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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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| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]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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| JoAnna Cupp 1/8/2021**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| JoAnna Cupp 1/8/2021**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| Shanon Brantley 02/02/2021**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 1/11/2021**Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| \_\_Susan Hanrahan 2/1/21\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_Alan Utter\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2/26/21**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

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

JoAnna Cupp, jcupp@astate.edu, 870-680-8295

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

Summer II 2023; bulletin year fall 2022

**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** |  | **NS** |
| **Number\*** |  | **6123** |
| **Title** |  | **Health Care Delivery in the U. S.****Abbreviated title - Health Care Delivery** |
| **Description\*\*** |  | **Provides an overview of the nation’s health care delivery system, including characteristics and challenges, with emphasis on the implications and opportunities for the Registered Dietitian Nutritionist (RDN), particularly related to payment structures for nutrition services.**  |

 ***\**** (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/No]**

(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?

This course is shared between two degrees.

Master of Science in Nutrition and Dietetics (MSND) prerequisites:

 Admission to the Master of Science in Nutrition and Dietetics program

 NS 6253 Nutrition in Critical Illness

 NS 6113 Food and Nutrition Public Policy

transitional Master of Science in Nutrition and Dietetics (tMSND) prerequisites:

 Admission to the transitional Master of Science in Nutrition and Dietetics program

 [NS 6253 and NS 6113 will be waived for these students.]

* 1. Why or why not?

 The curriculum in the MSND program is lock step as part of an accredited program requiring a Master’s degree with sequential and logical progression of courses. Students must complete previous semester of graduate courses before progressing to subsequent semesters. The tMSND program can be done on a part-time or full-time basis and is a non-accredited degree. It is the expectation that these students will be prepared for the content of the master’s program based on undergraduate courses and work experiences in health-related fields. NS 6253 and NS 6113 will be waived for these students.

1. **Yes** Is this course restricted to a specific major?
	1. If yes, which major? Nutrition and Dietetics; this is a shared course for the Master of Science in Nutrition and Dietetics and the transitional Master of Science in Nutrition and Dietetics degrees.
2. **Proposed course frequency [Modification requested? Yes/No]**

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

N/A

1. **Proposed course type [Modification requested? Yes/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.

Lecture only

1. **Proposed grade type [Modification requested? Yes/No]**

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

Standard letter

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

a. If yes, what program?

 Master of Science in Nutrition and Dietetics and the transitional Master of Science in Nutrition and Dietetics

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? Yes/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.)

I. The basics of U. S. health care

Week 1 Major characteristics

 Health care systems of other countries

 Systems framework

Week 2 Foundations of health care delivery

 Curative versus preventive medicine

 Determinants of health

 Distribution of health care

 Strategies to improve health

 Healthy People initiatives

 Population health

 Social determinants of health

Week 3 Historical overview

 Agents of change

 Medical services preindustrial and postindustrial

 History of health insurance

 Medical services in the corporate era

 Health care reform

 II. The health care workforce and resources

Week 4 Health care providers and professionals

 Physicians, dentists, pharmacists

 Nurses and nonphysician practitioners

 Allied health professionals including RDNs and others

 Public health professionals and community health workers

 Health services administrators

 Patient-centered care

Week 5 Technology and its effects

 Medical technology

 Health information technology

 Clinical information systems

 Administrative information systems

 Decision support systems

 Internet and e-health applications

 RDNs in telehealth including Nutrition services via telehealth during COVID-19

 Diffusion and utilization of medical technology

 Government’s role in technology diffusion

 Regulation of drugs, devices and biologics

 Impact, benefits and assessment of medical technology

Week 6 Healthcare financing and reimbursement

 Complexity of financing

 Nature and purpose of insurance

 Private insurance

 Public insurance

 Reimbursement methods

 Fee for service (retrospective reimbursement)

 Alternative payment models

 Bundled payments

 Value-based care

 Managed care

 Fee for service variations

 Capitation

 Per member per month (PMPM)

 Methods of prospective reimbursement

 Payment reform initiatives

Week 7 Student project

III. The components of the health care system

Week 8 Outpatient services

 Scope of outpatient services

 Reimbursement

 Outpatient settings and methods of delivery

 Primary care

 Definitions and domains

 Effectiveness

 The Patient-centered medical home

 RDNs in Primary Care

 Use of information technology in primary care

Week 9 Hospitals

 Evolution of hospitals

 Types of hospitals

 Licensure, certification and accreditation

 Ethics and public trust

 Populations with special health needs

 Underserved/vulnerable populations

 Vulnerability model

 Predisposing characteristics

 Enabling characteristics

 Need characteristics

 Eliminating/reducing disparities

Week 10 Diversity, equity and inclusion in dietetics and other healthcare fields

Week 11 Long-term care services

 Circumstances for need

 Variety of services available

 Coordination of services

 Community-based long-term care services

 Institutional care

 Licensing and certification of nursing homes

 Other long-term care services

IV. The effectiveness of health care delivery

Week 12 Cost, access and quality

 Health care expenditures

 The high cost of US health care

 Reasons for rise in health care costs

 Cost containment

 Unequal access to health care

 Health care quality

 Quality strategies and initiatives

 Developments in process improvement

 Patient safety

Week 13 Health care law and policy

 Basic concepts of health care law

 Different forms of health policies

 Regulatory and allocative tools

 Principal features of U. S. health policy

 Critical policy issues

 V. The challenges and the future

Week 14 The future of health services delivery

 Forces of future change

 Social, demographics and cultural change

 Economic trends

 Political issues

 Technological innovation

 Global challenges

 Ecological events

 Coverage, cost and access dilemmas

 The future of health care reform

 Future models of care delivery

 Growth of accountable care organizations and

 medical homes

 Value-based shared savings

 Population health

 Virtual care

 Remote monitoring

Week 15 Final project presentations

1. **Proposed special features** **[Modification requested? Yes/No]**

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

N/A

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

It is projected that two faculty, one 9-month and one 12-month, will be needed to cover this course and others in the mandatory graduate program. NS 6123 is an online class; no classroom or lab space is required.

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

 See note on faculty above.

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. Justification for Modification(s)

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)

 Here are the reasons to include a course focused on health care delivery: -Many registered dietitian nutritionists (RDNs) perform medical nutrition therapy (MNT) and may be responsible for billing in a facility where RDNs use MNT; -The Academy of Nutrition and Dietetics, our professional organization, and RDNs are working to expand coverage for MNT and receive competitive reimbursement for quality nutrition services; -RDNs need to better understand the business of health care and nutrition, regardless of their practice setting; -RDNs need to be fully informed about health care delivery and payment; -Health care delivery and payment continue to evolve as stake holders work to improve health outcomes for the consumer, while decreasing the total cost of care; -Health care insurance benefits and payer reimbursement for MNT and nutrition services, the Affordable Care Act, Medicare, Medicaid and private health insurance have been covered to some extent in undergraduate courses, but more in-depth work is needed on these topics. Course goals – upon completion of this course, students are able to: examine the U. S. health care system related to providers, payers, policy and consumers; develop a working knowledge of health care reimbursement for RDNs and other professionals; evaluate the effectiveness of health care delivery in terms of cost, access and quality.

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.

 The course fits with the department mission to provide quality education and experiences for students in the field of nutrition and dietetics. The topic of health care delivery, financing and reimbursement has never been more pertinent for RDNs in professional settings and must be included in educational preparation for their careers. In addition, there are two directives from the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting agency for the Academy of Nutrition and Dietetics, related to the topic of health care delivery: **Standard 3.1** The program’s curriculum must be designed to ensure the breadth and depth of requisite knowledge and skills needed for entry-level practice as a registered dietitian nutritionist. **a.** The program’s curriculum must include the following required components, including prerequisites:

4. Governance of nutrition and dietetics practice, such as **the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics**; and interprofessional relationships in various practice settings

7. Management theories and **business principles required to deliver programs and services**

10. **Health care delivery systems (such as accountable care organizations, managed care, medical homes)**

11. **Coding and billing of nutrition and dietetics services to obtain reimbursement for services from public or private payers, fee-for-service and value-based payment systems** [1-3, 5-6, 8-9, 12-15; other unrelated components]

**b.** The program’s curriculum must prepare students with the following core knowledge and competencies;

Domain 1 Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice; Domain 2 Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice; Domain 4 Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

NS 6123 supports Domains 1, 2 and 4 as far as competencies which the students meet during the graduate program.

c. Student population served.

The public policy course serves both students who are on track to become registered dietitian nutritionists (RDNs), as mandated by accreditation, and students who may already be RDNs or working in health care and are now seeking a graduate degree.

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

The graduate level of the course is appropriate as students must have a baccalaureate degree in order to enroll in the Nutrition and Dietetics program as they seek an advanced educational experience.

**Assessment**

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

1. 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?

Program-Level Learning Outcomes

Domain 1 – Scientific and Evidence Base of Practice: Integrate scientific information and translation of research into practice, specifically KRDN\* 1.3

Domain 2 - Professional Practice Expectations: Exhibit beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice, specifically KRDN\* 2.4, 2.7

Domain 4 – Practice Management and Use of Resources: Strategically apply principles of management and systems in the provision of services to individuals and organizations, specifically KRDN\* 4.3 and CRDN\* 4.9

 (\*KRDN Knowledge for the Registered Dietitian Nutritionist; \*CRDN Competency for the Registered Dietitian Nutritionist)

The current curriculum map for the Dietetics Program is revised to add the program-level learning outcomes as noted above and the Core Knowledge & Competencies for the RDN (Registered Dietitian Nutritionist) as applicable to the new graduate degree, Master of Science in Nutrition and Dietetics (MSND). There is a new curriculum map applicable to the transitional Master of Science in Nutrition and Dietetics degree (tMSND) as it is a non-accredited degree and is not tied to the undergraduate Dietetics Program leading to the MSND.

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)** | Domain 1 – Scientific and Evidence Base of Practice: Integrate scientific information and translation of research into practice |
| Assessment Measure | Outcome CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis Direct measure: NS 6303 Research manuscript - 80% of students will receive a grade of B or better, based on the rubric for this course project Indirect measure: NS 6313 Student survey - 100% of students will complete the self-assessment survey pertaining to the research poster and participation in Create@State event  |
| Assessment Timetable | Fall semester, every 3 years, 2023-2024, 2026-2027, 2029-2030 |
| Who is responsible for assessing and reporting on the results? | MSND and tMSND faculty  |

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

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| **Program-Level Outcome 2 (from question #19)** | Domain 2 - Professional Practice Expectations: Exhibit beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice |
| Assessment Measure | Outcome CRDN 2.2 Demonstrate professional writing skills in preparing professional communications Direct measure: NS 6013 LinkedIn profile – 80% of students will receive a letter grade of B or better, based on the rubric for this assignment Indirect measure: Exit survey – 100% of students will complete and submit exit survey regarding degree experience, including feedback on development of professionalism during program enrollment  |
| Assessment Timetable | Spring, every 3 years, 2023-2024, 2026-2027,2029-2030 |
| Who is responsible for assessing and reporting on the results? | MSND and tMSND faculty  |

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| **Program-Level Outcome 3 (from question #19)** | Domain 4 - Practice Management and Use of Resources: Strategically apply principles of management and systems in the provision of services to individuals and organizations |
| Assessment Measure | Outcome CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food Direct measure: Program one-year pass rate – 80% of students will pass the national Commission on Dietetic Registration (CDR) credentialing exam within one year of first attempt Indirect measure: Alumni survey – 80% of students will respond to alumni survey one-year post graduation to provide qualitative data on Domain 4 competencies met during program experience |
| Assessment Timetable | Spring, every 3 years 2024-2025, 2027-2028, 2030-2031 |
| Who is responsible for assessing and reporting on the results? | MSND and tMSND faculty |

 **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** | KRDN 1.3 Apply critical thinking skillsKRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition servicesKRDN 2.7 Demonstrate an understanding of the means by which structural bias, social inequities, health disparities and discrimination may be overcome to achieve health equity in nutrition and dietetics |
| Which learning activities are responsible for this outcome? | Respond to a discussion board question analyzing the impact of the Affordable Care Act and emerging health care delivery models on nutrition (or other) services available, including those targeted to vulnerable populations? Cited references are required to support your position.  |
| Assessment Measure  | 80% of students will receive a letter grade of B or higher on this activity, based on the assignment guidelines and rubric, to meet this outcome. |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | KRDN 4.3 Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party payers and how reimbursement may be obtainedCRDN 4.9 Apply the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems |
| Which learning activities are responsible for this outcome? | Create a mock plan for a new private practice or outpatient nutrition clinic with details for services and reimbursement. Utilize the Academy of Nutrition and Dietetics Payment resources, RDNs in the New Primary Care toolkit and other sources as appropriate. |
| Assessment Measure  | 80% of students will receive a letter grade of B or higher on this activity, based on the assignment guidelines and rubric, to meet this outcome. |

**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.**  |

Insert after Nursing and before Occupational Therapy on page 382-383

***NS 6123. Health Care Delivery in the U. S. Provides an overview of the nation’s health care delivery system, including characteristics and challenges, with emphasis on the implications and opportunities for the Registered Dietitian Nutritionist (RDN), particularly related to payment structures for nutrition services. Restricted to Nutrition and Dietetics graduate students. Prerequisites, NS 6253 and 6113.***