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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| David F Gilmore 1/22/2019 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Travis D. Marsico 1/23/2019 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| David F Gilmore 1/23/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Anne Grippo 1/23/2019 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Ronald Johnson

2. Proposed Starting Term and Bulletin Year

Fall 2019; 2019-2020

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

BIO 3261

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Health Coaching I

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Opportunities for pre-medical students to better understand and practice concepts of healthcare, especially the interactions of a health care provider and the patient.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Yes Are there any prerequisites?
   1. If yes, which ones?

BIO 3251 Introduction to Pathology

* 1. Why or why not?

Entrance into this course is by instructor approval based upon performance in BIO 3251

1. No Is this course restricted to a specific major?
   1. If yes, which major?

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Activity

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Pass/Fail

10. No Is this course dual listed (undergraduate/graduate)?

11. No Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

Enter text...

**11.2** – No Are these courses offered for equivalent credit?

Please explain. Enter text...

12. Yes Is this course in support of a new program?

a. If yes, what program?

Certificate Program in Health Coaching

13. No Does this course replace a course being deleted?

a. If yes, what course?

Enter text...

14. No Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. Yes Has it been confirmed that this course number is available for use?

*If no: Contact Registrar’s Office for assistance.*

16. No Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Week Topic**

Week 1 Pre-test

Introductions of participants

Course goals and objectives

Week 2 Health Coaching Overview

HIPAA rules and regulations

Week 3 HIPAA certificate training

CPR Training

Week 4 Treating and diagnosis of chronic care patients

Diabetic, congestive heart failure and COPD symptoms

Week 5 Ethical issues in healthcare

Week 6 How to assess and fill out a patient wellness form

Weeks 7-13 Weekly home visits and turning in patient assessments

Weekly meetings at UAMS Northeast to discuss patients and process

Week 14 Post-test and discussion of outcomes

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Students will be working with chronic patients and their physicians associated with UAMS Northeast Arkansas.

19. Department staffing and classroom/lab resources

1. Will this require additional faculty, supplies, etc.?

Instructor of record will be Ronald Johnson, and coordinator through UAMS Northeast Region will be Yalanda Merrill, Recruiting Specialist for UAMS Northeast Campus.

20. No Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Due in part to costs, demographics and an increase in lifespan, health care is continuing to move to a more home-based approach as compared to clinical- and hospital-based. The goals for this course are to better prepare students in their understanding of health care needs by both the patient and the provider. The student’s role as a health coach is to reinforce education provided to the patient during recent hospitalization and reinforce written discharge instruction and education material provided to the patient; contribute to better patient outcomes by supporting patient adherence to post hospitalization plan of care; communicate with the Care Coordinator for problem solving as needed; and assist with linking patients to community resources as needed.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course fits well with the strategic plan of the Department of Biological Sciences at Arkansas State University to become a comprehensive biology department that is distinguished by “an emphasis on multi-disciplinary instruction”. Students will be better qualified to enter careers in medicine.

c. Student population served.

Juniors in our BS Biological Sciences, Preprofessional emphasis. Our initial class size will be 8, and then expand as UAMS resources and need arises.

d. Rationale for the level of the course (lower, upper, or graduate).

Junior students will have a greater level of maturity than incoming freshmen and will have completed foundational coursework which they can then apply in a clinical setting.

**Assessment**

**Relationship with Current Program-Level Assessment Process**

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This course is in support of the Certificate in Health Coaching which is an offshoot of the B.S. Biological Sciences pre-Professional Emphasis. As a course involving pre-medicine and patient relationships, it supports the following Programmatic Learning Outcome: Students will be able to identify diversity as result of evolutionary and adaptive mechanisms while recognizing the underlying genetic principles and mechanisms of these processes. This Program-level Learning Outcome is assessed as described in #23 below.

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | Students will be able to identify diversity as result of evolutionary and adaptive mechanisms while recognizing the underlying genetic principles and mechanisms of these processes. |
| Assessment Measure | Exam provided during senior seminar, our capstone course |
| Assessment  Timetable | During the senior year at the end of the fall or spring semester |
| Who is responsible for assessing and reporting on the results? | Than Boves, Assessment Director, Biological Sciences; Jerry Farris, Instructor of the Seminar Course; Departmental faculty will develop pertinent assessment questions and subsequent action plans |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Students will be able to relate with respect and compassion to a diverse population in health care. |
| Which learning activities are responsible for this outcome? | Classroom instruction in HIPAA rules and regulations, treating and diagnosis of chronic care patients, Diabetic, congestive heart failure and COPD symptoms, and Ethical issues in healthcare.  Receive HIPAA certificate training resulting in certification.  Receive and practice CPR training leading to certification.  Perform weekly home visits and turning in patient assessments |
| Assessment Measure | Weekly evaluation from supervising physician |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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BIO 3231. Human Structure and Function II Laboratory Two hours per week. Special course

fees may apply. It is recommended this course be taken concurrently with BIO 3233. Fall, Spring,

Summer.

BIO 3233. Human Structure and Function II This course covers the structure and function

of the human organism. Topics covered include special senses and endocrine, respiratory, cardiovascular,

digestive, urinary, reproductive and integumentary systems. Special course fees may

apply. Prerequisites, BIO 3223 and BIO 3221. Fall, Spring, Summer.

BIO 3241. Physical Diagnosis This course provides an introduction to clinical medicine for

pre-medical students by teaching the basics of physical examination. Prerequisite, BIO 1303 and

BIO 1301. Enrollment limited to pre-medical students. Special course fees may apply. Graded

pass or fail, credit cannot be applied to degree requirements. Fall.

BIO 3251. Introduction to Pathology This course introduces pre-medical students to presentation,

physical findings, etiology and basic treatment of a number of common diseases and

conditions. Special course fees may apply. Prerequisite, BIO 1303 and BIO 1301. Enrollment

limited to pre-medical students. Graded pass or fail, credit cannot be applied to degree requirements.

Spring.

*BIO 3261. Health Coaching I Opportunities for pre-medical students to better understand and practice concepts of healthcare, especially the interactions of a health care provider and the patient. Prerequisite, BIO 3251 and consent of instructor. Graded pass or fail. Fall.*

BIO 3301. General Entomology Laboratory Two hours per week. It is recommended this

course be taken concurrently with BIO 3303. Special course fees may apply. Fall.

BIO 3302. Comparative Anatomy Chordate morphology, phylogeny, ontogeny, organology,

and homology. Lecture two hours per week. Special course fees may apply. Prerequisites, BIO

1301 and BIO 1303. Fall, odd.

BIO 3303. General Entomology Identification, structure, and life history of the principal insect

orders. Lecture three hours per week. Special course fees may apply. Prerequisites, BIO 1301

and BIO 1303. Fall.

BIO 3311. Economic Entomology Laboratory Two hours per week. It is recommended this

course be taken concurrently with BIO 3313. Special course fees may apply. Spring.

BIO 3312. Comparative Anatomy Laboratory Four hours per week. Special course fees

may apply. To be taken concurrently with BIO 3302. Fall, odd.

BIO 3313. Economic Entomology Life history, distribution, and control of injurious insects.

Lecture three hours per week. Special course fees may apply. Prerequisites, BIO 1301 and BIO

1303. Spring.

BIO 3321. Animal Physiology Laboratory Three hours per week. Special course fees may

apply. To be taken concurrently with BIO 3323. Spring.

BIO 3322. Invertebrate Zoology Classification and natural history of representative invertebrates.

Lecture two hours per week. Special course fees may apply. Prerequisites, BIO 1301

and BIO 1303. Spring, even.

BIO 3323. Animal Physiology Chemical, physical, and biological functions of systems,

including the study of metabolism and inter relationships of organ systems to the entire organism.

Lecture three hours per week. Special course fees may apply. Prerequisites, BIO 1301, BIO

1303, CHEM 1021, and 1023. Spring.

BIO 3332. Invertebrate Zoology Laboratory Four hours per week. Special course fees may

apply. To be taken concurrently with BIO 3322. Spring, even.

BIO 3501. Wild Flowers of Arkansas Identification and conservation of wild flowers in Arkansas,

plus studying those that are edible, endangered or rare, poisonous, or may be used in

flower gardens. Lecture one hour per week. Open to all majors. Special course fees may apply.

Summer, odd every 4 years.

BIO 3511. Wild Flowers of Arkansas Laboratory Two hours per week. To be taken concurrently

with BIO 3501. Special course fees may apply. Summer, odd every 4 years.

BIO 3541. Plant Pathology Laboratory Two hours per week. To be taken concurrently with

BIO 3542. Special course fees may apply. Spring, odd.