

# San Joaquin Valley College

## Course Improvement Proposal



Outcome: <u>Approved - CB</u>
Date: <u>February 26, 2016</u>
PR Number: <u>NA</u>

**STANDARD:** Proposed course improvements must support the outcomes of the program and be in alignment with SJVC's Mission Statement and Strategic Plan.

**POLICY:** The Proposal form is to be completed in full and submitted with support documentation to the [CurriculumImprovements@sjvc.edu](mailto:CurriculumImprovements@sjvc.edu) *between 60- 90 days prior* to the department's Program Review for peer review and institutional implementation.

**PROCESS:** Complete and submit the Course Improvement Proposal to [CurriculumImprovements@sjvc.edu](mailto:CurriculumImprovements@sjvc.edu). Attendees at Program Review will vote on adoption of the proposal. A corporate curriculum team member will coordinate implementation of approved proposals.

**TIMELINE:** Changes may take a minimum of 60 days to implement. Please plan accordingly

### Course Improvements include but are not limited to:

- Wording of CLOs
- Changes to common assessment and teaching tools (rubrics, skill-offs, exams, projects, grade items, dropboxes, thresholds)
- Changes of less than 50% to course outline components (course description, CLOs, UOs)
- Grade components

Campus:	<i>Online Division</i>
Program:	<i>MBC</i>
Course:	<i>MBC105 - Body Systems and Pathology</i>
Person Requesting:	<i>Michelle Komm</i>
Date:	<i>Received February 10, 2016</i>

### SECTION 1: Improvement Information- Describe the proposed improvement and how the change will improve the course?

<b>Change</b>	<b>Justification -</b> Explain how each change will improve the course
<p><i>Change CLO's</i></p> <p><i>From:</i></p> <ol style="list-style-type: none"> <li>1. Utilize word roots, prefixes, suffixes, combining forms and abbreviations to write,</li> </ol>	<p><i>As written, the course is essentially a pathology/terminology course, but is paired with one of two anatomy courses. So students are presented with material relating to anatomy that they may or may not have covered.</i></p>

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<p>spell, and define medical terminology words related to various body systems</p> <ol style="list-style-type: none"> <li>2. Distinguish various disease and disorders</li> <li>3. Discuss diagnostic testing and appropriate treatment options for various diseases and disorders</li> </ol> <p>To:</p> <ol style="list-style-type: none"> <li>1. Describe the relationship between body systems and pathology, and the coding process</li> <li>2. Describe procedural and diagnostic coding</li> <li>3. Explain steps required to perform procedural and diagnostic coding</li> <li>4. Distinguish between subsections, categories and subcategories associated with the coding system</li> </ol>	<p><i>By shifting the focus of the CLO's to be more conceptual in terms of the relationship of pathology and coding processes, it removes the dependency on learned material that they may not have been exposed to.</i></p>
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**Section 2: Additional information-** Include any additional information that may be helpful with implementing the change

*In the current configuration this course works okay, but with the planned MA curriculum changes that will bring MA students into the shared courses, MBC105 can no longer serve as a 'pathology part b' because MA students do not take MBC105.*

**SECTION 3: Academic Leadership Input**

*A statement from the Academic Dean (Campus Director if submitted by the Academic Dean) documenting their knowledge and support of the proposed improvement is necessary to process the proposal (Separate Attachments or emails to the Curriculum Specialist are acceptable).*

*This is a necessary logistical change to accommodate proposed MBC and MA program changes. I reviewed the course description and CLO's with Michelle, and found that the alterations still fit with the course description.*

*Pat Fox, Director of eLearning  
Online Division*