

Abilene Christian University
Application for a New Course v9

Course ID <i>Subject and Number</i>	NURS 351
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Susan Kehl
2	Course Teacher	
3	Course Title	Nursing Assessment and Diagnostics
4	Course Abbreviation (if title is over 30 characters)	Assessment
5	College	
6	Department	Nursing
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3

15	Grade Mode (check all appropriate):	<u> X </u> Standard <u> </u> Credit/No Credit (undergrad only)
16	Maximum Enrollment	48
17	Catalog Description (50 words or less)	Nursing Assessment introduces students to the knowledge, judgment, skills, behaviors, and attitudes of holistic, comprehensive, and focused assessments needed to plan, implement, and evaluate strategies to achieve the highest potential health outcomes.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	NURS 250 and admission to the SON
19	List any co-requisites	NURS 320, NURS 330, NURS 350, NURS 352
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	Yes
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	1 section every fall
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2013
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	

27	Is this course required for a degree/s? Yes/No <i>If “Yes,” attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
28	Has this course been offered as a Special Topics course? Yes/No <i>If “Yes,” specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course content is fully applied in Clinical Skills I, and necessary for implementation of the nursing process.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This course is foundational for clinical reasoning and decision making in safe nursing practice.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Junior standing with admission to the SON
2	State the overarching course goal(s) in performance terms.	Nursing Assessment will teach students a comprehensive head-to-toe assessment contrasting normal findings with common pathology, essential focused assessments based on clinical manifestations presented, and nursing implications and analysis

		of anticipated common laboratory and diagnostic testing.
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2. Competencies and Measurements

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student retains concepts of holistic, comprehensive, and focused assessments of adult patients.	Exams, concept maps, case studies, written reflection, patient histories	Exams and written assignment averages greater than or equal to 80/100.
The student explains and analyzes nursing implications of laboratory and diagnostic tests.	Exams, concept maps, case studies, written reflection, patient histories	Exams and written assignment averages greater than or equal to 80/100.
Psychomotor Competency Statements		
The student demonstrates a comprehensive head to toe assessment in an efficient time frame.	Head to Toe Final	Score is greater than or equal to 80/100.
The student demonstrates accurate, complete focused assessments on selected patient presentations.	Focused assessment simulation	Score greater than or equal to 80/100
The student demonstrates an accurate, complete functional assessment on an older adult.	Functional assessment of an older adult simulation	Score greater than or equal to 80/100
The student demonstrates accurate analysis, pre-procedure, during, and post-procedure nursing implications for selected laboratory and diagnostic tests.	Laboratory and diagnostic simulation	Score greater than or equal to 80/100
Affective Competency Statements		
The student expresses a personal view on the understanding and acting on compassion for others.	Written assignments, class assignments	Score greater than or equal to 8/10
The student describes philosophies of the professional values of caring, human dignity, advocacy, truth, justice, freedom, ethics, civility, respect, and cultural competency.	Written assignments, class assignments	Score greater than or equal to 8/10

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Evolve. (2012). *Student resources*. Retrieved at <http://evolve.elsevier.com/Jarvis>

Jarvis, C. (2012). *Physical examination and health assessment*, 6th ed. St. Louis: Elsevier Saunders

Jarvis, C. (2012). *Online ancillaries with tools*. St. Louis: Elsevier Saunders.

Pagana. K. D. & Pagana, T. J. (2010). *Mosby's manual of diagnostic and laboratory tests*, 4th ed. St. Louis: Mosby Elsevier.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: _____

Course Title: _____

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ____ Denied ____ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 26, 2012
TO: Dr. Susan Kehl
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal – Nursing Assessment and Diagnostics

Based on the evaluation of the course syllabus and application, the library is able to support the proposed course. Thank you for letting us examine the course proposal.

Supporting Documentation for NURS 351

Library Memorandum	Included
Instructional Design	Reviewed by Dr. Dave Merrell
Degree Plan	Included
Content Overlap	Not applicable
Departmental Resources	Exam Soft for secure online testing
Resources	Computers for online testing – may use a computer lab or student personal computers Smart classroom
Expenses	1 faculty Student costs – online or print texts, online testing software usage charged via Campus Bookstore Evolve Simulation Learning System, SimChart, online Case Studies, Patient Reviews access charged via Campus Bookstore
Justification	Not applicable
Syllabus	Attached
Other	BSN Degree Plan ACU SON Technology Resources Remediation support available via Assessment Technology Institute (ATI) Comprehensive Assessment Review Program