**The Association of Educators in the Imaging and Radiologic Sciences**

**Medical Imaging and Radiologic Sciences (MIRS) Educator Practice Standards (07/09/2020)**

**Definition**: The medical imaging and radiologic sciences (MIRS) educator prepares students for a variety of medical imaging and radiologic science professions. These include, but are not limited to, bone density technologists, cardiac/vascular interventional technologists, computed tomography technologists, limited x-ray machine operators, magnetic resonance technologists, mammographers, medical dosimetrists, nuclear medicine technologists, radiation therapists, radiographers, radiologist assistants, and, sonographers . The responsibility of the MIRS educator is to ensure graduates are academically prepared and clinically competent to provide health care services to the general public as vital members of a multidisciplinary team. They play a critical role in providing primary and continuing education to medical imaging and radiologic science professionals as imaging modalities and therapies change and as new imaging and therapeutic modalities emerge which impact the practice of medicine. MIRS educators cultivate and mentor exceptional medical imaging and radiologic science professionals through the promotion of academic excellence which integrates scientific knowledge, technical competence and patient interaction skills so that graduates demonstrate the ability to think critically and use independent, professional and ethical judgment in all aspects of their work.

**Education and Certification Qualifications**: The individual must be educationally prepared and clinically competent relevant to the imaging/therapeutic area for which the individual is responsible for providing education and hold and maintain appropriate credentials for professional practice to sustain his/her expertise and awareness of changes and advances in practice. Additionally, clinical coordinators/faculty and didactic faculty shall hold a minimum of a bachelor’s degree, although a master’s degree in Education or Radiologic Sciences is preferred. Program directors and program managers shall hold a minimum of a Master’s degree, although a doctorate in Education or Radiologic Sciences is preferred.

 **Scope of Practice:** The scope of practice delineates the parameters of the practice of adult education and learning in a holistic approach to students. MIRS educators recognize the multicultural, gender, and experiential influences each student brings to the program and how each student’s prior life experiences impact teaching and learning. They develop and assess programmatic and course curricula, facilitate student learning and professional growth, conduct and analyze course and overall program assessments, and ensure accreditation standards are met and maintained. MIRS educators demonstrate excellent listening skills, and oral, written and electronic communication skills reflecting self-awareness and the ability to convey ideas in a variety of educational contexts. They provide a positive culture to support mutual trust and an accepted Code of Conduct in didactic, laboratory, and clinical education environments. MIRS educators serve as mentors and models of the profession through critical and reflective thinking while exhibiting enthusiasm for teaching, learning, and the MIRS professions that inspire and motivate students.

**Teaching and Learning Performance Standards.**

The teaching and learning performance standards define the activities necessary to support and promote academic excellence through the transformative development of exceptional medical imaging and radiologic professionals.

**Standard One -** Creating an environment for effective facilitation of learning (classroom, laboratory, and clinical education environments) to achieve cognitive, affective, and psychomotor outcomes

* Implements a variety of adult education strategies appropriate to learner needs, desired learner outcomes, content, and context
* Grounds teaching strategies in adult educational theory and evidence-based teaching/learning practices
* Provides resources to diverse learners to help meet each student’s learning needs
* Engages in self-reflection and continued learning to improve educational practices that facilitate learning
* Expertly uses a variety of information technologies skillfully to support a full range of student learning preferences
* Creates opportunities for learners to develop their critical thinking and critical reasoning skills
* Demonstrates respect and patience for learners, promotes confidence and an interest in meeting all student learning styles
* Exhibits integrity and flexibility to maximize the facilitation of learning
* Develops collegial working relationships with students, university/college colleagues, hospital based colleagues and clinical affiliate personnel to promote positive learning environments
* Serves as a role model for the professions of medical imaging and radiologic sciences

**Standard Two** - Facilitating student professional development and interpersonal communication skills to include counseling strategies, learner self-reflection and professional growth, constructive self & peer evaluation, modeling professional behaviors, values, and attitudes

* Utilizes effective counseling, listening, and advising strategies to assist students in meeting professional educational goals
* Creates an environment to foster socialization to the role of medical imaging and radiologic science professions and encourages student self-reflection and personal goal setting for professional growth
* Models and encourages effective interpersonal interactions in the classroom, laboratory, and clinical education environments and recognizes the impact of these interactions on student learning outcomes
* Assists students in developing the ability to engage in thoughtful and constructive self-evaluation and peer evaluation
* Provides educational opportunities to enhance group/team interactions through facilitating effective group learning and team management
* Serves as a role model through involvement in professional associations, engagement in lifelong learning, dissemination of evidence-based information through publications and presentations, and advocates for the medical imaging and radiologic science professions

**Standard Three** – Using effective learning assessment and evaluation strategies for all domains of learning in the classroom, laboratory, and clinical education environments.

* Develops and utilizes evidence-based assessment and evaluation practices
* Clearly verbalizes assessment and evaluation expectations to students and orients learners to the assessment process
* Creates standardized learning assessment instruments and processes to evaluate student learning and competence in the classroom, laboratory, and clinical education environments in all three domains (cognitive, affective, and psychomotor)
* Matches student assessment instruments to the specific student learning outcomes
* Provides constructive feedback to students in a timely and respectful manner to enhance the learning experience

**Standard Four** – Designing program curricula to meet the current knowledge required of undergraduate and graduate medical imaging and radiologic science professionals. Formulating, implementing, assessing, improving, and sustaining appropriate program outcomes and quality indicators including, but not limited to, those required by accreditation organizations.

* Develops the specific MIRS learner-centered program curriculum based on rigorous educational outcome principles, including a program mission statement; program goals; student learning outcomes; academic courses, content, and syllabi; instructional methods; and assessment procedures to meet national educational standards
* Ensures the curriculum meets institutional requirements and reflects the institutional philosophy and mission
* Designs the curricula to accommodate student population social considerations such as age, physical disabilities, learning disabilities, and English language proficiency
* Develops course curricula based on specific student learning outcomes and develops course student assessment methods to match the student learning outcomes
* Designs and implements a systematic program assessment model that promotes academic excellence and student success
* Analyzes program outcomes to assess programmatic effectiveness and makes necessary curricular revisions based on student outcomes, graduate satisfaction, and employer satisfaction
* Ensures the use of credible assessment evidence in making program decisions and reevaluating the assessment process
* Periodically conducts a curriculum review including a needs assessment to maintain a program curriculum that reflects current practice in the medical imaging and radiologic sciences professions

**Standard Five** – Professional leadership development and scholarly contributions to the radiologic science professions (self-assessment and professional development).

* Commits to life-long learning and maintaining competence as an educator and MIRS professional including the maintenance of professional certifications
* Participates in professional development activities through continuing education and active participation in state and national radiologic sciences professional associations
* Develops and maintains collaborations and professional social connections to build a strong network and partnerships across MIRS programs and academic institutions
* Constructively utilizes feedback from students and peers for self-reflection and improvement
* Remains current regarding evidence-based teaching and learning practices, evaluation methods, student development, and changes within the healthcare environment
* Promotes innovative practices in MIRS education and professions through state, national, and international presentations, research, and peer-reviewed publications
* Fulfills institutional requirements for teaching, scholarship, and service
* Develops and maintains leadership skills to serve as an advocate for MIRS education and professions to shape and implement change
* Mentors and supports the development of peers and faculty colleagues
* Demonstrates competence in writing proposals for resource acquisition, program development, and research as required

**Standard Six**- Managing or assisting with programmatic student admissions, student services referrals, budgets and expenditures, programmatic and institutional accreditation, curriculum, programmatic and certification agency policies and procedures, resource acquisition, maintenance of classrooms and laboratories, and compliance reporting.

* Maintains and retains accurate student records ensuring confidentiality and security as required by the Family Education Rights and Privacy Act (FERPA)
* Complies with the Health Information Portability and Accountability Act (HIPAA) in the classroom, laboratory and clinical environments
* Develops and maintains a Student Handbook including program specific policies; shares this document with communities of interest; and enforces policies in a fair and equitable manner in accordance with institutional appeal and grievance processes
* Maintains national, regional or programmatic accreditation status recognized by the U.S. Department of Education (USDE) or the Council of Higher Education Accreditation (CHEA)
* Remains current on general education and curriculum content requirements for the professional discipline(s)
* Remains current regarding the policies and procedures of certifying agencies
* Manages the programmatic, student-centered recruitment, admissions, and retention processes including enrollment goals aligned with institutional mission and strategic goals
* Develops, monitors, and adheres to the annual budget each fiscal year and seeks grant funding for resources, as required
* Resolves conflict, counsels students, and initiates referrals to student services, as needed