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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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| Stacy E. Walz 1/30/2018 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Stacy E. Walz 1/30/2018 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Deanna Barymon 2/9/2018 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Susan Hanrahan 2/9/2018 **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)

Stacy Walz, [swalz@astate.edu](mailto:swalz@astate.edu), 972-2514

2. Proposed Starting Term and Bulletin Year

Fall 2018-19

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*. )

CLS 4222

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).

Senior Seminar I

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

Overview of multiple topics related to advanced clinical laboratory practice, including education, management, quality improvement and research.

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. NO Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. YES Is this course restricted to a specific major?
   1. If yes, which major? BS in Clinical Laboratory Sciences

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.

Lecture

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

Standard Letter

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** – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. NO Is this course in support of a new program?

a. If yes, what program?

Enter text...

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.

Enter text...

**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.)

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| Week | Topic |
| 1 | Introduction, expectations, overview of topics & how they each fit in to the practice of clinical laboratory sciences |
| 2 | Management: Federal regulations, laboratory accrediting organizations |
| 3 | Management: Documentation, competency of laboratory employees |
| 4 | Management: Data management |
| 5 | Management: Human resources |
| 6 | Management: Budget |
| 7 | Education: Clinical Laboratory Science education/accreditation/certification |
| 8 | Education: Learning outcomes, goals, objectives |
| 9 | Education: Creating appropriate learning activities, assessment principles |
| 10 | Education: Continuing education in Clinical Laboratory Science |
| 11 | Research: types of study design, performing literature searches |
| 12 | Research: interpretation of statistical findings |
| 13 | Research: quality improvement projects |
| 14 | Research: dissemination of findings |
| 15 | Final assessment |

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

None

19. Department staffing and classroom/lab resources

Fully on-line course. Existing faculty in the department will be working together to create the content and deliver the course.

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

NO

20. YES 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)

As stated on each of our course syllabi, the program-level goals for Clinical Laboratory Science are as follows: 1. Produce clinical laboratory graduates who are proficient in the pre-analytical, analytical, and post-analytical components (including principles/methodologies, procedures, problem-solving, troubleshooting, interpretation/evaluation, principles/practices of quality assurance) of the primary disciplines of the laboratory: A. Hematology/Hemostasis B. Clinical Chemistry C. Microbiology (including Parasitology, Virology, and Mycology) D. Urine & Body Fluid Analysis E. Immunology F. Immunohematology G. Laboratory Operations 2. Instill principles of professionalism, ethics, team-building, multiculturalism, and interdisciplinary communication. 3. Apply laboratory safety standards and adhere to governmental regulations as applied to the practice of clinical laboratory science. 4. Teach basic principles of laboratory administration/management, educational methodologies, and common research design/implementation/interpretation. This particular course will focus primarily on goal #4.

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.

Our external accreditor, the National Accrediting Agency for Clinical Laboratory Sciences, requires that students in CLS-BS programs be introduced to education, management, and basic research principles in the curriculum. The program goals (stated in #21 above) are derived directly from NAACLS standards.

c. Student population served.

BS students majoring in Clinical Laboratory Sciences

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

The course is at a 4000 level because it presents advanced concepts and should be taken towards the end of the program.

**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?

As stated previously, this course is a merger of topics that were previously presented individually in three separate courses, and these topics are required by our accrediting body, NAACLS, to be a part of our curriculum. So we were already assessing student knowledge and performance in these topics (laboratory management, education, and research), just in individual courses. This new course specifically addresses program goal #4 from question 21.a. above.

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)** | Discuss & apply basic concepts/principles in laboratory management, education, and research, as these relate to CLS. |
| Assessment Measure | Direct measure: Scores on exams and assignments. Indirect measure: Employer satisfaction with our graduates and their skills in these areas. |
| Assessment  Timetable | The class is offered in the fall semester, so the direct measures will occur each fall. Employer satisfaction surveys are sent out every 2-3 years. |
| Who is responsible for assessing and reporting on the results? | Department Chair, Clinical Laboratory Sciences |

*(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 summarize and apply fundamental concepts related to leadership, human resource management, fiscal management, laboratory regulations, and ethics. |
| Which learning activities are responsible for this outcome? | Discussion boards and short papers on these topics |
| Assessment Measure | Student performance on this unit of the course, and employer satisfaction with our graduates’ skills in laboratory management principles. |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Students will define and apply fundamental concepts related to education, including learning goals & objectives, learning activities, assessment, and accreditation. |
| Which learning activities are responsible for this outcome? | Final project that involves the student picking a topic for a lunch-n-learn presentation to their peers; and creating well-written goals & objectives, appropriate learning activities, and a means to assess the attendees’ learning. |
| Assessment Measure | Final project performance, and employer satisfaction with our graduates’ skills in educational principles. |

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| **Outcome 3** | Students will compare and contrast different research methodologies and evaluate clinical laboratory research for validity and impact on laboratory practice. |
| Which learning activities are responsible for this outcome? | Evaluation of a chosen research paper published in the CLS literature. |
| Assessment Measure | Research evaluation performance. |

**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.* |

**Major in Clinical Laboratory Sciences**

**Bachelor of Science**

A complete 8-semester degree plan is available at http://registrar.astate.edu/.

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| **University Requirements:** | |
| See University General Requirements for Baccalaureate degrees (p. 42) | |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| CLS 1003, Making Connections CLS | **3** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 84)  **Students with this major must take the following:**  *MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite*  *CHEM 1013* ***AND*** *1011, General Chemistry I and Laboratory*  *BIO 2103* ***AND*** *2101, Microbiology for Nursing and Laboratory*  *Nine hours of Arts or Humanities (Required Departmental Gen. Ed. Option)* | **35** |
| **Major Requirements:** | **Sem. Hrs.** |
| BIO 2203 **AND** 2201, Anatomy and Physiology I and Laboratory | 4 |
| BIO 2223 **AND** 2221, Human Anatomy and Physiology II and Laboratory | 4 |
| CHEM 1023 **AND** 1021, General Chemistry II and Laboratory | 4 |
| CHEM 3103 **AND** 3101, Organic Chemistry I and Laboratory | 4 |
| CLS 3153, Clinical Biochemistry | 3 |
| CLS 1512 **AND** 1511, Principles of Clinical Lab Sciences and Laboratory | 3 |
| CLS 1521 **AND** 1531, Body Fluids and Laboratory | 2 |
| CLS 2523 **AND** 2521, Hematology I and Laboratory | 4 |
| CLS 2533 **AND** 2531, Medical Microbiology I and Laboratory | 4 |
| CLS 2543 **AND** 2541, Clinical Chemistry I and Laboratory | 4 |
| CLS 2563 **AND** 2561, Immunohematology I and Laboratory | 4 |
| CLS 2573 **AND** 2571, Clinical Immunology and Serology and Laboratory | 4 |
| ~~CLS 3122, Research Concepts for CLS~~ | ~~2~~ |
| CLS 3223 **AND** 3221, Hematology II and Laboratory | 4 |
| CLS 3343, Principles of Disease | 3 |
| CLS 3512 **AND** 3511, Medical Parasitology and Laboratory | 3 |
| ~~CLS 3522, Clinical Laboratory Management~~ | ~~2~~ |
| ~~CLS 4013, Molecular Diagnostics~~ | ~~3~~ |
| CLS 4113 **AND** 4111, Clinical Chemistry II and Clinical Issues and Topics in Clinical  Chemistry II | 4 |
| ~~CLS 4211, Clinical Laboratory Education~~ | ~~1~~ |
| ***CLS 4222, Senior Seminar I*** | ***2*** |
| ***CLS 4232, Senior Seminar II*** | ***2*** |
| CLS 4333 **AND** 4331, Immunohematology II and Clinical Issues and Topics in  Immunohematology II | 4 |
| CLS 4443 **AND** 4441, Medical Microbiology II and Clinical Issues and Topics in  Medical Microbiology II | 4 |
| CLS 4174, Clinical Practicum I | 4 |
| CLS 4184, Clinical Practicum II | 4 |
| CLS 4194, Clinical Practicum III | 4 |
| CLS 4204, Clinical Practicum IV | 4 |
| **Sub-total** | ~~90~~ 86 |
| **Total Required Hours:** | ~~128~~ 124 |

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***CLS 4222. Senior Seminar I. Overview of multiple topics related to advanced clinical laboratory practice, including education, management, quality improvement, and research. Restricted to BS-CLS majors. Fall.***