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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**

|  |
| --- |
| **[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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| Rhonda Holcomb 8/25/2020 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Stacy E. Walz 08/25/2020  **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Shanon Brantley 08/26/2020 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_Susan Hanrahan\_\_\_\_\_\_\_\_ 8/27/2020 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

Mary Elizabeth Spence 9/4/2020

Office of Assessment

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

Rhonda Holcomb, [rholcomb@astate.edu](mailto:rholcomb@astate.edu), 680-4863

2. Proposed Starting Term and Bulletin Year

Spring 2021

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*. )

HP 3343

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).

Quality Improvement in Healthcare

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

Operations management, organizational behavior, and healthcare service delivery with a broad focus on the philosophy and processes of Continuous Quality Improvement (CQI) and the challenges of implementation, using examples from a variety of health care organizations.

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?

HP 2112 Introduction to the U.S. Healthcare System

* 1. Why or why not?

HP 2112 provides foundational information about the U.S. healthcare system and is required before any other HP courses may be taken.

1. YES Is this course restricted to a specific major?
   1. If yes, which major? BS in Health Studies, both professional track and non-professional track

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

Spring

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)? NO/undergraduate only

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?

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.)

Week 1 The Global Evolution of Continuous Quality Improvement: From Japanese Manufacturing to Global Health Services

Week 2 Factors Influencing the Application and Diffusion of Continuous Quality Improvement in Healthcare

Week 3 Integrating Implementation Science Approaches into CQI-models and frameworks

Week 4 Understanding Variation, Tools, and Data Sources for CQI in Health Care

Week 5 Lean and Six Sigma Management: Building a Foundation for Optimal Patient Care Using Patient Flow Physics

Week 6 Understanding and Improving Team Effectiveness in Quality Improvement-quality improvement teams

Week 7 The Role of the Patient in Continuous Quality Improvement

Week 8 A Social Marketing Approach to Increase Adoption of CQI Initiatives

Week 9 Assessing Risk and Preventing Harm in the Clinical Microsystem-risk management, models of risk management, role of risk management and patient disclosure

Week 10 Classification and the Reduction of Medical Errors-why classify safety events

Week 11 CQI in U.S. Public Health Organizations: Widespread Adoption and Institutionalization

Week 12 Health Service Accreditation: A Strategy to Promote and Improve Safety and Quality

Week 13 Quality Improvement in Low-and Middle-Income Countries-examples of effective QI implementation in low resource settings

Week 14 Future Trends and Challenges for CQI in Health Care

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

NO

19. Department staffing and classroom/lab resources

NO

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

NO

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)

NURS 3353 Aging and the Older Adult is being replaced in this program but not in any other curriculum- the course is designed for nursing students and is graded on a different scale than the Health Studies program—3/4 of all courses in the Health Studies Program includes very specific information on the Aging and the Elderly, so having a stand-alone course on the topic is redundant. As quality improvement has been noted in all Healthy People reports and medical error prevention is a high priority for health care facilities, it is vital that students in the health studies program are aware of what Continuous Quality Improvement (CQI) is, how it impacts patients and families, the tools used to achieve excellence, teams that involve CQI and outcomes achieved.

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.

The course is essential to the learning of students in the field of healthcare.

c. Student population served.

Bachelor of Science in Health Studies Program Students

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

Upper level- this course is a major requirement course, a junior level with very specific and expanded information on Continuous Quality Improvement- first introduced in HP2112 with introductory only information on quality in health care.

**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?

1.Demonstrate clear written and oral communication skills

2.Distinguish critical issues that are present in the field of health care

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)** | 1.Demonstrate clear written and oral communication skills |
| Assessment Measure | Research paper |
| Assessment  Timetable | Every 3 years |
| Who is responsible for assessing and reporting on the results? | BSHS Program Director or HS faculty |

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

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| **Program-Level Outcome 2 (from question #23)** | 2.Distinguish critical issues that are present in the field of health care |
| Assessment Measure | Test |
| Assessment  Timetable | Every 3 years |
| Who is responsible for assessing and reporting on the results? | Rhonda Holcomb Program Director or HS faculty |

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| **Program-Level Outcome 3 (from question #23)** | 3. Describe key elements of the current and evolving U.S. health care system |
| Assessment Measure | Test |
| Assessment  Timetable | Every 3 years |
| Who is responsible for assessing and reporting on the results? | Rhonda Holcomb Program Director or HS faculty |

**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** | Identify the elements of the CQI process |
| Which learning activities are responsible for this outcome? | Research paper |
| Assessment Measure | 80% of students will achieve a B or higher on the research paper |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Identify the various tools used in in the CQI process |
| Which learning activities are responsible for this outcome? | Test |
| Assessment Measure | 80% of students will achieve a score of B or higher on the test |

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| **Outcome 3** | Identify the role of the patient in CQI |
| Which learning activities are responsible for this outcome? | Test |
| Assessment Measure | 80% of students will achieve a score of B or higher on the test |

**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.* |

Professional Track pg 330

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| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 42) |  |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| PTA 1013, Making Connections in Rehab Services | **3** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Associate of Applied Science and Baccalaureate degrees (pp. 79-81)  **Students with this major must take the following for BS degree:**  *MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite*  *BIO 2203* ***AND*** *2201, Human Anatomy and Physiology I and Laboratory*  *PHYS 2054, General Physics I*  *PSY 2013, Introduction to Psychology*  *COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)* | **35** |
| **Physical Therapist Assistant Program:** | **Sem. Hrs.** |
| PTA AAS Degree Requirements | **38** |
| **Major Requirements:** | **Sem. Hrs.** |
| CLS 4212, Interpreting Laboratory Data | 2 |
| HP 3233, Preventive Health | 3 |
| *HP3343 Quality Improvement in Healthcare* | *3* |
| HP 3353, Public Health: Principles and Practice | 3 |
| HP 3453, Healthcare Navigation and Advocacy | 3 |
| HP 3463, Introduction to Pharmaceuticals | 3 |
| HP 3673, Critical Issues in Health | 3 |
| HP 3783, Issues in Mental Health | 3 |
| HP 4103, Patient Education in Health Care | 3 |
| HP 4213, Chronic Illness | 3 |
| HP 4323, Patient Safety | 3 |
| HP 4443, Healthcare Management | 3 |
| HP 4543, Healthcare Service Delivery | 3 |
| ~~NRS 3353, Aging and the Older Adult~~ | ~~3~~ |
| PHIL 3713, Ethics in Health Professions | 3 |
| **Sub-total** | **41** |
| **Required Support Courses:** | **Sem. Hrs.** |
| HP 2112, Introduction to the United States Healthcare System | 2 |
| **Electives:** | **Sem. Hrs.** |
| Electives (must include at least 4 upper-level hours) | **6** |
| **Total Required Hours:** | **125** |

Non professional track pg 329

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| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 42) |  |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| UC 1013, Making Connections | **3** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 78)  **Students with this major must take the following:**  *BIO 2203 AND 2201, Human Anatomy and Physiology I and Laboratory*  *PSY 2013, Introduction to Psychology*  *COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)* | **35** |
| **Major Requirements:** | **Sem. Hrs.** |
| CLS 4212, Interpreting Laboratory Data | 2 |
| HP 3123, Introduction to Disease | 3 |
| HP 3233, Preventive Health | 3 |
| *HP3343 Quality Improvement in Healthcare* | *3* |
| HP 3353, Public Health:  Principles and Practice | 3 |
| HP 3413, Cultural Competence In The Health Professions | 3 |
| HP 3453, Healthcare Navigation and Advocacy | 3 |
| HP 3463, Introduction to Pharmaceuticals | 3 |
| HP 3673, Critical Issues in Health | 3 |
| HP 3783, Issues in Mental Health | 3 |
| HP 4103, Patient Education in Health Care | 3 |
| HP 4213, Chronic Illness | 3 |
| HP 4323, Patient Safety | 3 |
| HP 4443, Healthcare Management | 3 |
| HP 4543, Healthcare Service Delivery | 3 |
| ~~NRS 3353, Aging and the Older Adult~~ | ~~3~~ |
| PHIL 3713, Ethics in Health Professions | 3 |
| **Sub-total** | **47** |
| **Required Support Courses:** | **Sem. Hrs.** |
| DPEM 2233, Principles of Healthcare Emergency Management | 3 |
| HLTH 2513, Principles of Personal Health | 3 |
| HP 2013, Medical Terminology | 3 |
| HP 2112, Introduction to the United States Healthcare System | 2 |
| NS 2203, Basic Human Nutrition | 3 |
| SOC 2223, Social Problems | 3 |
| **Sub-total** | **17** |
| **Electives:** | **Sem. Hrs.** |
| Electives | **18** |
| **Total Required Hours:** | **120** |