Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Sciences and Mathematics
   Department: Department of Biological Sciences

2. Course Prefix and Number: BIOL 3123
   3. Effective Term: Fall 2013

4. Course Title: Nursing Pathophysiology
   Abbreviated Title (30 characters or less): Nurs. Path.

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</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distance Education</td>
<td>Weekly</td>
<td>3</td>
<td>60</td>
</tr>
</tbody>
</table>

   Maximum Hours (Repeatability): 3
   Total Credit Hours: 3

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

8. Prerequisites/Corequisites:
   Enrollment in the Auburn University School of Nursing

9. Restrictions: List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    Exploration of human pathophysiological processes.

11. May Count Either:
    BIOL 3120 or BIOL 3123

12. Affected Program(s):
    Major
    BSN
    Requirement

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:

We have offered this course on campus for many years. In cooperation with the nursing school we are electing to offer it as a fully on-line course only.

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

15. Resources:

No new resources are needed.

(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:

1. Students will apply the knowledge they have learned in the Anatomy and Physiology sequence to understand normal physiological functioning on a more detailed level.
2. Students will then be able to describe the pathological changes that occur due to disease or injury.
3. Students will be able to predict how the various body systems work alone and together to restore homeostasis.
4. Students will be able to describe how various drugs have their pharmacodynamic effect.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

1. Review Important AP I and II Concepts
2. Cont’d Review, Introduction to Disease, Etiology, and Drug Mechanisms
3. Cont’d Drug Mechanisms
4. Anesthetics
5. LECTURE EXAM I (Material Week 1-4)
6. Nervous System (CNS)
7. Nervous System (PNS – Efferent)
8. Skeletal Muscle
9. LECTURE EXAM II (Material Week 6-8)
10. Cardiovascular System (Heart)
11. Cardiovascular System (Blood Vessels and Blood Pressure)
12. Respiratory System
13. Urinary System***, Digestive System ***
14. LECTURE EXAM III (Material Week 10-12)
15. Endocrine System***, Reproductive System***
FINAL EXAM: NEW MATERIAL ON THE COMPREHENSIVE FINAL

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

18. Assignments / Projects:

See: above, regarding exam schedule. See: below, regarding rubric.

Exams: All exams will be proctored on-site by the instructor or will be administered by the Distance Learning Testing Services.

Make-up Exams: Make-ups are given at the instructor’s discretion; a University approved excuse is required. Make-ups for exams administered on Thursdays will be given by a designated proxy the following Tuesday afternoon in the Distance Learning Testing Services.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy e-Handbook 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 accommodations are asked to electronically submit their approved accommodations through AUAccess and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed.
immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Distance delivery of course content: BIOL 3120 lectures are being video-taping in Fall 2012 and will be converted into content modules available online for student viewing. Online students will experience the lectures in the same manner “real time” students have experienced the class with the added advantage of the ability to rewind and pause. Handouts and any other supplemental material will be posted online using AU Canvas Infrastructure. It is expected that mini-quizzes will be given to be assess students’ comprehension of each module (and counted as bonus points). Student-instructor interactions: The instructor will use the chat features of AU Canvas Infrastructure to hold scheduled office hours during which time students can contact the instructor and discuss the course material. In addition, online review sessions will be announced prior to exams. Student-student interactions: The students in this course are all registered in the Auburn University School of Nursing and all enrolled in the same courses. Informal student interaction is a common experience among this cohort.

(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:

- Grading: Lecture Exam I - 100
- Lecture Exam II - 100
- Lecture Exam III - 100
- Lecture Exam IV - 100
- Final Exam - 150 (COMPREHENSIVE)
- 550 Total Points
- Letter grades are assigned based on the following percent scale:
  - A = 90 - 100
  - B = 80 - 89
  - C = 73 - 79
  - D = 60 - 72
  - F = < 60

(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: N/A

(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 Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY 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 consult the Student Policy eHandbook 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 Student Policy eHandbook 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 accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/T/T).
September 10, 2012

To: Dr. Jack Feminella, Professor and Chair, Biological Sciences
From: Dr. Jenny Schuessler, Professor and Associate Dean, Nursing

Re: BIOL 3120 Nursing Pathophysiology

Thank you for your continued support of the School of Nursing by teaching this critical service course to our professional students. The SON is in support of using distance education modalities to deliver this course. As we have discussed, all of our graduates will continue their learning through required continuing professional education and many of our graduates will pursue formal graduate education. Both continuing education and graduate education in nursing rely heavily on on-line methods. Thus, it will benefit our students to have exposure to this method of learning.

This course is perceived as quite difficult, therefore the SON is encouraged to hear that strategies to have the instructor available for students at different points during the semester, such as on campus review sessions and synchronous internet methods are being planned to support students taking this course. The SON has enjoyed a long and productive relationship with the instructor, Ms. Davona Person. We are confident that she understands the program’s goals and the needs of our students.

Thank you for your efforts on behalf of the SON.