Eastern Illinois University
New Course Proposal
NUR 3203, Medical Terminology

Please check one:  X  New course  □  Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  NUR 3203
2. Title (may not exceed 30 characters, including spaces):  Medical Terminology
3. Long title, if any (may not exceed 100 characters, including spaces):
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  3-0-3
5. Term(s) to be offered:  □  Fall  □  Spring  □  Summer  X  On demand
6. Initial term of offering:  □  Fall  □  Spring  X  Summer  Year:  2009
7. Course description (not to exceed four lines):  This course focuses on terminology useful to health professionals and necessary for accurate understanding and effective communication in the clinical setting. Analysis of terms in the context of human anatomy and physiology is emphasized. Application and evaluation of terminology within the appropriate context of all major body systems in both health and disease is stressed.
8. Registration restrictions:
   a. Identify any equivalent courses:  None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  None
   c. Who can waive the prerequisite(s)?  N/A  □  No one  □  Chair  □  Instructor  □  Advisor  □  Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):  None
   e. Repeat status:  X  Course may not be repeated.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:  None
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:  None
9. Special course attributes:  None
10. Grading methods (check all that apply):  X  Standard letter  □  C/NC  □  Audit  □  ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method:  X  lecture  □  lab  □  lecture/lab combined  □  independent study/research  □  internship  □  performance  □  practicum or clinical  □  study abroad  □  other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

1 – Analyze medical terms by dividing them into component parts and then utilizing those word elements to recognize, build, define, and explain new terms when found in various combinations and situations.
2 – Identify, locate, define, and describe anatomical structures and organ systems of the human body.
3 – Utilize and explain medical terms in the context of the structure and function of the human body in health and disease.
4 – Explain disease processes affecting each body system including the relevant pathology, diagnostic tests, clinical procedures, and therapeutic interventions.
5 – Evaluate and interpret medical records, reports, and case studies for proper application and context of medical terms.

  a. This is not a general education course.

  b. This is not a graduate level course

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>Objective</th>
<th>On-line Module Learning Activities</th>
<th>Module / Chapter Exams</th>
<th>Midterm and Final Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze medical terms by dividing them into component parts and then utilizing those word elements to recognize, build, define, and explain new terms when found in various combinations and situations.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
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<td>Identify, locate, define, and describe anatomical structures and organ systems of the human body.</td>
<td>X</td>
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<td>X</td>
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<td>Explain disease processes affecting each body system including the relevant pathology, diagnostic tests, clinical procedures, and therapeutic interventions.</td>
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<td>X</td>
</tr>
<tr>
<td>Evaluate and interpret medical records, reports, and case studies for proper application and context of medical terms.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

3. Explain how the instructor will determine students’ grades for the course:

- Participation in On-line Module Learning Activities (15 units at 5 points each) 75 points
- Module / Chapter Exams (18 at 10 points each) 180 points
- Midterm Exam 100 points
- Final Exam 100 points

  Total 455 points

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

  a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
NUR 3985 will be delivered in an on-line format. A course delivery system such as Blackboard will be utilized for course information, content delivery, exams, and grades. For each unit, students will be provided with learning objectives and learning activities. In addition to the text, on-line resources and learning activities provided by the publisher will be made accessible to the students. When combined with the textbook, these active learning exercises accommodate multiple learning modalities and styles. Activities include audio descriptions and pronunciation of terms; visual resources such as drawings and photos; and kinesthetic activities such as diagrams to label and “coloring” pages to complete. Critical thinking and analysis within an appropriate medical context is offered in case studies for each unit. Review and exam preparation exercises such as mnemonics for memorization, self-quizzes, crossword puzzles and explanations of difficult-to-grasp material are provided.

b. Describe how the integrity of student work will be assured:

Integrity of student work will be assured. Examinations will be administered on-line with a time limit, random presentation of questions, and random presentation of response choices. Security measures available within the course delivery system will be utilized to ensure access only by enrolled students. Login and logout times for each on-line learning activity is tracked by the online course delivery system. Points are awarded accordingly. Students are required to spend three hours per week in on-line activities to receive full credit for participation in these activities.

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

The instructor will maintain virtual office hours as well as traditional office hours to enhance student access. Office hours will be posted in the syllabus with any changes posted on the course home page. On-line discussion boards, e-mail, and phone calls will provide additional opportunity for instructor-student interaction. On-line discussion boards and on-line “chat” within the course delivery system will provide for student-student interaction.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

This course is not numbered between 4750 and 4999.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

This course is not writing active, intensive or centered.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the
course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Each of the following “Units” is equivalent to material covered weekly in a three credit hour face-to-face course. Each unit of study and its length was selected in accordance with and after consulting several providers of Medical Terminology course resources for health professionals. Each “Chapter” in the text has its equivalent “Module” on-line.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content and Procedures</th>
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</thead>
</table>
| Unit 1 | Basic Word Structure / Terms Pertaining to the Body as a Whole  
Module 1 and 2 on-line learning activities  
Module / Chapter exam 1 and 2 |
| Unit 2 | Suffixes / Prefixes  
Module 3 and 4 on-line learning activities  
Module / Chapter exam 3 and 4 |
| Unit 3 | Digestive System  
Module 5 and 6 on-line learning activities  
Module / Chapter exam 5 and 6 |
| Unit 4 | Urinary System  
Module 7 on-line learning activities  
Module / Chapter exam 7 |
| Unit 5 | Female Reproductive System  
Module 8 on-line learning activities  
Module / Chapter exam 8 |
| Unit 6 | Male Reproductive System  
Module 9 on-line learning activities  
Module / Chapter exam 9 |
| Unit 7 | Nervous System  
Module 10 on-line learning activities  
Module / Chapter exam 10  
Midterm Exam |
| Unit 8 | Cardiovascular System  
Module 11 on-line learning activities  
Module / Chapter exam 11 |
| Unit 9 | Respiratory System  
Module 12 on-line learning activities  
Module / Chapter exam 12 |
| Unit 10| Blood System  
Module 13 on-line learning activities  
Module / Chapter exam 13 |
| Unit 11| Lymphatic, and Immune Systems  
Module 14 on-line learning activities  
Module / Chapter exam 14 |
| Unit 12| Musculoskeletal System  
Module 15 on-line learning activities  
Module / Chapter exam 15 |
| Unit 13| Integumentary System  
Module 16 on-line learning activities  
Module / Chapter exam 16 |
| Unit 14| Sense Organs: The Eye and the Ear  
Module 17 on-line learning activities  
Module / Chapter exam 17 |
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

Several health profession majors are offered at EIU. This course is broad and general, appropriate for students in any of the health related programs. The course will also serve as an introduction to health professions for students who are unsure of their major and as an elective for non-majors who would like an overview course of health care. Additionally, this course will be an accepted elective for students in the RN to BS in Nursing Program.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

   This is not a general education course.

   b. If the course or some sections of the course may be technology delivered, explain why.

      Technology delivery maximizes accessibility. This course is currently (Spring 2008) being offered through the EIU School of Continuing Education and has been well received. Despite increasing the maximum enrollment from 15 to 20 students, there were 8 individuals on a waiting list, unable to get into the class. It has been approved for offering this summer (2008) through Continuing Education with an increased maximum enrollment. The current class roster includes students living as far away as Texas, many adult / non-traditional students, two RN to BS in Nursing students, and one student who is unable to take on-site courses due to a physically limiting disability. Additionally, several of the current students are traditional students who live on-campus but who had timing conflicts with other possible elective courses. The RN to BS in Nursing students are generally adults who are working full time as well as managing other responsibilities such as family obligations and this is an elective option that is related to their major and can be completed in the context of any work schedule.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

   This course is placed at the junior level to build upon knowledge gained in the general education curriculum. There are no prerequisites, co-requisites, or other registration restrictions for this course.

3. If the course is similar to an existing course or courses, justify its development and offering.

   This course is not similar to any existing EIU course.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

   The content of this course does not substantially duplicate the content of an existing course.
b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

No course will be deleted if this course is approved.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

   This course will serve as an approved elective for students in the undergraduate RN to BS in Nursing Program as well as for interested students in other programs. It is not required for the nursing major.

   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

   This is not a graduate program.

   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

   This course does not change a major, minor, or certificate program in or outside of the RN to BS in Nursing Program.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Rebecca Merten or any qualified faculty member in the B.S. in Nursing Program will be assigned to teach this course.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

   This is not a graduate course.

2. Additional costs to students:

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

   There will be a $40.00 additional cost to each student for purchase of an on-line access code. The publisher provides this at no cost for one user with purchase of the text book but the code expires after one semester of use.

3. Text and supplementary materials to be used (Include publication dates):


PART VI: COMMUNITY COLLEGE TRANSFER
A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the Nursing Program:  2-13-08

Date approved by the COS Curriculum Committee:  3-21-08

Date approved by CAA:  4-10-08

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).