## NEW COURSE PROPOSAL FORM

**TO:** CURRICULUM COMMITTEE

**ACADEMIC AREA:** HEALTH PROFESSIONS

**PROPOSEd by**: Dr. J. B. Elsberry

**PRESENTER:** Dr. M. Lewis

**DATE:** 9/9/2010

**COURSE PREFIX, NUMBER AND TITLE:** RET 4934 SELECTED TOPICS IN CARDIOPULMONARY SCIENCE

### SECTION I

**COURSE INFORMATION: TYPE iN THE APPROPRIATE INFORMATION FOR EACH ITEM:**

**DEPARTMENT:** Health Professions - Cardiopulmonary Sciences

**COURSE PREREQUISITE(S):** Admission to the CPS Program

**MINIMUM GRADE OF prereqUISITE(s):** N/A

**COURSE COREQUISITE(S):** None

**COURSE CREDITS OR CLOCK HOURS:** 3 credits

**credit type:** COLLEGE CREDIT (TRANSFERABLE)

**CONTACT HOURS:** 3 contact Hours

**COURSE DESCRIPTION:**

This class is designed to enable the student to analyze and present a specific contemporary problem(s) in adult critical care, cardiopulmonary departmental administration or Invasive Cardiology practice.

**GENERAL TOPIC OUTLINE:**

* Professional functions of a Sleep Technologist (Polysomnographer)
* Professional function of National organizations, accrediting agencies and national examination bureaus
* Professional functions of a Electrophysiology Professional
* Professional function of Professional Medical Journals, web sites and professional organization publications
* History, development and clinical applications of Hyperbaric Oxygenation
* Knowledge of national organizations, accrediting agencies and national examinations that pertain to Hyperbaric Oxygenation
* History, development and clinical applications of Pacemakers and Electrophysiology Procedures
* Electrophysiologic testing in the evaluation and treatment of cardiac arrhythmias

**LEARNING OUTCOMES:**

TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

|  |  |  |
| --- | --- | --- |
| LEARNING OUTCOMES | ASSESSMENTS | GENERAL EDUCATION COMPETENCIES |
| Compare and contrast the job functions of a respiratory therapist and/or cardiovascular technologist to that of a sleep technologist, (polysomnographer), electrophysiology professional or hyperbaric professional | Essay addressing two of the three professions | CT/COM |
| Analyze and evaluate a journal article from a peer-reviewed medical journal, web site or professional organization for polysomnography, electrophysiology or hyperbaric medicine | Analysis and evaluation essay | CT/COM |
| Summarize or synthesize the professional triad for two areas of practice from among the polysomnography, electrophysiology or hyperbaric professions. | Essay addressing two areas of the professional triad | COM |
|  |  |  |
|  |  |  |

### SECTION II

**ICS CODE FOR THIS COURSE:** ADVANCED AND PROFESSIONAL - 1.11.12 - HEALTH PROFESSIONS

**IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S):** BCPS

**GRADE MODE:** STANDARD GRADING

**IS THIS A GENERAL EDUCATION COURSE?** NO

**IS THIS A WRITING INTENSIVE COURSE?** NO

**iS THIS AN HONORS COURSE?** NO

**IS THIS A REPEATABLE COURSE?** NO

**IF SO, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE?** ENTER NUMBER

**DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS?** NO

**WILL THIS NEW COURSE HAVE AN IMPACT ON OTHER COURSES, PROGRAMS OR DEPARTMENTS?** NO

**eXPLAIN:**

CLICK HERE TO ENTER TEXT.

**IF YES, HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS AND/OR PROGRAMS) REGARDING THE IMPACT? WERE ANY AGREEMENTS REACHED?**

**DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?** YES

**IS ANY COREQUISITE LISTED ON THIS COURSE ALSO LISTED AS A COREQUISITE ON ITS PAIRED COURSE?** NO

eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032.

### SECTION III

**PROVIDE JUSTIFICATION FOR CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION):**

THIS COURSE REPRESENTS AN UPPER DIVISION, CORE COURSE, IN THE APPROVED BAS PROGRAM IN CARDIOPULMONARY SCIENCES.

**NOTE:**

CHANGES FOR THE UPCOMING FALL TERM MUST BE SUBMITTED AND APPROVED NO LATER THAN THE FEBRUARY CURRICULUM COMMITTEE MEETING PRIOR TO THE START OF THE NEXT ACADEMIC YEAR. CHANGES DURING MID-SCHOOL YEAR ARE NOT ALLOWED. EXTREME CIRCUMSTANCES WILL REQUIRE APPROVAL FROM THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS TO BEGIN IN THE SPRING TERM. THE PROPOSED CHANGES MUST BE PRESENTED AND APPROVED BY THE SEPTEMBER CURRICULUM COMMITTEE PRIOR TO THE SPRING SEMESTER.

**EXCEPTION:**   
COURSES PUBLISHED IN THE 2010-2011 CATALOG THAT ARE PENDING CURRICULUM APPROVAL WILL BE EFFECTIVE SPRING 2011.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:** EXCEPTION Spring 2011

VPASA SIGNATURE (IF NECESSARY) TO APPROVE CURRICULUM ACTION MID-YEAR:

SPRING 2011



**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA (,)



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 9/22/2010

**ASSOCIATE / ACADEMIC DEAN ENDORSEMENT:**

 9/22/2010

**STUDENT ASSESSMENT COMMITTEE CHAIR ENDORSMENT:**

 9/20/2010

**DISTRICT DEAN OF INSTRUCTION ENDORSEMENT:**

 9/22/2010

AFTER REVIEWING AND SIGNING THIS PROPOSAL, THE DISTRICT DEAN WILL RETURN THE PROPOSAL TO THE DEPARTMENT CHAIR OR PROGRAM COORDINATOR WILL SUBMIT THE PROPOSAL TO THE VPASA OFFICE.

THE DEPARTMENT CHAIR/PROGRAM COORDINATOR WILL SEND THIS PROPOSAL ALONG WITH ANY OTHER PROPOSALS FROM HIS/HER DEPARTMENT BEING SUBMITTED FOR REVIEW BY THE CURRICULUM COMMITTEE TO THE STUDENT ASSESSMENT COMMITTEE FOR REVIEW. ONCE APPROVED BY THE STUDENT ASSESSMENT COMMITTEE, SUBMIT THE PROPOSAL(S) TO THE OFFICE OF THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS AT LEAST TWO FRIDAYS PRIOR TO THE NEXT SCHEDULED CURRICULUM COMMITTEE MEETING.

FOR MORE DETAILS, PLEASE REFER TO THE CURRICULUM COMMITTEE GUIDELINES, CURRICULUM PROCESS FLOW CHART AND THE CRITICAL DATES TABLE BY CLICKING CURRICULUM COMIITTEE ON THE FACULTY/STAFF LINK FROM THE EDISON HOMEPAGE (CLICK ON THE CURRICULUM PROCESS LINK).

REVISED: 8/25/10