

Abilene Christian University
Application for a New Course v9

Course ID Subject and Number	NURS 498
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Susan Kehl
2	Course Teacher	
3	Course Title	Nursing Capstone
4	Course Abbreviation (if title is over 30 characters)	
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 hours per week
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	☒ Standard

	appropriate):	___Credit/No Credit (undergrad only)
16	Maximum Enrollment	48
17	Catalog Description (50 words or less)	Nursing Capstone integrates all nursing competencies in complex multiple patient care situations for individual and health care system effectiveness.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Completion of Level III
19	List any co-requisites	NURS 475, NURS 476
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	
23a	How often will it be offered? Spring	Yes
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	1 section each spring
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>	Spring 2015
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 provides preparation for successful completion of the national licensing exam (NCLEX-RN) and experiences to document achievement of program student learning outcomes.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	Ongoing total program evaluation and student learning assessment is required for continuous approval of the Texas Board of Nursing and accreditation from the Commission of Collegiate Nursing Education. The BON also requires that nursing graduates pass the NCLEX-RN on the first attempt for ongoing approval. If the total percentage of graduates of any SON fall below 80% of first time pass rates, the faculty are required to submit a self study to demonstrate corrective actions . If pass rates are not adjusted in subsequent attempts, the SON can be closed by the BON. A score of 900 on the HESI exit is 98% predictive of successful completion of the NCLEX-RN.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Senior standing and completion of Level III requirements
2	State the overarching course goal(s) in performance	This course facilitates

terms.	understanding and application of nursing skills in the professional care of patients within a variety of settings. The course will allow integration of competencies required of professional nurses. The integration of professional affective characteristics as an advanced beginner will be evaluated.
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2. Competencies and Measurements

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student retains concepts of clinical reasoning, holistic, comprehensive assessment of patients, culturally sensitive competencies, and evidence-based nursing competences (KBJSAs) in complex settings.	Exams, quizzes, assignments, e portfolio	Exams and written assignments averages greater than or equal to 80/100.
The student applies the understanding the health illness continuum, accountability of professional, legal, ethical, and regulatory standards for individual performance and system effectiveness to nursing practice in complex care settings.	Exams, quizzes, assignments, e portfolio	Exams and written assignment averages greater than or equal to 80/100.
Psychomotor Competency Statements		
The student explains and analyzes assessment data, responds to emerging data, and prioritizes care appropriately in simple to complex multiple patient (IFGCP) issues.	Exams, quizzes, assignments, e portfolio	Exams and written assignment averages greater than or equal to 80/100.
The student applies basic principles of health care policy, finance, and regulatory environments by coordination, evaluation, and modification of care to ensure safety and quality, apply established evidence-based best practices, and the management of confidential information technology for seamless care and transition.	Exams, quizzes, assignments, e portfolio	Score is greater than or equal to 8/10 or 80/100.
Affective Competency Statements		
The student integrates a personal view of the	Written	Score greater than

Scriptural perspectives of integrity and truth in the care of patients in complex health care settings.	assignments, e portfolio	or equal to 8/10 or 80 to 100
The student integrates professional values of caring, altruism, human dignity, advocacy, truth, justice, freedom, ethics, civility, respect, and cultural competency in the care of patients in complex health care settings.	Written assignments, e portfolio	Score greater than or equal to 8/10 or 80 to 100
The student engages in self care in preparation for clinical demands, recognizes the importance of growth to professional competence within the program, and understands the need to participate in life long career and professional development.	Written assignments, e portfolio	Score greater than or equal to 8/10 or 80 to 100

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.

Ackley, B.J. & Ladwig, G. B. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care*. St. Louis: Mosby Elsevier.

American Association of Colleges of Nursing. (Aug 2008). *Cultural competency in baccalaureate nursing education*. Retrieved from <http://www.aacn.nche.edu/education/pdf/competency.pdf>

American Association of Colleges of Nursing. (Nov 2008). *The essentials of baccalaureate education for professional nursing practice*. Retrieved from <http://www.aacn.nche.edu/Education/essentials.htm>

Benner, P. (2001). *From novice to expert: Excellence and power in clinical practice*. Upper Saddle River, NJ: Prentice Hall Health.

Carlson. K. K., Ed. (2009). *AACN advanced critical care nursing*. St. Louis:

Saunders Elsevier.

Evolve. (2011). *HESI comprehensive review for the NCLEX-RN examination*, 3rd ed. St. Louis: Elsevier.

Evolve. (2009). *Student resources*. Retrieved at
<http://evolve.elsevier.com/AACN/advanced>

Evolve. (2010). *Student resources*. Retrieved at
<http://evolve.elsevier.com/Perry/skills>

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

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

Ignatavicius, D. D. & Workman, M. L. (2010). *Medical-surgical nursing: Clinical decision-making study guide*. St. Louis: Saunders Elsevier.

Ignatavicius, D. D. & Workman, M. L. (2010). *Medical-surgical nursing: Patient-centered collaborative care*, 6th ed. St. Louis: Saunders Elsevier.

Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health*. Retrieved from <http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx>

Interprofessional Education Collaborative. (2011). *Core competencies for interprofessional collaborative practice*. Retrieved from
<http://www.aacn.nche.edu/Education/curriculum.htm>

Macmillan. (2011). *Prep-U*. Retrieved at <http://www.prep-u.com/about/overview.php>

Perry, A. G. & Potter, P. A. (2010). *Clinical nursing skills & techniques*, 7th ed. St. Louis: Mosby Elsevier.

Quality and Safety Education for Nurses. (2011). *Competency KSAs (pre-licensure)*.

Retrieved From http://www.qsen.org/ksas_prelicensure.php

Riegelman, R. K. & Albertine, S. (2008). *Recommendations for Undergraduate Public Health Education*. Retrieved from

<http://www.aptrweb.org/resources/pdfs/Recommendations.pdf>

Texas Board of Nursing. (2010). *Differentiated essential competencies (DECs) of graduates of Texas nursing programs evidenced by knowledge, clinical judgments, and behaviors: Vocational (VN), diploma/associate degree (diploma/ADN), baccalaureate degree (BSN)*.

Retrieved from <http://www.bne.state.tx.us/nursingeducation/info.html>

Zerwekh, J. & Garneau, A. Z. (2012). *Nursing today: Transition and trends*. St. Louis: Elsevier Saunders.

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 Capstone

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 498

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, PrepU (Computer Adaptive Testing) NCLEX-RN National Review Course (Average \$400 for 40 hours of instruction)
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