and punctuation</td>
<td></td>
<td></td>
<td></td>
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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 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 reliability of each component of the machine operating precisely to produce diagnostic radiographs. Verbally present methods of evaluating the operations of radiographic equipment and the tool and processes used for testing. Verbally discuss the complications associated with radiographic equipment operating outside the national standards.</td>
<td>Students will research a particular testing method and tool used to evaluate radiographic equipment. Students will verbally discuss how their assigned component of radiographic equipment relies on and affects the operations of other components of radiographic equipment. Students will verbally present a discussion to the class on the physics associated with their assigned testing method and tools. 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. Students will verbally present the complications associated when their assigned radiographic component is operating outside the national standards.</td>
<td>Discussions on: Learning styles and how to meet all learners needs during class discussion Effective oral communication- formal and informal Scenarios of equipment failures will be presented to the students where they will have to predict the concerns of those failures. Students will: Conduct one assigned class discussion Verbally present their report of finding to the class once their community assigned project is complete</td>
</tr>
</tbody>
</table>

- Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways
- Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion
- Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that the speaker appears prepared, polished, and confident
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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 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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</tr>
</tbody>
</table>

5-16-2013

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**Foundational Studies Program Director Signature**

**Date**