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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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| --- | --- |
| Mark Foster 2/18/2020**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Mark Foster 2/18/2022**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| Shanon Brantley 4/4/2022**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 04/05/2022**Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| \_\_Scott E. Gordon\_\_ 4-5-22**College Dean** | \_\_Alan Utter\_\_\_\_\_\_\_ 4/25/22**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

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

Dr. Mark Foster

smfoster@astate.edu

8709723612

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

Fall 2022, 2022-2023 Bulletin

**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\*** |  | **612V** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **FNP Pediatrics** |
| **Description\*\*** |  | **Study of theoretical and clinical bases for management of pediatric clients and families who are well or have minor health problems. Application of principles through case studies of pediatric clients. Prerequisites, NURS 6003, NURS 6013, NURS 6023. Restricted to Master of Science in Nursing-Family Nurse Practitioner Concentration program.** |

 ***\**** 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 (excepting prerequisites and other restrictions) 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?

Nurs 6003 Advanced Clinical Pharmacology

Nurs 6013 Advanced Clinical Physiology

Nurs 6023 Advanced Health Assessment

* 1. Why or why not?

Per the National Task Force Guidelines documentation that the three APRN core courses (advanced health assessment, advanced

physiology/pathophysiology, and advanced pharmacology) precede NP population coursework

that focuses on diagnosis and management of health problems (i.e. not concurrent with).

1. Yes Is this course restricted to a specific major?
	1. If yes, which major? Master of Science in Nursing-Family Nurse Practitioner Concentration
2. **Proposed course frequency [Modification requested? No]**

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

Not applicable

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

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

a. If yes, what program?

 Enter text...

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.)

|  |  |  |
| --- | --- | --- |
| **Week** | **Content** | **Assignment** |
| **1** | Module 1: Health, Growth, and Development of Children | Introduction Discussion BoardDiscussion Board Assignment |
| **2** | Module 2: Developmental Management of Newborns, Infants, Children, and Adolescents | Discussion Board Assignment |
| **3** | Module 3: Health Promotion, Behaviors, Values and Beliefs of Childhood | Shadow Health DCEPeds Exam 1 |
| **4** | Module 4: Key Concepts and Intro to Disease Management in Pediatrics; Pain, Fever, Perinatal Conditions, and Genetic Disorders; Common Pediatric Infectious Diseases in Primary Care |  |
| **5** | Module 5: Atopic, Rheumatic, and Dermatologic Disorders in Children; Common Neurological, Neurodevelopmental, Behavioral, and Mental Health Disorders in Children | Shadow Health DCEPeds Exam 2 |
| **6** | Module 6: Eye, Ear, and Dental Disorders; Common Pediatric Respiratory and Cardiac Disorders in Primary Care | Shadow Health DCEDiscussion Board Assignment |
| **7** | Module 7: Common Hematologic, Endocrine, and Metabolic Disorders in Children; Gastrointestinal, Genitourinary, and Musculoskeletal Disorders in Children | Shadow Health DCEShadow Health DCEFinal Peds Comprehensive Exam |

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

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

None

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

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

 No

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)

I. Synthesize theories and concepts from nursing the arts, humanities, sciences, and evidence-based practice to guide clinical judgment in nursing practice.

II. Develop person-centered care while respecting diversity and the unique determinants of individuals and

 populations.

III. Assume leadership and collaborative roles in the planning, providing, and managing of services to influence policy for individuals, families, and populations.

IV. Demonstrate authentic leadership within complex health systems to improve safe, cost-effective, and quality health care for diverse populations.

V. Demonstrate professionalism in nursing practice through accountability to ethical and legal standards.

VI. Employ critical inquiry to advance the discipline and profession of nursing.

VII. Utilize information systems and technology to evaluate programs of care, outcomes of care and care systems.

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.

 This course will serve as a specialty course with the new program option intended to provide quality education to the graduate student population in order to prepare them to serve in the role of a Family Nurse Practitioner. This course aligns with Master’s and Post Master’s Certificate curriculum standards and criteria set forth by the Accreditation Commission for Education in Nursing.

c. Student population served.

Graduate

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

Course will serve as a “specialty” course for Family Nurse Practitioner option within the Masters of Science in Nursing program.

**Assessment**

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

1. **Yes / 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?

I. Synthesize theories and concepts from nursing the arts, humanities, sciences, and evidence-based practice to guide clinical judgment in nursing practice.

II. Develop person-centered care while respecting diversity and the unique determinants of individuals and

 populations.

III. Assume leadership and collaborative roles in the planning, providing, and managing of services to influence policy for individuals, families, and populations.

IV. Demonstrate authentic leadership within complex health systems to improve safe, cost-effective, and quality health care for diverse populations.

V. Demonstrate professionalism in nursing practice through accountability to ethical and legal standards.

VI. Employ critical inquiry to advance the discipline and profession of nursing.

VII. Utilize information systems and technology to evaluate programs of care, outcomes of care and care systems.

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.*

|  |  |
| --- | --- |
| ***Program-Level Outcome 1 (from question #19)*** | *Synthesize theories and concepts from nursing, the arts, humanities, sciences, and evidence-based practice to guide clinical judgement in nursing practice* |
| *Assessment Measure* | *-Examinations* *-Shadow Health Digital Clinical Experience Assignment* |
| *Assessment Timetable* | *Annually*  |
| *Who is responsible for assessing and reporting on the results?* | *-Program Director**-Internal Committee* |
| ***Program-Level Outcome 2 (from question #19)*** | *Develop person-centered care while respecting diversity and the unique determinants of individuals and populations.* |
| *Assessment Measure* | *-Examinations* *-Shadow Health Digital Clinical Experience Assignment**-Discussion Boards* |
| *Assessment Timetable* | *Annually*  |
| *Who is responsible for assessing and reporting on the results?* | *-Program Director**-Internal Committee* |

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| ***Program-Level Outcome 4 (from question #19)*** | *Demonstrate authentic leadership within complex health systems to improve safe, cost-effective, and quality health care for diverse populations.* |
| *Assessment Measure* | *-Examinations* *-Shadow Health Digital Clinical Experience Assignment**-Discussion Boards* |
| *Assessment Timetable* | *-Annually*  |
| *Who is responsible for assessing and reporting on the results?* | *-Program Director**-Internal Committee*  |

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| ***Program-Level Outcome 7 (from question #19)*** | *Utilize information systems and technology to evaluate programs of care, outcomes of care, and care systems* |
| *Assessment Measure* | *-Examinations* *-Shadow Health Digital Clinical Experience Assignment* |
| *Assessment Timetable* | *-Annually*  |
| *Who is responsible for assessing and reporting on the results?* | *-Program Director**-Internal Committee*  |

**Course-Level Outcomes**

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

|  |  |
| --- | --- |
| **Outcome 1** | Formulate a plan of care to provide anticipatory guidance and counseling, including wellness, lifestyle, disease risks and potential changes in health status specific to the pediatric population. |
| Which learning activities are responsible for this outcome? | LectureAssigned Reading |
| Assessment Measure  | ExaminationsDiscussion BoardShadow Health Digital Clinical Experience Assignment |

|  |  |
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| **Outcome 2** | Provide health promotion and disease prevention services which take into consideration client age, developmental level, risk, environment, and culture specific to the pediatric population. |
| Which learning activities are responsible for this outcome? | LectureAssigned Reading |
| Assessment Measure  | ExaminationsDiscussion BoardShadow Health Digital Clinical Experience Assignment |

|  |  |
| --- | --- |
| **Outcome 3** | Develop appropriate differential diagnoses for clients with acute health problems specific to the pediatric population |
| Which learning activities are responsible for this outcome? | LectureAssigned Reading |
| Assessment Measure  | ExaminationsShadow Health Digital Clinical Experience Assignment |

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| --- | --- |
| **Outcome 4** | Employ appropriate diagnostic and therapeutic interventions through use of critical thinking and diagnostic reasoning skills specific to the pediatric population |
| Which learning activities are responsible for this outcome? | LectureAssigned Reading |
| Assessment Measure  | ExaminationsDiscussion Board |

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| **Outcome 5** | Accurately interpret common screening and diagnostic tests specific to the pediatric population |
| Which learning activities are responsible for this outcome? | LectureAssigned Reading |
| Assessment Measure  | ExaminationsDiscussion Board |

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| **Outcome 6** | Propose an appropriate plan for prescribing and counseling regarding medications and non-pharmacologic interventions specific to the pediatric population |
| Which learning activities are responsible for this outcome? | LectureAssigned Reading |
| Assessment Measure  | ExaminationsShadow Health Digital Clinical Experience Assignment |

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| --- | --- |
| **Outcome 7** | Appraise information and communication strategies and technologies to advance patient education, enhance the accessibility of care, and improve health care outcomes in the pediatric population |
| Which learning activities are responsible for this outcome? | LectureAssigned Reading |
| Assessment Measure  | Examinations |

**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.**  |

**BEFORE: Pg. 396**

NURS 6023. Advanced Assessment and Diagnostic Evaluation Presents theoretical and clinical basis for comprehensive assessment and diagnosis in health care settings, including all age groups. Emphasis is on clinical decision-making, differentiation of normal from pathological findings, risk assessment screening, diagnostic testing and interpretation of findings. Prerequisites: [NOTE: NP students are required to take the semester immediately prior to beginning clinical portion of NP option]. Prerequisite for NA students is Registered Nurse admitted to Nurse Anesthesia Program.

NURS 6042. Technology and Equipment for Nurse Anesthesia The course focus is on equipment, monitoring, and technology related to perioperative anesthesia practice. Prerequisites, Registered Nurse admitted to Nurse Anesthesia program.

NURS 6043. Regional Anesthesia and Analgesia The course focus is on anatomy, pharmacology and anesthetic techniques of regional anesthetics and anagesia. Prerequisites, Registered Nurse admitted to Nurse Anesthesia program.

NURS 6103. Research Design and Methodology Analysis and critical evaluation of nursing research appropriate to the study of nursing phenomena. Students develop a research proposal. Prerequisite, Undergraduate research.

NURS 6113. Anesthesia Pharmacology I General principles of pharmacology, including pharmacokinetic and pharmacodynamics, classifications of drugs and clinical pharmacology in anesthetic practice. Focus is primarily on inhaled anesthetics, intravenous anesthetics, muscle relaxants/antagonists and local anesthetics. Prerequisites, Registered Nurse admitted to Nurse Anesthesia program.

NURS 6123. Anesthesia Pharmacology II The focus of this course is on the pharmacodynamics, pharmacokinetics, anaphylaxis and drug interactions of autonomic and cardiovascular drugs, CNS drugs, diuretics and herbal medicine used in perioperative anesthetic practice. Prerequisites, NURS 6113 and Registered Nurse admitted to Nurse Anesthesia program.

NURS 612V FNP Pediatrics Study of theoretical and clinical bases for management of pediatric clients and families who are well or have minor health problems. Application of principles through case studies of pediatric clients. Prerequisites, NURS 6003, NURS 6013, NURS 6023. Restricted to Master of Science in Nursing-Family Nurse Practitioner Concentration program.

NURS 6203. Theory Development in Nursing Examines the process of theory development in nursing and facilitates formation of a conceptual basis for advanced knowledge and practice. Includes analysis of various models and their application to advanced clinical practice. Must be taken prior to clinical nursing courses except in Nurse Anesthesia program.

NURS 6213 AG ACNP Seminar I Provides research based theoretical and clinical foundation for specialization of Adult/Gerontology Acute Care Nurse Practitioner. Content includes diagnostic reasoning and management of complex acute and chronic health problems for adult and geriatric population. Emphasis on role and scope of practice, coordination and collaboration across health care settings, and information systems. Prerequisites, NURS 6203, NURS 6303, NURS 6402, NURS 6003, NURS 6013, NURS 6023; acceptance to AG ACNP Track. Pre- or co-requisite: NURS 6103. Co-requisite NURS 6214.

NURS 6214. AG ACNP Practicum I Clinical application of theoretical basis for management of complex adult and geriatric clients with chronic, acute, and critical illnesses in a variety of health care settings. Would prepare students to interpret diagnostic tests as well as performance and management of therapeutic and technologic interventions. Emphasis on collaboration with other members of the health care team. Prerequisites, NURS 6203, NURS 6303, NURS 6402, NURS 6003, NURS 6013, NURS 6023; acceptance to AG ACNP Track. Pre- or co-requisite: NURS 6103. Co-requisite NURS 6213.

NURS 6223. Anesthesia Anatomy, Physiology and Pathophysiology I Course focus is on the effects of anesthesia at the cellular level progressing to the advanced study of the cardiovascular, hematological and renal systems. Prerequisites, Registered Nurse admitted to Nurse Anesthesia program.

NURS 6233. Anesthesia Anatomy, Physiology and Pathophysiology II This course is a continuation of the advanced study of anatomy, physiology and pathophysiology with focus primarily on the respiratory, central nervous, endocrine and hepatic systems. Prerequisites,

NURS 6223 and Registered Nurse admitted to Nurse Anesthesia program.

NURS 6243. Anesthesia Pharmacology III In-depth study of pharmacology of the cardiovascular, nervous, respiratory systems, and local anesthetics. Prerequisites, NURS 6123 and Registered Nurse admitted to Nurse Anesthesia program.

**AFTER: Pg. 396**

NURS 6023. Advanced Assessment and Diagnostic Evaluation Presents theoretical and clinical basis for comprehensive assessment and diagnosis in health care settings, including all age groups. Emphasis is on clinical decision-making, differentiation of normal from pathological findings, risk assessment screening, diagnostic testing and interpretation of findings. Prerequisites: [NOTE: NP students are required to take the semester immediately prior to beginning clinical portion of NP option]. Prerequisite for NA students is Registered Nurse admitted to Nurse Anesthesia Program.

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