Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Political Science

2. Course Prefix and Number: HADM 2100

3. Effective Term: SU 2013

4. Course Title: Medical Terminology

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course
   Current Course Number: HADM 2100
   Proposed Course Number: 2100/2103
   Type of Revision:

6. Course Credit:
   Maximum Hours (Repeatability):

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Lecture</td>
<td>3</td>
<td>70</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 3

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites, Co-Requisites:
   Prerequisite(s): None
   Co-Requisite(s): None
   Pre/Co-Requisite(s): None

9. Restrictions:
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    This on-line course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and terms related to the health care field.

11. May Count Either (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>Health Services Administration</td>
<td>required</td>
</tr>
</tbody>
</table>

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - Applicable
   - Not Applicable
14. Justification:

Needed for program accreditation-- HADM 2100 was approved by the UCC in January 2010 and renumbering more accurately reflects distance delivery of course content.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

Current faculty appointments are adequate to support the proposed revision. Additional resources are listed below.

AU student code of discipline:
https://sites.auburn.edu/admin/universitypolicies/Policies/CodeofStudentDiscipline.pdf

Online netiquette: http://www.studygs.net/netiquette.htm

AU online Bookstore: http://www.aubookstore.com/pretextbooks.asp

AU digital library: http://diglib.auburn.edu

AU library: http://www.lib.auburn.edu

policies: https://sites.auburn.edu/admin/universitypolicies/default.aspx

Accessibility syllabus statement:
https://fp.auburn.edu/disability/faculty/syllabus.asp

Accessibility Link: https://fp.auburn.edu/disability/index.asp

Writing Center: https://fp.auburn.edu/writing/writingcenter.aspx

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

This course will enable the student to speak, use, and understand commonly used terms in the field of Health Administration and medicine.

Upon the successful completion of this course students will be able to:

1. Name the body systems and identify their basic components and functions.
2. Recognize basic medical terms. Define vital signs.
3. Determine the specialty of care by identifying the meaning of the word root.
4. Analyze and be familiar with terms related to tissues and organs.
5. Define word root, prefix, and suffix and know how and where to use them.
6. Learn and understand medical terms by breaking them down into their component parts and learning the meaning of the parts.
7. Learn to construct medical terms from component parts.
8. Pronounce, spell, and define commonly used prefixes and suffixes.
9. Recognize anatomic position and identify bodily directions.
10. Become familiar with planes of the body.
11. Recognize the terms related to the structure, function, procedure and pathology of cells, tissues, and glands.
12. Recognize different modal specialties and specialists.
13. Recognize basic diagnostic tests for each system.
14. Describe commonly used treatment modalities for each body system.
15. Identify and understand various instruments utilized in a physical examination as they relate to specific body parts.
The course is a web-based course in which students obtain the course information from a required textbook, accompanying on-line modules, and the CD enclosed with the text. Students may access the course modules and required quizzes at your convenience but must observe the testing deadlines outlined in the accompanying course schedule. Each module contains the following:

- Encounter activities which are designed to help students master the material
- Links for further study
- Practice quizzes to help prepare students for the on-line quiz
- Case Studies to help students placed learned information in a clinical setting

**Course Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Text</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Intro to Medical Terminology</td>
<td>Ch 1</td>
<td>1</td>
</tr>
<tr>
<td>2 Body Structure</td>
<td>Ch 2</td>
<td>2</td>
</tr>
<tr>
<td>3 Musculoskeletal System</td>
<td>Ch 3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Quiz 1 opens XXXX All three modules and quizzes must be complete by midnight XXXX CST.**

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Text</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Integumentary System</td>
<td>Ch 4</td>
<td>4</td>
</tr>
<tr>
<td>5 Gastrointestinal System</td>
<td>Ch 5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Quiz 4 opens XXXX. All modules and quizzes must be complete by midnight XXXX CST.**

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Text</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Urinary System</td>
<td>Ch 6</td>
<td>6</td>
</tr>
<tr>
<td>7 Male Reproductive System</td>
<td>Ch 7</td>
<td>7</td>
</tr>
<tr>
<td>8 Female Reproductive System</td>
<td>Ch 8</td>
<td>8</td>
</tr>
</tbody>
</table>

**Quiz 6 opens XXXX. All three modules and quizzes must be complete by midnight XXXX CST.**

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Text</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Blood and Immune System</td>
<td>Ch 9</td>
<td>9</td>
</tr>
<tr>
<td>10 Cardiovascular System</td>
<td>Ch 10</td>
<td>10</td>
</tr>
<tr>
<td>11 Respiratory System</td>
<td>Ch 11</td>
<td>11</td>
</tr>
</tbody>
</table>

**Quiz 9 opens XXXX All three modules and quizzes must be complete by midnight XXXX CST.**

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Text</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Nervous System</td>
<td>Ch 12</td>
<td>12</td>
</tr>
<tr>
<td>13 Mental Health</td>
<td>Ch 13</td>
<td>13</td>
</tr>
<tr>
<td>14 Eye and Ear</td>
<td>Ch 14</td>
<td>14</td>
</tr>
</tbody>
</table>

**Quiz 12 opens XXXX. All three modules and quizzes must be complete by midnight XXXX CST.**

**Final Examination**

On-Campus Comprehensive Final XX/XX/XXXX

**To maintain the integrity of the course and discourage cheating, access to
Final Examination
On-Campus Comprehensive Final XX/XX/XXXX

**To maintain the integrity of the course and discourage cheating, access to quiz scores is not available until closing date for each section.**

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

One quiz is given inside the course management system after each learning module which contains questions on definition, pronunciation, usage, and spelling. Students will be allowed to drop one quiz grade at the end of the semester. The remainder quiz grades will be averaged to make up 70% of their final grade.

A comprehensive final exam will be administered on campus and comprises the remaining 30% of the grade for the course.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59-below</td>
<td>F</td>
</tr>
</tbody>
</table>

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: Not applicable.

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

REQUIRED STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1239 Haley Center, 844-2098 (V/TT).
Approvals

Department Chair / Head

[Signature]

Date 12/4/2012

College / School Curriculum Committee

[Signature]

Date 12/4/2012

College / School Dean

[Signature]

Date

Dean of the Graduate School (for Graduate Courses)

[Signature]

Date

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

[Signature]

Date

Contact Person: __________________________ Telephone: __________________________

E-Mail Address: __________________________ Fax: __________________________
Supplemental Information For Addition Of Distance Education (DE) Course

1. Proposing College / School: College of Liberal Arts

   Department: Political Science

2. Course Prefix and Number: HADM 2100/2103

3. Effective Term: SU 2012

4. Course Title: Medical Terminology

5. On-Campus Pre/Corequisites:
   (Indicate any applicable pre/corequisites for the on-campus version of the course. Use the space provided below to indicate how they will be adjusted to accommodate DE students.)
   Prerequisite(s): none
   Corequisite(s): none
   Pre/Corequisite(s): none
   DE Adjustment:

6. Affected Program(s):
   (Respond "NA" if not included in any program; attach memorandum if more space is required)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>Health Services Administration</td>
<td>Required</td>
</tr>
</tbody>
</table>

7. Justification for DE Delivery:
   (Include a concise, yet adequate rationale for the addition of a distance education version of the course in question (e.g., expansion of opportunity for working professionals, etc.)

   The course was previously approved by the UCC and has been conducted as a DE course since its inception. Current proposal seeks to properly accredit the course as a distance offering.

8. Access to Resources:
   (Indicate how distance education students will be given access to all necessary academic resources, such as library materials, laboratory facilities, and learning centers.)

   Students will gain access to academic resources through the AU Course Management System. See attached for additional information.

9. Course Content Delivery:
   (Outline, in specific detail, what adjustments will be made to the existing course in order to accommodate learning via distance education. Include delivery of lecture material, discussion sessions, and submission of assignments/papers, as applicable.)

   Delivery is through the AU Course Management System -- see attached for additional information.

10. Course Interaction:
   (Provide specific information regarding the adjustments that will be made to the course, in order to accommodate interaction between the student and instructor and peers via distance education. Include such aspects as office hours, class participation, and -- if applicable -- any time that the student would be required to be on-campus.)

   All course interaction is through the AU Course Management System. See attached for additional information.
Approvals

Department Chair / Head

[Signature]

Date

12/4/2012

College / School Curriculum Committee

[Signature]

Date

12/4/2012

College / School Dean

Date

Dean of the Graduate School (for Graduate Courses)

Date

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Date

Contact Person: __________________________ Telephone: __________________________

E-Mail Address: __________________________ Fax: __________________________
Access to Resources: In addition to postings on the AU Course Management System through Canvas, students obtain course information from textbooks, accompanying on-line modules, and the CD enclosed with the text.

Course Content Delivery: Students access the course modules and required quizzes through the AU Course Management System. Each module contains the following:

- Encounter activities designed to help students master the material.
- Links for further study.
- Practice quizzes to help prepare students for the on-line quiz.
- Case studies to help students place learned information in a clinical context.

One quiz is given after each learning module containing questions on definition, pronunciation, usage, and spelling. Students will be allowed to drop one quiz grade at the end of the semester. The remainder quiz grades will be averaged to make up 70% of their final grade.

A comprehensive final exam administered through the AU Course Management System will make up the remaining 30% of the grade for the course.

Course Interaction: Students log into the AU Course Management System (Canvas) to take exams and go through the modules. The modules are supplied by Pierson publishing and are supplied to the Instructor as part of the textbook package. Instructor is available online and via course email.
# Proposal Form For Addition And Revision Of Courses

1. **Proposing College / School:** College of Liberal Arts  
   **Department:** Political Science

2. **Course Prefix and Number:** HADM 2100

3. **Effective Term:** SU 2010

4. **Course Title:** Medical Terminology

5. **Requested Action:**  
   - Renumber a Course
   - Add a Course
   - Revise a Course

6. **Course Credit:**  
<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours (Repeatability):</td>
<td>3</td>
<td>on line course</td>
<td>3</td>
<td>125</td>
</tr>
</tbody>
</table>

   **Total Credit Hours:** 3

7. **Grading Type:**  
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. **Prerequisites, Co-Requisites:**  
   - Prerequisite(s): None  
   - Co-Requisite(s): 
   - Pre/Co-Requisite(s): 

9. **Restrictions:**  
   - College
   - Major
   - Standing
   - Degree

10. **Course Description:**  
    This on-line course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and terms related to the health care field.

10. **May Count Either**  
    - Program Type  
    - Program Title  
    - Requirement or Elective? (Indicate if this particular course cannot be counted for credit in addition to another)

11. **Affected Program(s):**  
    - Major  
    - Health Services Administration  
    - Required

12. **Overlapping or Duplication of Other Units' Offerings:**  
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)

    - Applicable
    - Not Applicable

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: Existing faculty and classroom space are sufficient for this new course.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization - i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes: This course will enable the student to speak, use, and understand commonly used terms in the field of Health Administration and medicine.

Upon the successful completion of this course students will be able to:

1. Name the body systems and identify their basic components and functions.
2. Recognize basic medical terms. Define vital signs.
3. Determine the specialty of care by identifying the meaning of the word root.
4. Analyze and be familiar with terms related to tissues and organs.
5. Define word root, prefix, and suffix and know how and where to use them.
6. Learn and understand medical terms by breaking them down into their component parts and learning the meaning of the parts.
7. Learn to construct medical terms from component parts.
8. Pronounce, spell, and define commonly used prefixes and suffixes.
9. Recognize anatomic position and identify bodily directions.
10. Become familiar with planes of the body.
11. Recognize the terms related to the structure, function, procedure and pathology of cells, tissues, and glands.
12. Recognize different medial specialties and specialists.
13. Recognize basic diagnostic tests for each system.
14. Describe commonly used treatment modalities for each body system.
15. Identify and understand various instruments utilized in a physical examination as they relate to specific body parts.

This course is a web-based course in which students obtain the course information from their textbook, accompanying on-line modules, and the CD enclosed with the text. You may access the course modules and required quizzes at your convenience but you must observe the testing deadlines outlined in the accompanying course schedule at the end of this syllabus. Each module contains the following:

- Encounter activities which are designed to help you master the material
- Links for further study
- Practice quizzes to help prepare you for the on-line quiz
- Case Studies to help you put what you have learned into a clinical setting

Students who engage in all of these activities and read the corresponding chapters in their text will get the most from this class and consequently earn a better grade.

17. Course Content Outline: Week 1 Text Quiz
Orientation
1. Intro to Medical Terminology Ch 1 1
2. Body Structure Ch 2 2
3. Musculoskeletal System Ch 3 3
**Quiz 1 opens XXXX. All three modules and quizzes must be complete by midnight XXXX CST.

Week 2  Text  Quiz
4. Integumentary System Ch 4 4
5. Gastrointestinal System Ch 5 5
** Quiz 4 opens XXXX. All modules and quizzes must be complete by midnight XXXX CST.

Week 3  Text  Quiz
6. Urinary System Ch 6 6
7. Male Reproductive System Ch 7 7
8. Female Reproductive System Ch 8 8
** Quiz 6 opens XXXX. All three modules and quizzes must be complete by midnight XXXX CST.

Week 4  Text  Quiz
9. Blood and Immune System Ch 9 9
10. Cardiovascular System Ch 10 10
11. Respiratory System Ch 11 11
** Quiz 9 opens XXXX. All three modules and quizzes must be complete by midnight XXXX CST.

Week 5  Text  Quiz
12. Nervous System Ch 12 12
13. Mental Health Ch 13 13
14. Eye and Ear Ch 14 14
** Quiz 12 opens XXXX. All three modules and quizzes must be complete by midnight XXXX CST.

Final Text  Quiz
Comprehensive Final X/XXX/XXXX
** Final Exam opens XXXX. It must be completed by midnight XXXX CST.

**To maintain the integrity of the course and discourage cheating, please be aware that you will not be able to access your quiz scores until closing date for each section.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects: One quiz is given after each learning module which contains questions on definition, pronunciation, usage, and spelling. Students will be allowed to drop one quiz grade at the end of the semester. The remainder quiz grades will be averaged to make up 70% of their final grade.

A comprehensive final will make up the remainder 30% of the grade for the course.

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

100-90 A
89-80 B
79-70 C
69-60 D
59-below F
List all components of the course grade — including attendance and/or participation if relevant — with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(include a brief statement explaining how the course meets graduate educational standards (i.e., rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

REQUIRED STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the student’s absences, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations of alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2936 (V1T).
Approvals

Department Head / Chair

Date
12/1/2009

College / School Curriculum Committee

Date
12/1/2009

College / School Dean

Dean of the Graduate School (for Graduate Courses)

Date
1/28/2010

Kendal S. White

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)