**MTU**

**— Course Proposal —**

**PLEASE COMPLETE THIS FORM IN RED**

*A guide for completing this form is located at www.admin.mtu.edu/em/faculty/courses/proposal\_guide.php*

**1) Course Information**

Is this a **half-semester course proposal?** 🞏 Yes 🞏X No

**(NOTE**: All half-semester courses must follow rules set in Faculty Senate Proposal 4-00. See Senate website for details:http://www.sas.it.mtu.edu/usenate/propose/03/10-03.htm**)**

**Course Prefix/Number** *(i.e. MEEM 2110)*: \_\_\_\_\_\_\_\_\_N/A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course Title** *(abbreviated; used on transcript* - *Up to 30 characters including spaces): Nursing Research*

**Alternative Title for Catalog** *(Up to 100 characters including spaces): N/A*

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**2) Credits**

Number of credits assigned to this course: 3

**OR**

**Range** of credits if **variable** \_\_\_\_\_to \_\_\_\_\_*(Number of credits to be taken in a given):*

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**3) Schedule**

**Contact Hours per Week** *(Lec & Rec: 1 credit =1 contact hour; Lab: 1 credit =1-3 contact hours. i.e. A 3-credit course may be 2 contact hours of lecture or recitation and up to 3 contact hours of lab OR 1 contact hour of lecture or recitation and up to 6 contact hours of lab)*

**Lecture: \_3 Recitation: \_\_\_\_\_\_\_\_\_ Lab: \_\_\_\_\_\_\_\_**

**OR**

**Research Course?** 🞏 Yes 🞏X No

**OR**

**Special Topics Course?** 🞏Yes 🞏X No

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**4) Additional Credits**

May students receive **additional credits** by taking and passing this course more than once?

🞏X No

🞏 Yes, for a maximum of \_\_\_\_\_\_ credits. *(Must be a multiple of the course credits, i.e. Research or Special Topics)*

🞏 Yes, for an unlimited number of credits. *(i.e. Music, Varsity sports, etc.)*

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**5) Pass/Fail**

Will this course be offered as a **pass/fail option ONLY**? *(grade of S or E)* 🞏 Yes 🞏X No

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**6) Cross Listed/Equivalent Course**

**Cross Listed:** Is there an identical course offered in a different subject or at a different level?

🞏 Yes 🞏X No

**If Yes**, what is the other subject and course number? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Equivalent Course:** Does this course replace a dropped course with no change in course content for degree requirements, prerequisites, and repeating purposes? 🞏 Yes 🞏X No

**If Yes,** what is the subject and course number of the dropped course? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**7) Corequisites and Prerequisites**

**Corequisites** are courses that are **REQUIRED to be taken at the SAME TIME** as this

course(courses MUST be offered during the same term):

|  |
| --- |
| **Required corequisites course(s)**  N/A |

**Prerequisites** are courses that are **REQUIRED to be taken PRIOR** to enrollment in this course. **Select appropriate box and use parentheses where needed** (refer to the guidebook for examples):

|  |
| --- |
| **Required prerequisite course(s):**  1 **Level One Courses and First semester Level Two Courses**  And Revisions  And Logic and Critical Thinking  And Elementary Math  And or Or 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  And or Or 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

A **concurrent prerequisite** is a defined prerequisite course (from list above) that **MAY** be taken **EITHER** simultaneously in the same semester **OR** in a prior semester. Indicate below applicable courses.

|  |
| --- |
| **Concurrent prerequisite course(s):**  N/A |

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**8) Catalog Course Description**

The traditional catalog style description for this course, **up to 40 words**. If course is proposed as a half-semester course, please include that information in the description so students will see it in the printed catalog. **Please refer to the guidebook for examples and suggestions on developing a course description.**

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| **Introduction to research methodology required for evidence based nursing care. Develop skills necessary to read, evaluate, interpret and implement research study findings. Continue development of critical thinking skills.** |

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**9) Registration Restrictions**

* If permission is **always required** for registration purposes (a student cannot enter the course without department or instructor signature)**,** please select the appropriate permission.

**Do not select unless EVERY STUDENT must get "SIGNED INTO" the class.**

**🞏X** Department **OR 🞏** Instructor

* Students who register for this course may be restricted by their **College/School OR** their **Major**. Please indicate if any college or major restrictions should be applied to this course. If there are no restrictions please indicate in the check box provided.

**🞏 No College/School Restrictions 🞏 No Major Restrictions**

|  |  |
| --- | --- |
| Colleges/Schools who MAY NOT enroll  (EXCLUDE):  Colleges/Schools who MAY enroll  (INCLUDE)Nursing – Bachelor degree program | Majors that MAY NOT enroll (EXCLUDE)  Majors that MAY enroll (INCLUDE)  Nursing – Bachelor degree program |

* A restriction may also be placed on **Class Standing** (Freshman, Sophomore, Junior, Senior, Graduate). Please indicate if any class restrictions should be applied to this course. If there are no restrictions please indicate in the check box provided.

**🞏 No Class Restrictions**

|  |
| --- |
| **Class of students who MAY NOT enroll (EXCLUDE)**  **OR**  **Class of students who MAY enroll (INCLUDE)Level II Nursing students – Bachelor degree program** |

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**10) Semester(s) Offered**

🞏 Fall 🞏X Spring 🞏 Summer *(Check all that apply)*

**OR** 🞏On Demand

If offered in a specific semester, will the course be offered only in alternate years?

🞏 Yes 🞏 No

If yes, what will be the starting academic year? *(i.e. 2008-09 or 2009-10)*\_\_\_\_\_\_\_\_\_\_\_

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**11) General Education HASS Distribution:**

To propose this course for inclusion on a **HASS Distribution List** (HASS, HASS Creative Endeavors, or HASS Supplemental) please complete the ***New Distribution List Proposal*** form in your department's binder**.**

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**12) Co-Curricular:**

To propose this course for inclusion on the **Co-Curricular List** please complete the ***New Co-Curricular List Proposal*** form in your department's binder**.**

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**13) Course Computing Lab and Expendables Fees:**

**DO NOT RECORD FEE INFORMATION HERE.** Submit course fee information on the ***Course Computing Lab and Expendables Fees for New Courses*** form included in your department's binder at the end of the fee

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**14) Degree Programs which this course will affect**

List the degrees, minors, and certificates in which this course will be required or used as an elective: \*\*\*

|  |
| --- |
| Bachelor of Science degree in Nursing |

**\*\*\* Be sure to adjust the appropriate degree audits in sections 7 and 8 in your department’s binder.**

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**15) Course Rationale** *(Required)*

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| Research is of utmost importance to a nursing student. Evidence based nursing care is care that is based on research. A nurse must be able to employ critical thinking skills and back those skills with concrete research in health care. This class will develop those skills necessary to read research, carry out and implement it. |

**16) Faculty Contact**

Faculty proposing this course *(please print)*: Name: Sharon Wehr

Email: wehrs@ferris.edu

**17) Behaviorally Stated Course Objectives** (Be sure they are consistent with the curriculum outcomes and level objectives)

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| --- |
| Communication – Students will debate codes of ethics related to nursing research. They will differentiate between right and wrong in relation to research.  Nursing Generalist – Students will demonstrate critical thinking skills and examine cultural diversity when involved in nursing research.  Scholarship, Liberal Education – Students will construct and illustrate basic research terms and concepts, analyze steps of the research process and apply basic statistical knowledge. They will examine research and evidence based practice in nursing.  Professionalism – Students will debate priority of nursing research for the future and demonstrate incorporation of research results in nursing practice  Leadership – Students will learn how to operate within a team utilizing nursing research  Health Care Environment – Students will compare and contrast sources of scientific knowledge. They will learn to categorize library and technical resources. |

**18) Major Content Ares** (Justify their inclusion)

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| --- |
| Students will learn where and how to find research studies. (The student must understand where they can find the information if they are going to study it.)  Students will be learning the steps of the research process. (Research is a very precise field and the steps must be followed for the outcomes to have any meaning. It is important they not only learn the steps but how to follow them and why they are important to the outcome.)  Students will learn basic statistics. This builds on math concepts. (All research utilizes statistics and statistical methods. It is imperative the student can use these in their research.)  Students will learn basic research terms and concepts. Students will learn methods of research. (All research classes must start with the basics; terms, definitions and methods. The student must understand how to read research studies if they are to utilize any of the research or do any research themselves.)  Students will learn and utilize print and computer sources of research material. (It is important to understand both print and computerized information.)  Students will learn codes of ethics as it relates to research. (Ethics is especially important in research studies. The student must understand even though research is extremely valuable, under no circumstances can it be unethical.)  Students will learn and discuss the future of research as it relates to evidence based nursing care. (Not only is it important they understand how we got to where we are in nursing, it is also imperative they can critically think where it is going for the future.)  Students will learn why research is so important to evidence based nursing care. (Nursing is basing its practice and caring on the evidence. They must understand how research is transferred to nursing care.)  Students will learn why culture is important to research. (Culture and race are very important aspects of research. Studies would not be correct if this were not taken into consideration.)  Students will learn the different members of a research team and their importance. (There are many different aspects of research, thus there are many team members. They must work together for the research to be valid.) |

**DID YOU USE RED INK TO COMPLETE THIS FORM?**

**IF NOT, PLEASE HIGHLIGHT YOUR ANSWERS SO NOTHING IS MISSED IN PROCESSING**