

Course Proposal Process and Approval Form

Please complete this form for proposing new courses and course revisions. The curriculum and evaluation committees and instructional design team recommend taking 2 months from start to finish to complete the form in full. Please plan accordingly.

Process Overview

The chart below outlines the process for proposing and receiving approval from general faculty on a new course or major revision to an existing course. The steps are in sequential order.

Signature Sequence

Steps in the Process (8 Week Duration)		Time Frame
1	Faculty member presents the idea of the new course or revision to general faculty meeting and shares intent to ask for a vote when completed.	Begin 8 weeks prior to U/GCEC Vote
2	Faculty member works through the course approval form, collaborating with instructional designers on the course map and filling out the form.	Begin 8 weeks prior to U/GCEC Vote
3	Once the approval form is complete, faculty member takes the completed form to each person in turn on the signature sequence for approval	2 weeks prior to U/GCEC Vote
4	Once signatures are received, faculty member submits the final package to the administrative support person for the appropriate curriculum committee, who will then share the document and schedule a time for the faculty member to present to U/GCEC.	2 weeks prior to U/GCEC Vote
5	If/when U/GCEC approves the course, a motion form is completed to have the course voted on at the next general faculty meeting.	4 weeks prior to General Faculty Vote
6	After approval, the Office of Academic Affairs operationalizes the course into the system and the faculty member continues development of the full course, either independently or with the instructional design team.	No further deadlines until start of course

Signature Sequence for U/GCEC Meeting		
Approved by:	Signature	Date
Associate Dean of Academic Affairs (with input from finance office)		
Assistant Dean or PhD Program Director (BS, MS, DNP, PhD)		
CEC Chairperson		

Course Proposal and Approval Form

Part 1: Basic Information for your Course

☐ New Course

Please share the following basic logistical information regarding your proposed course:

☐ Revisions

Catalog Title and Number (24 characters, including spaces):

Full Course Title (please indicate new or previous if revision):

Course Description (40 word max):

Submitted By:				Date:	
Program (check one)	<input type="checkbox"/> BS	<input type="checkbox"/> MS	<input type="checkbox"/> DNP	<input type="checkbox"/> PhD	<input type="checkbox"/> CE/PD
Debut Semester	<input type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer	Year: <input type="text"/>	
Course required for graduation or certificate eligibility	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
Cross listed course	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
Total credit hours Didactic: 1 credit hour = 15 contact hours Clinical: 1 credit hour = 45 contact hours grad, 30 undergrad	Didactic	Clinical			

Major or Minor Revision	Major	Minor
<input type="text"/>	<input type="text"/>	<input type="text"/>

Class Size Per Class Offering (estimated):	Minimum	Maximum
<input type="text"/>	<input type="text"/>	<input type="text"/>

Competency and outcome changes are major changes

Credit Hour Breakdown	
Modality	Number of Hours
Face-to-Face	<input type="text"/>
Online	<input type="text"/>
Seminar	<input type="text"/>
Clinical Onsite/Offsite	<input type="text"/>
Practicum	<input type="text"/>
Internship/Externship	<input type="text"/>

Prerequisites and Co-requisites	
Course Number	Pre or Co
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Please explain any changes needed or made in the CON to facilitate the offering of this course (e.g. change in program plan, deletion of a previous course, additional faculty, etc):

Next, please describe how the proposal adds to or expands upon the existing curriculum (e.g. changes in outcomes, certification requirements, accreditation standards, or improved learning experience for students):

Part 2: Design and Revision Information

Please attach your course alignment documentation (samples and directions found in Appendix B) from working with the instructional design lead from your program. Additionally, please share the following information for quick reference:

In the associated program for your course, would you consider this a beginning, intermediate, or advanced course? Please share your election and rationale below:

Course Outcomes

Outcomes are the conceptual cornerstone of our courses. Outcomes differ from objectives (or goals) in the following ways:

- Outcomes are changes elicited in students; goals are tasks to be completed, and are better suited to guide content synthesis or as directions for assignments
- They are written from a student's perspective to build shared investment in the course
- They are broad enough to encompass a variety of learning methodologies and narrow enough to be measurable
- They are scaled based on anticipated level of mastery

With this shared definition of course outcomes in mind, please list your 4-6 course learning outcomes:

Course Level Learning Outcomes	
1	
2	
3	
4	
5	
6	

Please share any additional comments regarding your learning outcomes below:

Next, please share which **program-level** outcomes, essentials, competencies, or qualities your course addresses most clearly. The goal here will be to align your course with the program-level elements that it most clearly meets and which characterize the value of your course:

Program Level Outcomes, Essentials, Competencies OR Graduate Qualities Most Evident in Your Course	
1	
2	
3	

For your convenience, all program-level outcomes, essentials, or competencies may be easily referred to in Appendix A.

Please share any additional comments regarding your learning outcomes below:

Detailed Content Outline

Please fill out the chart below (or provide attachment) with a detailed content outline of your course, including primary topics and sub topics. This chart will be used to contextualize the course map with a closer look at specific content with each week's overarching topic.

Finally, please add any additional supporting information that may assist stakeholders with the review of your proposal:

Appendix A: Program-Level Outcomes, Essentials, Competencies, and Qualities

The following is a compilation of all program-level outcomes, essentials, competencies, and qualities for the College of Nursing organized by program. Please find your program's heading and use this as a reference when completing the section on program outcomes in the proposal form.

Baccalaureate Program

QSEN Competencies

- **Patient-Centered Care:** Provides quality, safe and ethical care that is person-centered, rooted in partnership, and is mutually beneficial for individuals and families in all care settings across the life span.
- **Evidence-Based Practice:** Integrates clinical practice evidence to improve the health outcomes for individuals, families, and communities.
- **Safety:** Promotes safe healthcare environments, systems and initiatives to minimize risk of harm to individuals, families, communities, and providers.
- **Teamwork and Collaboration:** Promotes respectful communication and working relationships among intra-and inter-professional teams to deliver evidence-based, safe, quality, and person-centered care
- **Informatics:** Uses patient care technologies and clinical information systems to facilitate decision-making necessary for delivery of evidence-based, safe, quality, and person-centered care
- **Quality:** Engages in quality improvement through leadership skills, clinical reasoning, and use of evidence
- **Leadership:** As a transformational nurse clinician, will model professional communication, responsibility and accountability to promote self-awareness, life-long learning, and civic professionalism in the healthcare environment and other complex systems

AACN Essentials of Baccalaureate Education (2008)

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Essential III: Scholarship for Evidence Based Practice

- Professional nursing practice is grounded in the translation of current evidence into one's practice.

Essential IV: Information Management and Application of Patient Care Technology

- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: Health Care Policy, Finance, and Regulatory Environments

- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: Clinical Prevention and Population Health

- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Essential IX: Baccalaureate Generalist Nursing Practice

- The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Master's Program

AACN Master's Essentials (2011)

Essential I: Background for Practice from Sciences and Humanities

- Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

Essential II: Organizational and Systems Leadership

- Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills that emphasize ethical and critical decision-making, effective working relationships, and a systems-perspective are needed.

Essential III: Quality Improvement and Safety

- Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

Essential IV: Translating and Integrating Scholarship into Practice

- Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

Essential V: Informatics and Healthcare Technologies

- Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

Essential VI: Health Policy and Advocacy

- Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

- Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

Essential VIII: Clinical Prevention and Population Health for Improving Health

- Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

Essential IX: Master's-Level Nursing Practice

- Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

DNP Program Outcomes

- Implement ethical, competent nursing practice with individuals, families and communities based on understanding the human experiences of health, illness, healing, and dying.
- Use technology and information systems to promote health, facilitate appropriate and ethical decision-making, support collaboration, and foster communication.
- Promote health and safe environments of local to global populations and communities through the development, implementation, and evaluation of models, programs, and policies.
- Manage care ethically with individuals, families, and populations to achieve quality, cost effective outcomes.
- Advocate for social justice initiatives that enhance access, quality, and socio-cultural acceptability of health care for all.
- Provide leadership in the delivery and management of health care for diverse populations and environments across the continuum of care.
- Practice relationship-centered caring based on the human experience of health, illness, healing, and dying.
- Practice nursing reflectively, guided by theory, based on best evidence.
- Participate in generating and testing knowledge regarding nursing science, nursing practice, and health care delivery.
- Engage in professional stewardship to improve interdisciplinary collaboration and nursing practice, education, research, and health care delivery.

The PhD Program in Nursing: Outcome Competencies

The Doctor of Philosophy in nursing prepares scientists for stewardship of the nursing discipline and membership in the community of scholars. Doctoral study in nursing engages students in intellectual inquiry, knowledge development, and the conduct of independent research to understand and enhance the health and wellbeing of, and the healthcare for, individuals, families, and populations. Doctoral study depends on collaborative mentoring relationships between students and research faculty, other faculty scholars, and active engagement of students in the interdisciplinary community of scholars. Program graduates are prepared to pursue careers in research-intensive environments and as leaders of the profession. The PhD Program at the University Of Colorado College Of Nursing is designed to foster the following qualities in graduates of this program (Table 1).

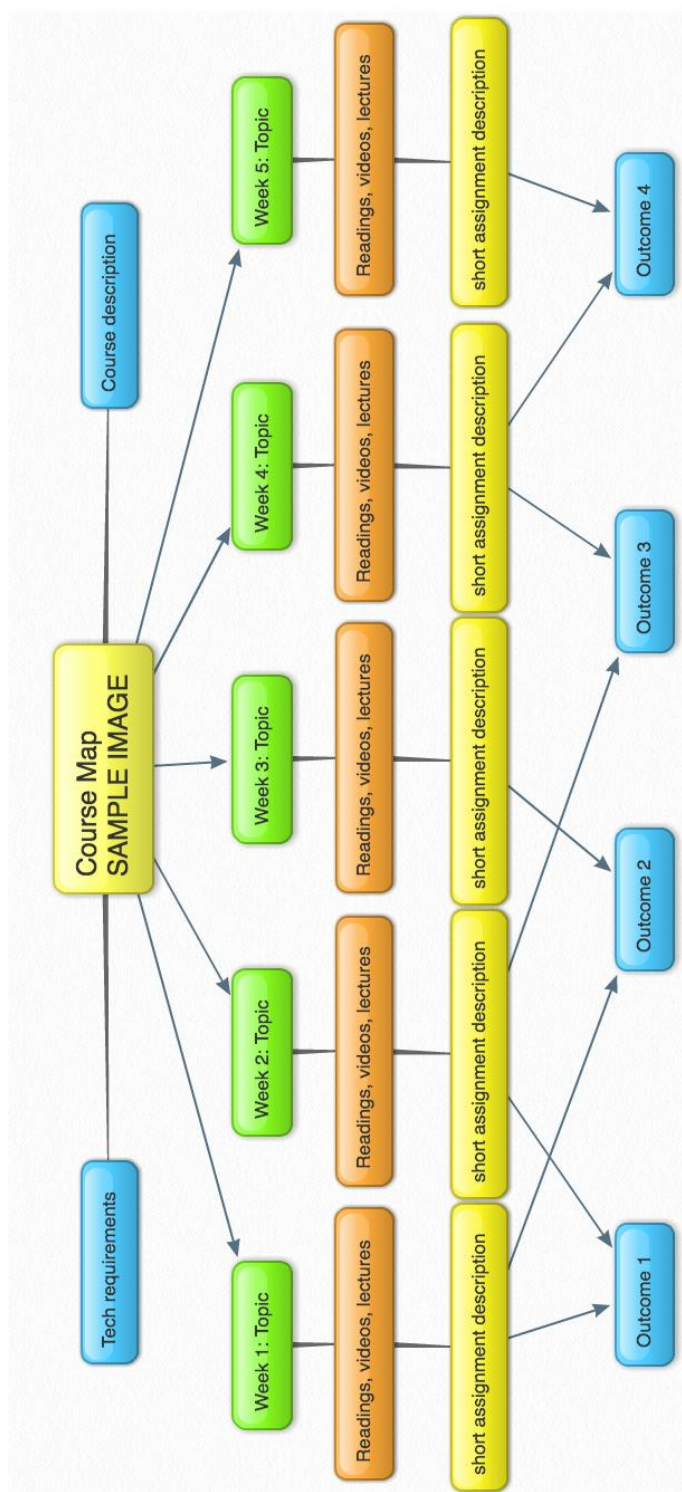
Table 1 Qualities of the PhD Graduate

- | | |
|----|--|
| 1. | Creates new knowledge through the research process. |
| 2. | Demonstrates commitment to the profession through publications and conference presentations or engagement in professional organizations. |
| 3. | Examines multiple theories and methodologies for application to research problems. |
| 4. | Engages with fellow scientists and students in scholarly discourse. |
| 5. | Demonstrates ethical responsibility and action as a scientist. |
| 6. | Considers research findings relevant to public health and healthcare policy. |
-

These qualities are the outcome competencies of the PhD program. The qualities are threaded through all of the evaluation milestones from the preliminary examination to the dissertation defense. Each student is encouraged to become familiar with these qualities and explore with their advisor the areas of emphasis needed to manifest them by completion of the program.

Appendix B: Course Map Template

Please view the following video for an overview, purpose, and structure on the mapping process if you choose not to work with an instructional designer on your course: [INSERT LINK HERE](#).
Please email your instructional design lead to have a template shared with you. These are for example only. Thank you!



Sample Course Alignment Grid
(Based on Adult User Education Course)

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8
Module 1	X							
Module 2		X					X	
Module 3			X					
Module 4								X
Module 5				X	X			
Module 6						X		
Readings 1	X							
Readings 2		X					X	
Readings 3			X					
Readings 4								X
Readings 5				X	X			
Readings 6						X		
Activities 1	X							
Activities 2		X					X	
Activities 3			X					
Activities 4								X
Activities 5				X	X			
Activities 6						X		
Assignment 1	X							
Assignment 2							X	
Assignment 3			X					
Assignment 4								X