

Academic Council Minutes Midwestern State University March 2015

The Academic Council did not meet on March 25, 2015. The agenda was distributed to all members of the Council. A majority of the voting members voted electronically to adopt the following agenda items:

Voting members were:

Dr. Martin Camacho, Dean, Lamar D. Fain College of Fine Arts
 Dr. Matthew Capps, Dean, West College of Education
 Dr. Rodney Cate, Interim Dean, College of Science and Mathematics
 Dr. Laura Fidelie, Faculty Senate Vice-Chair
 Dr. Deborah Garrison, Associate Vice President for Academic Affairs and Dean of the Graduate School
 Dr. James Johnston, Dean, Gunn College of Health Sciences and Human Services
 Dr. Terry Patton, Dean, Dillard College of Business Administration
 Ms. Roylyka Roache, Student Government Association Vice President
 Dr. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences

Non-voting members

Ms. Naoma Clark, Director, Academic Support Center
 Ms. Darla English, Registrar
 Ms. Linda Knox, Assistant Registrar
 Dr. Clara Latham, University Librarian
 Ms. Julian Lehman-Felts, Coordinator, Honors Program
 Mr. Matthew Park, Associate Vice President for Student Affairs and Dean of Students
 Ms. Leah Vineyard, Interim Director of Admissions
 Dr. Larry Williams, Director, International Programs
 Mr. Newman Wong, Staff Senate Representative

New Business

1. A majority of the voting members voted electronically to adopt the Minutes from the February 2015 meeting. *(closed)*
2. A majority of the voting members voted electronically to adopt the following undergraduate course and catalog changes. *(closed)*

Dillard College of Business Administration – Dr. Patton

Accounting

New Course Addition, effective spring 2016
ACCT 4093. Federal Income Tax III

Prerequisites: ACCT 3073 or consent of the chair.

Description: Additional topics in federal income tax laws applicable to corporations, partnerships and S-corporations, and fiduciary relationships.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

To learn additional topics in federal income tax laws applicable to corporations, partnerships and S-corporations, and fiduciary relationships.

Undergraduate Catalog Update

- I. We are proposing the addition of one new undergraduate accounting class and therefore need to add the following information to the “Course Descriptions” section of the 2014-2016 Undergraduate Catalog:

ACCT 4093 - Federal Income Tax III

3 (3-0)

Prerequisite(s): ACCT 3073 or consent of the chair.

Additional topics in federal income tax laws applicable to corporations, partnerships and S-corporations, and fiduciary relationships.

- II. Additionally, we need to update the 2014-2016 Undergraduate Catalog to reflect additional Accounting Elective choices as part of the Accounting Major for the B.B.A. in Accounting Program (the 2014-2016 B.B.A. Accounting Degree Plan will also be updated to reflect the changes below). The portion of the catalog that needs to be updated can be reached by the following path: “2014-2016 Undergraduate Catalog”, “Academic Programs”, “Dillard College of Business Administration”, “Departments, Programs and Courses”, “Accounting and Management Information Systems”, “Programs”, “Major”, “Accounting, B.B.A.”, “Accounting Electives – 6 hours”

Selected from:

- ACCT 3633 - Financial Analysis
- **ACCT 4013 – Petroleum Accounting**
- ACCT 4083 - Federal Income Tax II
- **ACCT 4093 – Federal Income Tax III**
- ACCT 4123 - Advanced Accounting
- ACCT 4223 - Accounting Research and Communication
- ACCT 4893 - Internship in Accounting

Management Information Systems

New Course Addition, effective fall 2015

MIS 4163. Business Systems Analysis and Design

Prerequisites: MIS 3003 and majoring or minoring in MIS.

Description: Study of the analysis, design, and implementation phases of the system development life cycle. Emphasis is placed on feasibility studies, requirement analysis, human factors, preliminary and physical design of a system, and its

implementation in a business environment. Students will work in a team environment to develop a prototype computer-based system for a client, either real or hypothetical.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

Students will

- *learn to analyze and identify information system needs**
- *learn to design information systems to meet the identified needs**
- *learn to implement the newly designed information system**
- *develop a prototype of the computer-based information system based on the above analysis**

Undergraduate Catalog Update

- I. We are proposing the addition of one new undergraduate MIS class and therefore need to add the following information to the “Course Descriptions” section of the 2014-2016 Undergraduate Catalog:

MIS 4163 - Business Systems Analysis and Design

3 (3-0)

Prerequisite(s): MIS 3003 and majoring or minoring in MIS.

Study of the analysis, design, and implementation phases of the system development life cycle. Emphasis is placed on feasibility studies, requirement analysis, human factors, preliminary and physical design of a system, and its implementation in a business environment. Students will work in a team environment to develop a prototype computer-based system for a client, either real or hypothetical.

- II. Additionally, we need to update the 2014-2016 Undergraduate Catalog to reflect changes to the MIS Major for the B.B.A. in MIS Program (the 2015-2016 B.B.A. MIS Degree Plan will also be updated to reflect the changes below). The portion of the catalog that needs to be updated can be reached by the following path: “2014-2016 Undergraduate Catalog”, “Academic Programs”, “Dillard College of Business Administration”, “Departments, Programs and Courses”, “Accounting and Management Information Systems”, “Programs”, “Major”, “Management Information Systems, B.B.A.”, “Courses for Major in Management Information Systems - 27 semester hours”:

- MIS 3113 - Business Programming Language
- MIS 3123 - Database Design and Management
- ~~MIS 3133 - Business Systems Analysis~~
- MIS 3303 - Networking and Telecommunications
- ~~MIS 4143 - Business Systems Design and Implementation~~
- MIS 4153 - Data Mining and Business Intelligence
- MIS 4163 - Business Systems Analysis and Design

Plus twelve hours selected from:

- MIS 3163 - Project Management
- MIS 3203 - Electronic Commerce
- MIS 4113 - Web Application Development
- ~~MIS 4153 - Data Mining and Business Intelligence~~
- MIS 4323 - Business Network Design
- MIS 4333 - Advanced Database Design
- MIS 4663 - Special Topics in Management Information Systems
- MIS 4893 - Internship in Management Information Systems

Lamar D. Fain College of Fine Arts – Dr. Camacho

Art, effective fall 2015

Change of Course Number

- ART 2433. **3413.** History of World Art Survey I
 ART 2443. **3423.** History of World Art Survey II

Change of Course Description

- ART 4233. Drawing VI
 Description: Continuation of ART 4223. **May be repeated for credit.**

Mass Communication, effective fall 2015

Change of Course Prerequisite

- MCOM 3233. Editing
 Prerequisites: MCOM 1243. Media Writing and Reporting; **junior standing**

Gunn College of Health Sciences and Human Services – Dr. Johnston

Nursing, effective fall 2015

New Course Additions

NURS 3733. Foundations of Comprehensive Pathophysiology in Nursing

Prerequisites: None

Description: This course examines basic pathological processes that underlie diseases commonly found in clinical practice. The basics of each pathological process are explained and illustrated by an examination of common diseases caused by that pathological process. Modifiable factors that offer opportunities for nursing intervention are identified.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

Upon completion of this course the student will:

- 1. Demonstrate understanding of the pathological processes and how these produce diseases.**
- 2. Relate disease signs, symptoms and laboratory findings to their underlying pathology.**

3. Use knowledge of genetic inheritance, environment, lifestyle choices and other identified risk factors to disease development and progression to identify patient education needs.
4. Evaluate for the presence and effects of compensatory mechanisms in response to major pathological alterations.
5. Apply knowledge of variables affecting the healing process in primary tissues and organ systems to management of common diseases and injuries.
6. Employ select nursing and biomedical research studies in the application of pathophysiologic principles to nursing practice.
7. Apply critical thinking process to the use of pathophysiologic principles as a basis for nursing practice.

NURS 4703. Ethics in Healthcare

Prerequisites: None

Description: This course builds on the ethical and legal foundations for professional nursing practice and health care services. Ethical, legal, and moral/social principles along with the ANA Code for Nurses are applied to selected common and complex health care related situations.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

1. Describe the ethical theories in relation to morality, laws, and social practices and policies.
2. Define and apply the principles of autonomy, beneficence, non-maleficence, veracity, justice, and fidelity to common complex health care and professional related situations including economics, access to care, and personal rights.
3. Describe the process of ethical decision-making as it relates to nursing practice and the nurse: person/patient/family/community relationship.
4. Compare and contrast law and ethics related to health care services including end of life issues.
5. Apply the ANA Code for Nurses to clinical and other professional situations.
6. Demonstrate engagement in communications/crucial conversations related to complex and controversial ethics, law, professional practice issues.

NURS 4723. Healthcare Organizations and Informatics

Prerequisites: None

Description: This course explores U.S. health care delivery organizations and payment systems. Perspectives of providers, institutions, insurers, and health care workers are described. The role of information in the continuity of care among institutions and inter-disciplinary care teams is articulated. The electronic information infrastructure is examined with implications for nursing practice.

Lecture 3(3-0)

Course Objectives and/or Additional Information

Upon completion of this course the student will

1. HCO Describe the organization of health care delivery in the United States.
2. HCO Identify the different payment mechanisms used to pay for health care in the United States, describing their advantages and disadvantages.

3. **HCO Distinguish the role of the Professional Registered Nurse in quality of care within the US health care delivery system.**
4. **HCO Distinguish the role of the Professional Registered Nurse in cost containment within health care.**
5. **HCO Articulate the features of the Affordable Care Act (ACA) and how they will change current health care delivery.**
6. **Info Review the concepts of information and computer literacy as they relate to patient care.**
7. **Info Explain the relationship between information needs of the: clinician, patient, institution, and insurer and the role of the EHR in all of these needs.**
8. **Info Explain the relationship of the EHR to inter-professional communication/collaboration and continuity of care.**
9. **Info Articulate the role of information technology in providing safe, quality care.**

NURS 4741. Capstone Project

Prerequisites: Student will take this course the final semester of the RN to BSN program.

Description: This capstone course provides students with an experiential learning practicum experience to integrate clinical knowledge with concepts/theories into professional nursing practice. Students will develop a population-focused project utilizing evidence-based resources, address public health competencies and analyze how the identified issue and interventions influence the health of an affected population. Students will integrate leadership skills, healthcare policy, quality improvement, evidence-based and population based care to design a clinically focused project to improve client/community outcomes in collaboration with a faculty member.

Seminar 1(1-0)

Course Objectives and/or Additional Information:

Upon completion of this course the student will

1. **Use electronic databases to find local, state, and federal data to compile a community health assessment.**
2. **Construct a proposal to address the needs of a population in a community setting.**
3. **Use inter-professional and intra-professional communication and collaborative skills to plan an evidence-based health education program/class based on data collected from community assessment.**
4. **Prepare appropriate patient teaching that reflects developmental stages, age, culture, spirituality, patient preferences, and health literacy to foster community engagement.**
5. **Use data from the community assessment to plan evidence-based nursing interventions, health teaching, considering health literacy and cultural belief systems as appropriate for promoting health across the lifespan.**
6. **Apply leadership concepts, skills, and decision making to plan high quality nursing care, coordinate with the healthcare team, and plan for oversight and accountability of care delivery in a community setting.**
7. **Apply relevant local, state, and national guidelines, regulations, and policies to plan and address the health needs of the community.**

Change of Course Number, Course Title, Course Description, Lecture/Lab Hours, and Course Objectives

~~NURS 3704. Advanced Nursing Seminar~~

NURS 3713. Transitions to the BSN Role

Prerequisites: None

~~Description: Provides a foundational understanding of theories and concepts related to nursing practice coupled with topics and issues in medical-surgical, maternal-child health and mental health nursing offered at an advanced level for the registered nurse student. Current health trends, issues, research and legislation influencing professional nursing are investigated. The role of the professional nurse as a provider of care and a member of the profession is explored with emphasis on the differences accompanying baccalaureate education. Discussion includes topics relevant to clinical practice, research and education; and will include ethical, legal, cultural, and political aspects of health care, decision-making, responsibility, and accountability.~~

Description: This course focuses on the baccalaureate-prepared nursing role with emphasis on the following concepts: clinical judgment, communication, Health Information technology, health promotion, patient education, professionalism, and teamwork and collaboration. Safety, ethics and legal precepts are also considered. The roles of the baccalaureate-prepared nurses and standards that define professionalism are explored.

Lecture 4(4-0) 3(3-0)

Course Objectives and/or Additional Information:

- ~~1. Utilize concepts of the nursing process in planning care for individuals, families, groups, communities and societies.~~
- ~~2. Integrate the concept of professionalism as identified by baccalaureate education. Incorporate concepts of teaching-learning in health care.~~
- ~~3. Analyze research studies for application in health care.~~
- ~~4. Analyze current and emerging roles of the professional nurse in relation to scope of practice and the impact on nursing practice, education and research.~~
- ~~5. Discuss major theoretical concepts as they relate to the practice of professional nursing.~~
- ~~6. Compare and contrast selected nurse theorists with the Midwestern State University BSN Program philosophy and organizing framework.~~
- ~~7. Use values clarification to develop and/or examine a personal philosophy of nursing for one's practice.~~
- 1. Identify the responsibility of the baccalaureate prepared nurse to utilize clinical judgment for patients, families, and populations based upon evidence-based practice and Health Policy.**
- 2. Demonstrate the role of the baccalaureate prepared nurse using communication, in both professional presentations and written forms.**
- 3. Analyze Health Information technology and information systems to support safety in nursing practice and population risk reduction.**
- 4. Apply the concept of health promotion, as professionalism in nurse role modeling.**
- 5. Differentiate professionalism in nursing approaches to patient education.**

6. Critique Ethics and legal precepts, and health policy in professional nursing practice as a basis for providing patient-centered care.
7. Propose how the baccalaureate prepared nurse uses teamwork and collaboration to achieve safety, provide effective nursing care, and reduce population risk.

Change of Course Number, Course Title, Course Description, and Lecture/Lab Hours

~~NURS 4313. Nursing Management For the Registered Nurse Clinical~~

NURS 3721. Leadership Roles Clinical

Co-requisite: NURS 3723. Leadership Roles

~~Description: This is the clinical portion of NURS 4314.~~

Description: This is the clinical portion of NURS 3723 Leadership Roles.

~~Clinical 3(0-9) 1(0-3)~~

Change of Course Number, Course Title, Course Description, Lecture/Lab Hours, and Course Objectives

~~NURS 4314. Nursing Management for the Registered Nurse~~

NURS 3723. Leadership Roles

Co-requisite: NURS 3721. Leadership Roles Clinical

~~Description: Emphasis is on the management of nursing care and the management of personnel in health care settings expanding upon the expertise of the registered nurse.~~

~~Theories of management, leadership, economics, and change are explored including the varying patterns of health care delivery and strategies for implementation. Case management as a nursing role in a managed care environment and strategies for implementation of the role are explored including the assessment of evaluation of quality within an organization.~~

Description: This course emphasizes leadership and management theories in communication and conflict resolution, budgeting, human resource management, quality improvement, risk management, change, delegation, decision making, and management ethics. Clinical experiences focus on management of issues and interactive observation of leaders and managers in a variety of settings.

~~Lecture 4(4-0) 3(3-0)~~

Course Objectives and/or Additional Information:

- ~~1. Analyze theories of management/leadership in professional nursing practices.~~
- ~~2. Utilize the components of the problem solving and decision making processes.~~
- ~~3. Examine principles of change theory, motivation, and creativity in relation to organization and management in nursing.~~
- ~~4. Experience the dynamics of group process.~~
- ~~5. Demonstrate responsibility in self direction.~~
- ~~6. Describe cost containment methods and the budgeting role of the manager.~~
- ~~7. Analyze selected situations and select performance evaluation procedures.~~
- ~~8. Examine legal, social, and ethical trends which impact in the organization and delivery of health care.~~
- ~~9. Identify research findings applicable to leadership/management situations.~~

Upon completion of the course the student will be able to

1. **Lead safety and quality improvement activities as part of the interdisciplinary team using teamwork and collaboration.**
2. **Monitor institutional, professional and health policy to adhere to standards of practice within ethical and legal precepts.**
3. **Utilize clinical judgment and evidence-based practice to support communication and professionalism, and enhance patient-centered care, patient education, and health promotion.**

Clinical Objectives

4. **Integrate concepts from leadership and management, resource management, and communication theories in the provision of patient-centered care.**
5. **Practice within a framework of professionalism, and ethical and legal precepts applicable to the nurse as leader, delegator, advocate, and coordinator and manager of health care organizations.**
6. **Incorporate health information technology in patient-centered care and communication.**

Change of Course Number, Course Title, Course Description, and Course Objectives

~~NURS 3613. Nursing Research for Clinical Practice~~

NURS 3743. Introduction to Evidence-based Practice

Prerequisites: None

~~Description: Basic concepts, processes, and applications of nursing research are explored. Focus is on analysis and evaluation of research in application to clinical practice.~~

Description: Qualitative, quantitative and mixed method research serves to compare and evaluate evidence-based practice and healthcare in clinical practice. This course will demonstrate appropriate utilization of research findings to monitor patient-centered care, quality improvement, safety, and leadership outcomes. Critical appraisal skills that assist nurses as competent research consumers will be identified.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

- ~~1. Discuss the essential components of the research process.~~
- ~~2. Differentiate application of selected research designs. Discuss the ethical and legal aspects of research.~~
- ~~3. Critique selected research projects relevant to healthcare providers.~~
- ~~4. Demonstrate ability to apply research findings to clinical practice issues.~~

Upon completion of this course the student will:

1. **Describe the role of healthcare and, specifically, nursing research for nursing and evidence-based practice.**
2. **Discuss ethics and legal precepts related to research, scholarship, research subjects, and processes.**
3. **Compare and contrast characteristics, usage and contributions of qualitative, quantitative, and multiple design research methods.**
4. **Demonstrate beginning critical reasoning and analysis of research appraisal as a consumer of research to promote safety in nursing and health care services.**
5. **Identify systems for determining validity and reliability of research, and cause and effect relationships.**

6. Identify evidence-based research protocols to monitor nurse-sensitive client care indicators and outcomes.
7. Discuss future directions significant to and for nursing research as a component of professionalism.

Change of Course Number, Course Title, and Course Description

~~NURS 3611. Health Assessment Across the Lifespan Clinical~~

NURS 4711. Comprehensive Health Assessment Clinical

Co-requisite: NURS 4713. Comprehensive Health Assessment

~~Description: This is the clinical portion of NURS 3612.~~

Description: This is the clinical portion of NURS 4713 Comprehensive Health Assessment.

Change of Course Number, Course Title, Course Description, Lecture/Lab Hours, and Course Objectives

~~NURS 3612. Health Assessment Across the Lifespan~~

NURS 4713. Comprehensive Health Assessment

Prerequisite: NURS 4711. Comprehensive Health Assessment Clinical

~~Description: The focus of this course is on the assessment of the holistic person as an individual member of individuals, families, aggregates, groups, and society. The role of the nurse in health promotion throughout the life cycle is explored by identifying normal findings. Emphasis will be placed on acquiring skills to record client histories, to perform physical assessments, and to communicate specific findings.~~

Description: An in depth coverage of a comprehensive health assessment with an introduction to the concept of health promotion and how this concept is applied within nursing practice. Health promotion is viewed broadly in scope as behaviors that promote optimal health across the lifespan within an individual, family, community, population and environment (Giddens, 2013, p. 407). This course lends itself to a concept-based approach.

Lecture/Lab Hours: ~~2(2-0)~~ **3(3-0)**

Course Objectives and/or additional information:

- ~~1. Utilize the assessment phase of health of persons and families throughout the lifecycle.~~
- ~~2. Identify factors and research related to health promotion and screening for persons throughout the life cycle.~~
- ~~3. Identify norms and deviations in health status.~~
- ~~4. Utilize verbal, non-verbal, and written communication skills for obtaining and documenting assessment data.~~
- ~~5. Develop a personal strategy for performing head-to-toe physical assessment.~~

Upon completion of this course the student will

- 1. Demonstrate the nurse's role in health promotion, disease prevention, and managing the special needs for diverse population groups, inclusive of various age groups (infants, toddlers, school-age children, adolescents, adults and older adults).**
- 2. Describe nursing management for a selected group of health promotion exemplars as it relates to primary, secondary and tertiary prevention.**
- 3. Explain the health promotion needs in special populations (i.e. geriatric, high-risk pregnancy).**

Clinical Objectives

4. **Demonstrate the nurse's role in health promotion, disease prevention, and managing the special needs for diverse population groups, inclusive of various age groups (infants, toddlers, school-age children, adolescents, adults and older adults).**
5. **Describe the nursing management for a select group of health promotion topics as it relates to primary, secondary, and tertiary prevention.**

Change of Course Number, Course Title, Course Description, Lecture/Lab Hours, and Course Objectives

~~NURS 4144. Community Nursing for the Registered Nurse~~

NURS 4733. Population Focused Community Health

Prerequisites: None

~~Description: Students are exposed to a variety of settings where the nurse functions in the community. Concepts relevant to community health nursing of epidemiology, health promotion, health planning/teaching, cultural awareness, consumerism, legislation, and world health concerns are explored. Emphasis on planning and providing nursing care for individuals, families, groups, and communities is related to community assessment, health promotion/patient education, and primary secondary tertiary prevention.~~

Description: This course introduces the concept of the community of persons/patients, families, and populations as the patient in the healthcare system and the roles of the nurse in community services. Nurse roles include public policy, provision of primary care, prevention of disease or health risk, education and health promotion, and restoration.

Lecture 4(4-0) **3(3-0)**

Course Objectives and/or Additional Information:

- ~~1. Discuss the development of community health practice and community health nursing.~~
- ~~2. Examine and discuss the concepts of wellness in communities.~~
- ~~3. Explain the implications of diversity in communities.~~
- ~~4. Synthesize knowledge from nursing and higher education in implementation of the nursing process with individuals, families, groups, communities, and/or society.~~
- ~~5. Collaborate with colleagues, health team members and citizens to promote, maintain, and restore the health and welfare of persons.~~
- ~~6. Based on research findings, analyze established and potential roles of the community health nurse practicing in a variety of settings.~~
- ~~7. Evaluate the delivery of health care in a community utilizing the ANA standards of community health nursing.~~
- ~~8. Demonstrate an advocacy role in identifying and coordinating community health resources to meet the health care needs of diverse communities.~~
- ~~9. Demonstrate an understanding of epidemiological principles in health promotion and disease prevention.~~
- 1. Analyze local, state, and national public health system components, policies, missions, goals, and programs.**
- 2. Compare and contrast community populations with differing needs and resources and match with available services or identify needed services/resources.**
- 3. Differentiate the roles of nurses in community-based practice for**

- persons/patients, families and populations within culturally diverse communities.
4. Explain epidemiologic, social, political, economic, and cultural trends that affect the health status of individuals, families, populations, and communities.
 5. Analyze and propose culturally sensitive and developmentally appropriate health services and education programs to maintain or restore health status.
 6. Use introspection and conscious examination of personal beliefs and value systems to increase sensitivity, respect, and caring for diverse populations.

Deletion of Courses

NURS 3701. Advanced Nursing Seminar Clinical

NURS 4143. Community Nursing for the Registered Nurse Clinical

Radiologic Sciences, effective fall 2015

Change of Course Description

RADS 3503. Research

Description: This course is an introduction to methods and techniques of research in the radiologic sciences. Topics include basic terminology of research, qualitative and quantitative methods, basic research designs, and data analysis techniques. ~~Note: At least 9 hours of professional (RADS) courses must be completed before attempting this course.~~

RADS 4753. Mammography

Description: This course provides the technologist with guidelines for performing quality mammography examinations. Content includes the historical background of breast cancer and technical evolution of mammography **to include digital technology**, essentials of the “Imaging Chain”, patient education, and introduction to quality assurance, troubleshooting, instrumentation, ~~and~~ positioning, **and pathology**.

RADS 4813. Teaching Strategies in Radiologic Sciences

Description: This course enhances skills in teaching radiologic sciences by providing instruction in curriculum development, methods of instruction, ~~and~~ psychology of learning, **and evaluation methods**. Students learn how to develop performance objectives, organize a lesson plan, ~~and~~ effectively present a lesson, **and construct a written assessment**.

RADS 4913. Applied Research

~~Description: This is a capstone course involving directed research culminating in a substantive paper based on the interest and needs of the student. Note: A minimum of 18 hours of upper division professional (RADS) courses must be completed before attempting this course.~~

Description: This course is comprised of directed research culminating in a substantive paper based on the interest and needs of the student.

Deletion of Course

RADS 2112. Radiation Biology and Protection

Undergraduate Catalog Changes, 2014-2016 catalog, BSRT information page

1. Remove the asterisk * from behind RADS 4123: Data Analysis in the Major section (see below)
 - RADS 4123 - Data Analysis 3 *
2. Remove * Three (3) hours of junior/senior level statistics may be substituted for RADS 4123 from the Note section at the bottom of the same page.

~~* Three (3) hours of junior/senior level statistics may be substituted for RADS 4123.~~

Undergraduate Catalog Changes, 2014-2016 catalog, BSRS information section

1. Under Additional Advanced Courses a “R” is missing from ARRT for RADS 3833 Bone Densitometry
 - ~~ART~~ ARRT (BD) - RADS 3833 - Bone Densitometry 3
2. Remove (or any Jr/Sr level statistics course) after RADS 4123: Data Analysis
 - RADS 4123 - Data Analysis 3 ~~(or any Jr./Sr. level statistics course)~~

College of Science and Mathematics – Dr. Cate**Biology**

1. Degree Plan Changes, Option E-1
Change in Total Advanced Hours from 57 to 53

I. Core

ENGL N/A, ENGL 1123

MATH 1233

*Language, Philosophy, Culture

**Creative Arts

HIST 1133, 1233

POLS 1333, 1433

***PSYC 1103 or SOCL 1133

****Cultural and Global Understanding

*****Undergraduate Inquiry and Creativity

Hours Earned 36 Adv Hrs 0

II. Option E-1 Clinical Lab Sciences

BIOL 1144, 1544, 3003, 3054, 3064, 3334, 4023, 4021, 4001

BIOL 2144 (not calculated in BIOL GPA)

Hours Earned ~~34~~ 32 Adv Hrs 19 20

III. Program Requirements

CHEM 1141, 1143, 1241, 1243, 2001, 2003, 2011, 2013, 4243

*CMPS 1023 or 1013

STAT 3573

Hours Earned 26 25 Adv Hrs 11 6

IV. Upon completion of academic coursework, the student will apply for acceptance to a Hospital or University based clinical practicum consisting of 27 semester hours (advanced hours).

TOTAL HOURS MUST BE minimum 120.

TOTAL ADVANCED HOURS MUST BE minimum 33.

Total Hours 120 Total Advance Hrs 57 53

*FREN, GERM, or SPAN 1134, ENGL 2413 or 2613, HIST 1333 or 1433, PHIL 1033 or 2033

**ART 1413, MCOM 2213, MUSC 1033 or 2733, THEA 1503 or 2423

***FREN, GERM, or SPAN 1234, LATS 2503, MCOM 1233 or 2523, MUSC 2733, POLS 2523 or WGST 2503, or SOCL 2233

****ART 1613, BUAD 1033, MCOM 2833, or THEA 1103

*****Consult the attached pages for additional core course options.

2. Degree Plan Changes, Option E-2

Student choice (MATH 1433 or 1534) would change the **III. Program Requirements** total by one hour (33-34) and the degree total by one hour (120-121). However at least two other student (**I. Core**) choices exist (Foreign Language for Language, Philosophy, Culture and for Cultural and Global Understanding). If all of those student choices are calculated in then the **I. Core** total should be 36-38 (omitting Science core courses as on our degree plan) and the degree total would be 120-123.

In listing the degree total as 120 I was indicating that a path exists by which the degree can be earned for 120 hours. I don't mind if we state a range, as suggested, or how inclusive the range should be.

I. Core

ENGL N/A, ENGL 1123

MATH 1233

*Language, Philosophy, Culture

**Creative Arts

HIST 1133, 1233

POLS 1333, 1433

***PSYC 1103 or SOCL 1133

****Cultural and Global Understanding

*****Undergraduate Inquiry and Creativity

Hours Earned 36 Adv Hrs 0

II. Option E-2 Clinical Lab Sciences

BIOL 1144, 1544, 3054, 3064, 3334, 3003, 4021, 4023, 4001
 BIOL 2144 (not calculated in BIOL GPA)

Hours Earned 32 Adv Hrs 20

III. Program Requirements

CHEM 1141, 1143, 1241, 1243, 2001, 2003, 2011, 2013

*CMPS 1023 or 1013

**MATH 1433 or 1534

PHYS 1144, 1244

STAT 3573

Hours Earned 34 33 Adv Hrs ~~8~~ 3

IV. Select ~~18~~ **19** Semester Credit Hours From the Following:

BIOL 3144, 3234, 3534, 3644, 4444, 4524

CHEM 3305, 3405, 4243, 4242, 4523

Hours Earned 18-19 Adv Hrs 14-19

TOTAL HOURS MUST BE minimum 120.

TOTAL ADVANCED HOURS MUST BE minimum 33.

Total Hours 120 Total Advance Hrs 42

*FREN, GERM, or SPAN 1134, ENGL 2413 or 2613, HIST 1333 or 1433, PHIL 1033 or 2033

**ART 1413, MCOM 2213, MUSC 1033 or 2733, THEA 1503 or 2423

***FREN, GERM, or SPAN 1234, LATS 2503, MCOM 1233 or 2523, MUSC 2733, POLS 2523 or WGST 2503, or SOCL 2233

****ART 1613, BUAD 1033, MCOM 2833, or THEA 1103

*****Consult the attached pages for additional core course options.

Chemistry

Degree Plan and Catalog Changes, effective fall 2015

Option C

CHEM 1141 - General Chemistry Laboratory 1

CHEM 1143 - General Chemistry 3

CHEM 1241 - General Chemistry Laboratory 1

CHEM 1243 - General Chemistry 3

CHEM 2001 - Organic Chemistry Laboratory 1

CHEM 2003 - Organic Chemistry 3

CHEM 2011 - Organic Chemistry Laboratory 1

CHEM 2013 - Organic Chemistry 3

CHEM 4001 - Seminar 1 (two hours required)

CHEM 4242 - Biochemistry Laboratory 2

CHEM 4243 - Biochemistry 3

CHEM 4253 - Biochemistry 3

Additional Courses

2 classes from the following:

CHEM 3305 - Analytical Chemistry I 5
CHEM 3405 - Analytical Chemistry II 5
CHEM 3603 - Physical Chemistry I 3
CHEM 3705 - Physical Chemistry II 5
CHEM 4133 - Advanced Organic Chemistry 3
CHEM 4305 - Advanced Inorganic Chemistry 5

and 2 classes from the following:

BIOL 3044 - Bacteriology 4
BIOL 3334 - Genetics 4
BIOL 3434 - Entomology 4

-

BIOL 4021 - Immunology Laboratory 1

and

BIOL 4023 - Immunology 3

-

BIOL 4231 - Molecular Biology Laboratory 1

and

BIOL 4233 - Molecular Biology 3

-

BIOL 4714 - Cell Biology 4

Additional Requirements

Requirements common to all optional degree plans:

MATH 1634 - Calculus I 4
MATH 1734 - Calculus II 4
PHYS 1624 - Mechanics, Wave Motion, and Heat 4
PHYS 2644 - Electricity and Magnetism and Optics 4
STAT 3573 - Probability and Statistics 3

Option A

MATH 2534 - Calculus III 4
MATH 2603 - Math for Thermodynamics 3

Option B

MATH 2603 - Math for Thermodynamics 3
 See Advisor for additional requirements.

Option C

BIOL 1144 - General Zoology 4

BIOL 1544 - General Botany 4

BIOL 3054 - Principles of Biology I 4

BIOL 3064 - Principles of Biology II 4

And 2-8 hrs. Adv. Biology classes (Suggested classes: ~~from the following:~~ for Biochemistry emphasis ~~suggested courses~~ are BIOL 3044, 3334, 3434, 4021 and 4023, 4231 and 4233, or 4714)

Electives

Additional hours as needed to total a minimum of 120 semester credit hours with a minimum of 33 advanced

3. A majority of the voting members voted electronically to adapt the following graduate course and catalog changes. (*closed*)

Dillard College of Business Administration

New Course Addition, effective Fall 2015

ACCT 5013. Graduate Petroleum Accounting

Prerequisite(s): **ACCT 3023 or consent of the chair.**

Prerequisite coded for Registration? **Yes**

Description: **Basic financial accounting and reporting requirements for oil and gas producing companies, fiscal processes of a petroleum company, and compliance requirements of professional and regulatory organizations. Students with credit for ACCT 4013 may not enroll in this course.**

Lecture/Lab Hrs: **3(3-0)**

Type of Course: **Lecture**

Course Objectives and/or additional information:

To learn the basic financial accounting and reporting requirements for oil and gas producing companies.

To learn the fiscal processes of a petroleum company.

To learn the compliance requirements of professional and regulatory organizations.

New Course Addition, effective Spring 2016

ACCT 5093. Federal Income Tax III

Prerequisite(s): **ACCT 3073 or consent of the chair.**

Prerequisite coded for Registration? **Yes**

Description: **Additional topics in federal income tax laws applicable to corporations, partnerships and S-corporations, and fiduciary relationships. Students with credit for ACCT 4093 may not enroll in this course.**

Lecture/Lab Hrs: **3(3-0)**

Type of Course: **Lecture**

Course Objectives and/or additional information:

To learn additional topics in federal income tax laws applicable to corporations, partnerships and S-corporations, and fiduciary relationships.

DCOBA – Proposed Additions to the 2014-2016 Graduate Catalog

We are proposing the addition of two new graduate accounting classes and therefore need to add the following information to the “Course Descriptions” section of the 2014-2016 Graduate Catalog:

ACCT 5013 - Graduate Petroleum Accounting

3 (3-0)

Prerequisite(s): ACCT 3023 or consent of the chair.

Basic financial accounting and reporting requirements for oil and gas producing companies, fiscal processes of a petroleum company, and compliance requirements of professional and regulatory organizations. Students with credit for ACCT 4013 may not enroll in this course.

ACCT 5093 – Federal Income Tax III

3 (3-0)

Prerequisite(s): ACCT 3073 or consent of the chair.

Additional topics in federal income tax laws applicable to corporations, partnerships and S-corporations, and fiduciary relationships. Students with credit for ACCT 4093 may not enroll in this course.

Respectfully submitted.

Deb Schulte
Assistant to the Provost

Note: Upon review by the Office of the Registrar, an addition to the RN to BSN Nursing changes will be reflected in the catalog. Included in the changes is an overview table depicting the changes shown on the next page.

Proposed RN to BSN Revision

Current Nursing Courses	Credit Hours Didactic	Credit Hours Clinical	Contact Clinical Hours	Proposed Nursing Courses Based on the APIN	Semester to be Offered	Credit Hours Didactic	Credit Hours Clinical	Contact Clinical Hours
3612/3611 Health Assessment Across the Lifespan/Clinical	2	1	45	Comprehensive Health Assessment		4	1	45
3203 Pathophysiologic Processes	3			Foundations of Comprehensive Pathophysiology in Nursing				
3613 Nursing Research for Clinical Practice	3			Introduction to EBP (versus) Nursing Research				
3704/3701 Advanced Nursing Seminar/Clinical	4	1	45	Transitions to the BSN Role				
4144/4143 Community Nursing for the Registered Nurse/Clinical	4	3	135	Population Focused Community Health				
4314/4313 Nursing Management for the Registered Nurse/Clinical	4	3	135	Leadership Roles				
				Ethics in Healthcare				
				Healthcare Organizations and Informatics				
				Capstone Project				
				HSHS 1013 Global health and Wellness Elective (<i>If needed for Degree Plan 3</i>)				
Total Hours	20	8	360	Total Hours		27	2	90
TNA Articulation Agreement	31			TNA Articulation Agreement		30		