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

**NEW OR MODIFIED COURSE PROPOSAL FORM**

**[ ] Undergraduate Curriculum Council**

**[ X] Graduate Council**

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

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

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Dr. Mark Foster 10/20/2020 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Shanon Brantley 11/4/2020  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Director of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| \_Susan Hanrahan 11/5/20\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

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

Dr. Jessica Camp [jcamp@astate.edu](mailto:jcamp@astate.edu) 870-240-3488

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

January 2021.

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** | **NURS** |  |
| **Number\*** | **8235** |  |
| **Title** | Evidence-Based Practice Project  Abbreviated - EBP Project |  |
| **Description\*\*** | This course is a culmination of the two translational research courses for the DNP student. Students will implement an evidence-based practice project and analyze and disseminate the results of the project. Pre-requisite: NURS 8213, NURS 8223, and Admission to the Doctor of Nursing Practice Program; Co-requisite: NURS 8335 | This course is a culmination of the two translational research courses for the DNP student. Students will implement an evidence-based practice project and analyze and disseminate the results of the project. Prerequisites for the Post-Masters DNP program option: NURS 8223; Corequisites for the Post-Masters DNP program option: NURS 8335 |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes]**

(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?

Admission to the DNP program.

* 1. Why or why not?

Enter text...

1. YES Is this course restricted to a specific major?
   1. If yes, which major? DNP Post-Masters program option
2. **Proposed course frequency [Modification requested? NO]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

NA

1. **Proposed course type [Modification requested? NO]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

1. **Proposed grade type [Modification requested? NO]**

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

1. No Is this course dual-listed (undergraduate/graduate)?
2. 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.)*

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

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. No Is this course in support of a new program?

a. If yes, what program?

No

1. No Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? NO]**

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

Enter text...

1. **Proposed special features** **[Modification requested? NO]**

(e.g. labs, exhibits, site visitations, etc.)

Enter text...

1. **Department staffing and classroom/lab resources**

Enter text...

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

Enter text...

1. 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.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. The pre and corequisites as they currently exist are wrong. Further, the reason for evaluation of the pre/coreqs is because we are making a change in the start date of the program from Spring to Summer.

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

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

Enter text...

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

Enter text...

c. Student population served.

Enter text...

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

Enter text...

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. 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?

Enter text...

1. Considering the indicated program-level learning outcome/s (from question #19), 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 #19)** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Assessment Measure | Please include direct and indirect assessment measure for outcome. |
| Assessment  Timetable | What semesters, and how often, is the outcome assessed? |
| Who is responsible for assessing and reporting on the results? | Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans? |

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

**Course-Level Outcomes**

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

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| **Outcome 1** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Which learning activities are responsible for this outcome? | List learning activities. |
| Assessment Measure | What will be your assessment measure for this outcome? |

*(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. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*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.** |

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**[BEFORE]**

**NURS 689V. Thesis Option**  Learning opportunity to complete supervised research experience under direction of faculty thesis advisor and committee. Final semester of enrollment or must be enrolled in subsequent semesters until completion of thesis. Students considering doctoral education are strongly encouraged to select the thesis option. Students who select the thesis may substitute 3 semester hours of electives. Approval of instructor required.

**NURS 8003. Principles of Curriculum: Design, Instruction and Evaluation** The course provides philosophical underpinnings, goals and guidelines for the delivery of educational programs focusing on curriculum design, evaluation, and instruction.

**NURS 8113. Theoretical Foundations for Doctor of Nursing Practice**  Students will examine processes underlying development of models and theories from nursing and health-related disciplines for practice. Analyze application in advanced practice to solve problems and improve outcomes. Theoretical knowledge from sciences is integrated with nursing science to guide APN. Prerequisite, Admission to the Doctor of Nursing Practice Program.

**NURS 8123. Leadership, Policy and Healthcare Systems**  Students will analyze leadership and organizational theories, evaluate health care delivery systems, and examine the role of the DNP in influencing policy in health care delivery, outcomes and professional nursing. Corequisites: NURS 8113 and NURS 8133; Prerequisite, restricted to enrollment in the Doctor of Nursing Practice Program.

**NURS 8133. Epidemiology for the DNP** Evolution and history of methods of epidemiology. Quantization of morbidity and mortality within populations. Overview of study design, data analysis, and inferences. Specific areas of acute and chronic disease epidemiology illustrate epidemiologic methods such as risk factor analysis, surveillance systems, and etiology of disease. Prerequisite, Admission to the Doctor of Nursing Practice Program; Corequisites: NURS 8113, NURS 8123

**NURS 8143. Healthcare Finance In Advanced Nursing** Provides advanced economic, financial, and business knowledge required for leadership in financial planning and decision making in healthcare delivery systems. Evidence based models of practice, financial frameworks and theory are applied to practice-level, system-wide problems, including inter- and intra-professional teams. Prerequisite: NURS 8123 and Admission to the Doctor of Nursing Practice Program; Corequisite: NURS 8153

**NURS 8153. Healthcare Informatics In Advanced Nursing** Examines the complexities involved in managing resources in our healthcare system. Students will learn to use management theory ad informatics applications to increase efficiencies in various functional areas of healthcare services. Prerequisite, NURS 8113, NURS 8123, NURS 8133 and Admission to the Doctor of Nursing Practice Program; Corequisite NURS 8143, NURS 8213.

**NURS 8163. Principle of Healthcare Ethics & Genetics**  Focuses on theories of ethics and implications for practice, including principles of genetics for individuals, families and populations at risk for genetic disorders. Topics in ethics and genetics are presented. Prerequisite, NURS 8113,NURS 8123, NURS 8133, NURS 8143, NURS 8153, NURS 8213 and Admission to the Doctor of Nursing Practice Program; Corequisite: NURS 8314.

**NURS 8213. Translational Research I** This course provides the student with the foundation for the DNP evidence-based practice project. The emphasis of this course is on problem identification, information retrieval, critical appraisal, and synthesis of a body of evidence. Prerequisites: NURS 8113, NURS 8123, NURS 8133 and Admission to the Doctor of Nursing Practice Program; Co-requisites: NURS 8143, NURS 8153.

**NURS 8223. Translational Research II** This course focuses on translating evidence into practice, identifying practice outcomes, sustaining evidence-based practice changes, and creating an environment to support evidence-based practice. Pre-requisites: NURS 8213, NURS 8143, and Admission to the Doctor of Nursing Practice Program; Co-requisite NURS 8323.

**NURS 8235. Evidence-Based Practice Project** This course is a culmination of the two translational research courses for the DNP student. Students will implement an evidence-based practice project and analyze and disseminate the results of the project. Prerequisites: NURS 8213, NURS 8223, and Admission to the Doctor of Nursing Practice Program; Co-requisite: NURS 8335

**[AFTER]**

**NURS 8235. Evidence-Based Practice Project** This course is a culmination of the two translational research courses for the DNP student. Students will implement an evidence-based practice project and analyze and disseminate the results of the project. Prerequisites for the Post-Masters DNP program option: NURS 8223; Corequisites for the Post-Masters DNP program option: NURS 8335