

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number NURS 345 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

The School of Nursing has offered NURS 340: Foundations of Nursing for several semesters as a pilot course. We have noticed that students' understanding of medical terminology, medication calculations, and beginning understanding of the pharmacology has greatly improved their comprehension of concepts in the J1 semester. We are proposing to now add this course as a regular offering in our degree plan.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G or G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

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Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

	Change to a Degree Plan	Dept./School	College Academic	Deans	COUNCIL ³				Provost	Faculty	President	Board of Trustees
					T	U	U	G				
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major — Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major — Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor — Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree — Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree — Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

	Provost-Proposed Change	Provost	Department	Dean	COUNCIL ³			Faculty	President	Board of Trustees
					U	G	Graduate			
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

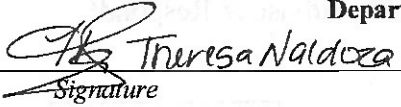
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

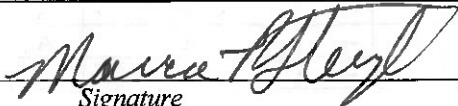
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	9-30-2020 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	10-1-2020 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	NURS 345: Foundations of Nursing
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Julie Whitley
2	Course Instructor	Julie Whitley
3	Course Title	Foundations of Nursing
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	School of Nursing
6	Department or School	School of Nursing
7	Number of Credit Hours	2
8a.	Number of contact hours – lecture	2
8b.	Number of contact hours – lab/activity	NA
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	2
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	2

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	60
17	Catalog Description (50 words or less)	Learners will explore the topics of medication calculations, beginning pharmacology, and medical terminology with the goal of ensuring positive patient care and outcomes in the clinical setting.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Admission to the School of Nursing
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2021
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.

25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: NURS 340: Foundations of Nursing with 55 students in the Fall 2020 semester
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	N/A

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

NURS 340: Foundations of Nursing has replaced NURS 370: Community Skills in our degree plan as a pilot/special topics course for several semesters. With the addition of this course into our regular degree plan, it will be offered every semester to our J1 nursing students.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Before we began offering this course as a special topics course, we noticed that students were struggling to understand the concepts and language of nursing in their J1 semester. The addition of this course which focuses on medical terminology, medication calculations, and beginning pharmacology content has helped students be more successful in their J1 semester.

III. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.
 2. State the overarching course goal(s) in performance terms.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
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1	Demonstrate a holistic understanding of building and analyzing medical terminology with disease-specific medication exploration.	Quizzes, writing, and exams Course grade averages greater than or equal to 75%
2	Use basic math proficiency with beginning nursing knowledge to accurately perform clinical calculations	Quizzes, writing, and exams Course grade averages greater than or equal to 75%
3	Express a personal view of the Christian perspective of work, and the professional values of caring, altruism, human dignity, civility, respect, and excellence needed for high quality nursing practice.	Reflective writing, exams Course grade averages greater than or equal to 75%
4	Engage in self-care and reflection to prepare for clinical demands, recognize the importance of growth to professional competence within the program, and understand the need to participate in life-long career and professional development.	Reflective writing, exams Course grade averages greater than or equal to 75%

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Kee, J. F., Marshall, S. M., Woods, K., & Forrester, M. C. (2017). Clinical calculations: With applications to general and specialty areas (8th ed.). St. Louis, MO: Elsevier.

Leonard, P. C. (2020). Quick & Easy: Medical Terminology (9th ed.). St. Louis, MO: Elsevier

Silvestri, L. A. & Silvestri, A. (2020). Strategies for test success: Passing nursing school and the NCLEX exam. St. Louis, MO: Elsevier

Materials for co-requisite courses may be used in NURS 340

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	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.
7	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.
8	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.
9	Justification — Attach any documents to which you refer in Section II-B.

**Foundation of Clinical Nursing
Abilene Christian University
Fall 2020**

NURS 340.01 (This will become NURS 345)
Credit Hours: 2

Class Day: Monday
Class Time: 1500 – 1650
Class Location: Teague Activity Center

Faculty: Julie Whitley, MSN, RN
Email: jdw16c@acu.edu

Office: Zona Luce 210J
Office Phone: 325-674-2433
Office Hours: Monday 1100 - 1430
Wednesday 0900 - 1230

Monday: [Zoom link](#)

Wednesday: [Zoom link](#)

ACU Mission

To educate students for Christian service and leadership throughout the world.

School of Nursing Mission

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as professional nurses throughout the world.

Course Description

In this course, learners will explore calculations and word terminology of the most common diseases or conditions occurring in the clinical setting with the mindset of pursuing excellence as understanding terminology ensures communication in patient settings while ability to calculate medication administration ensures most positive patient care and outcomes. Included will be an initiation of correlating specific medications with diseases and conditions addressed in terminology and calculation. Knowledge of the action, side effects, and nursing considerations of specific medications will focus attention on the ultimate outcome, patient care.

Purpose and Audience

This course is required in Junior Level I after students are admitted to the SON. The information gained in this course provides an introduction to the pathophysiological approach to dosage calculations and medical terminology.

Prerequisites:

Admission to the School of Nursing.

Student Learning Objectives

Student Learning Objectives:

1. Demonstrate a holistic understanding of building and analyzing medical terminology with disease-specific medication exploration.
2. Use basic math proficiency with beginning nursing knowledge to accurately perform clinical calculations
3. Express a personal view of the Christian perspective of work, and the professional values of caring, altruism, human dignity, civility, respect, and excellence needed for high quality nursing practice.

4. Engage in self-care and reflection to prepare for clinical demands, recognize the importance of growth to professional competence within the program, and understand the need to participate in life-long career and professional development.

Topical Outline for the Course:

1. Medical Terminology with application of disease-specific medications.
2. Dosage calculations
3. Christian perspective of work and professional values needed for nursing practice.

Required Textbook and E-Resources

Kee, J. F., Marshall, S. M., Woods, K., & Forrester, M. C. (2017). *Clinical calculations: With applications to general and specialty areas* (8th ed.). St. Louis, MO: Elsevier.

Leonard, P. C. (2020). *Quick & Easy: Medical Terminology* (9th ed.). St. Louis, MO: Elsevier

Silvestri, L. A. & Silvestri, A. (2020). *Strategies for test success: Passing nursing school and the NCLEX exam*. St. Louis, MO: Elsevier

Materials for co-requisite courses may be used in NURS 345

Learning Management Systems (LMS) and Other Technology

For the 2020-2021 academic year, **CANVAS** is the LMS on campus at ACU. **CANVAS** will be utilized for NURS 345 basic course functions and activities that may include but are not limited to accessing the course syllabus, attendance management, discussion board activity, assignment submission, quizzes and course announcements.

Evolve is an additional LMS that is hosted by the Elsevier publishing company and will be utilized to access online courses and resources, designated online assignments, assigned content preparation and text resources that are published/produced by the Elsevier publishing company. Students must access and utilize both platforms (**CANVAS** and **Evolve**) and are required to self-enroll in Evolve courses/resources using the code(s) included with their required course materials and the course code provided by the instructor.

ExamSoft and **Examplify** are testing platforms that may be used in NURS 345 for exams, quizzes, and other activities.

Students are required to bring a device to class each day for participation. It is each student's responsibility to provide personal equipment for course meetings, in-course work, exams, and quizzes. Mobile devices and laptops should be charged prior to arriving for class, exams and quizzes, and each student should bring a charger cable in case it is needed.

Professional Expectations

Baccalaureate educated nurses are prepared to function within an interdisciplinary team to lead and serve diverse patients (individuals, families, groups, communities, populations) across the life span in a variety of settings along the continuum of care. Since nurses assume the responsibility of the care of others, professional attitudes, behaviors, judgments, and skills must be learned and applied in all communication and interactions to provide safe and quality practice. The faculty at the SON believe that the classroom, simulation labs, and clinical experiences all provide settings for professional learning. Students are asked to engage actively in all settings as preparation for professional expectations encountered in their careers. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and patients involved in any given setting. Distractions should be for emergencies only, and faculty notified if potential phone or other issues are anticipated. (Professional behavior also includes timely response to faculty inquiry, in person or via email.)

Incivility in any form will not be tolerated in NURS 345. "Incivility in nursing education is defined as rude or disruptive behaviors which often result in physiological or psychological distress for people involved and if left

unaddressed, may progress into a threatening situation" (Clark, Farnsworth & Landrom, 2008). Civility is a critical component of a learning environment that is conducive to learning for all students and **is expected in all interactions** related to NURS 340 both in and out of class, in person and by phone or email, and in both written and verbal communication. Behaviors that are NOT considered to be civil include but are not limited to the following: arriving late, coming in noisily after class has begun, packing up and leaving noisily before class is over, **texting during class**, using a computer/mobile device for activities other than the current session's course material/activities, leaving early, **talking during class presentations**, coming to class unprepared, eye-rolling in response to comments or questions by the instructor or other students, rude verbal or nonverbal responses to comments or questions by the instructor or other students, making sarcastic remarks or gestures, sleeping in class, sending inappropriate emails to faculty, referring to faculty without the proper appellation/title (i.e. Dr., Mrs., etc...) verbally or in writing, and using intimidating verbal or nonverbal language towards other students or faculty.

Communication Expectations

ACU email is the preferred method of communication to be used. Expect a response within 24 hours except on the weekends. I, Mrs. Whitley can be texted as discussed in class – in the event immediate attention is needed. Right is reserved to discontinue or limit use of texts.

Written communication with faculty should be crafted in a professional manner with proper use of English punctuation and grammar. Use of all uppercase letters is considered to be offensive and disrespectful, and use of all lowercase letters is not appropriate for professional communication. **A salutation and the inclusion of your name (signature) at the beginning and end of the message is considered professional and appropriate, while the lack of a salutation or signature is considered unprofessional and inappropriate.** Including name ensures faculty will notice communication and respond. Faculty will respond to all student emails within 24 hours (except on weekends).

Teaching Philosophy and Christian Perspective

Faculty are responsible to **facilitate** the learning of students in preparation for professional careers in nursing. The faculty are responsible for modeling Christian character, authenticity, service, and leadership in nursing education and practice, and want to engage students by discussion in the faculty successes and failure of this responsibility. The faculty at the SON believe that nursing curriculum should reflect the current practice environment in compliance with evidence based professional standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Concepts will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The faculty believe that active participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate.

Faith and learning resources as a background for this course: Proverbs 3: 5-8; Psalms 38:3; Proverbs 16:24; Jeremiah 30: 15-17; Revelation 21: 1-8. The faculty invite the students to bring further resources in the semester discussion of faith in nursing practice.

Course Competencies

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student recognizes word building, prefixes & suffixes, body terminology, and body systems to explain the meaning of major medical terms to include word roots, compound words, combining forms, prefixes and suffixes of the body systems. DECS: I-A, II-E, III-B, IV-B, AACN: I, III, VI, IX	Quizzes, writing, & exams	Course grade averages greater than or equal to 75%
The student will understand pharmacokinetic and pharmacotherapeutic basics related to certain medication administration. DECS: I-A, II-E, III-B, IV-B. AACN: I, III, VI, IX	Quizzes, writing, & exams	Course grade average greater than or equal to 75%.
The student retains basic concepts of the nurse's perspectives of pharmacodynamics, & pharmacotherapeutics issues in pharmacology. DECS: I-A, II-E, III-B, IV-B. AACN: I, III, VI, IX	Quizzes, exams, & writing	Course grade average greater than or equal to 75%.
Psychomotor Competency Statements		
The student spells basic medical terms and demonstrates accurate use of these terms to define and enhance communication related to patient care and medical personnel. DECS: I-A, II-E, III-B, IV-B, AACN: I, III, VI, IX	Quizzes & exams	Course grade averages greater than or equal to 75%
The student demonstrates accurate pronunciation of medical terms and disorders related to the major body systems and related specialties. DECS: I-A, II-E, III-B, IV-B, AACN: I, III, VI, IX	Quizzes & exams	Course grade averages greater than or equal to 75%
The student identifies important observational elements of medication effects on specific diseases. DECS: I-A, II-E, III-B, IV-B, AACN: I, III, VI, IX	Quizzes & exams	Course grade averages greater than or equal to 75%
Affective Competency Statements		
The student expresses a personal view of Christian perspectives of health, illness, and healing. (Objective 3, 4) DECS: I-A, II-E, III-B, IV-B, AACN: I, III, VI, IX	Reflective writing, Exams	Course grade averages greater than or equal to 75%.
The student describes philosophies of the professional values of caring, altruism, human dignity, civility, respect, and excellence. DECS: I-A, II-E, III-B, IV-B, AACN: I, III, VI, IX	Reflective writing, Exams	Course grade averages greater than or equal to 75%.

Final Course Grading Scale

90 to 100	A
80 to 89	B
75 to 79	C
Below 75	Not passing

A final course grade of 75% or higher is required for progression into the School of Nursing.

Graded Course Elements

Major Quizzes	45%
Minor Quizzes	30%
Assignments/Other (Includes Education PSA, Item-writing Project & Medication list)	15%
Semester Reflection	10%
TOTAL	100%

Course Requirements

Progression Policy

For successful completion of this course, the student must earn a final course grade of 75% (C) or higher for progression in the school of nursing. Additionally, a student must attain a weighted exam average of at least 75% (content exams & HESI) without rounding before any points from the "other" grades will be added into the student's final grade. Please be aware that the grade in Canvas may not reflect your true average until the core elements' average has been determined at the end of the semester. "Other" grades could increase the student's final grade or could decrease the student's final grade to below 75% resulting in failure of the course.

Remediation

Students who score less than **75%** on any exam are highly encouraged to meet with faculty for review and/or remediation **within one week** of the exam. Individual test items will not be reviewed, but instead concepts from the exam. **Students who score less than 75% on more than one exam must meet with faculty for the initiation of a learning contract.** The learning contract will be in effect until the student achieves a score of 75 average or higher on their exams. Completion of the requirements of a learning contract will not guarantee student success in this course.

Prior to attending remediation appointment with faculty, the student should prepare a document that answers the following three questions: 1) How did you study for the exam? Be specific. 2) What do you think you can do differently prior to next exam? 3) What can faculty do differently to help you be more successful? Answering these questions will help not only the student to reflect about their study habits, but will enable faculty to better assess the needs of the student.

Course Policies

Attendance and Participation

Attendance is expected and required. Absences will be excused for illness with a doctor's note, death in the family, school sanctioned trips, or other reasons approved by the faculty. See the university policy for school-sanctioned absences. If a student accumulates more than 2 absences, a Learning Contract will be initiated. After the 3rd unexcused absence, the student will be at risk for course failure and may face immediate course failure. Three tardies greater than 15 minutes will count as one unexcused absence. Professional behaviors described in the previous section are expected, and civility is required. If a student is disrupting the atmosphere of the learning setting, the faculty will ask the student to leave the group, and the student will be required to schedule an individual appointment with the faculty to discuss and correct the issues. A Learning Contract may be initiated at any time the faculty determines that it is appropriate to do so, and additional action may be taken as described in the section of Professional Behavior and Incivility. **Missed quizzes or graded activities that are a result of an unexcused absence will not be made up and will result in a "zero" for each missed quiz or assignment.**

If the student is an athlete and will be absent for school sanctioned trips, it is the responsibility of the student to collaborate with faculty on a weekly basis to coordinate missed assignments.

***For the fall 2020 semester, please see the Covid-19 Program Wide Policy Addendum to the Handbook.

Academic Integrity

ACU expects its students to practice absolute academic integrity. Plagiarism, cheating, and other forms of academic dishonesty are not acceptable at ACU. Students should consult the university's Academic Integrity Policy for a fuller description of the expectations of students and procedures for dealing with violations of the policy. Cheating in courses in the SON is not acceptable. The School of Nursing policy for academic integrity and honesty follows the Academic Dishonesty Policy for the university.

The first instance of cheating will result in a "zero" for the assignment/quiz/exam and a learning contract will be initiated. A second incident will result in an F in the course. Students are expected to **do their own work unless the faculty has instructed that group activity is acceptable.** Collaboration in any assignment is **cheating** unless instructed by faculty. In the class, seminars, and practice labs, students are expected to participate by sharing observations and impressions. Students may share notes and resources to facilitate one another's learning; however, it is considered unethical for one student to ask another for copies of papers, projects, old exams, or to show or exchange answers before, during or after exams, clinical validations of demonstrations. In addition, students are expected to do their own work on all graded material submitted for course requirements.

Please see the ACU SON Student Handbook for an additional discussion of academic integrity and cheating and how these principles may apply to nursing school activities.

Dress Code

The ACU school of Nursing is a professional school and may have members of the public visiting our facility; therefore, we require students to dress in an appropriate manner at all times. In addition to the ACU BSN

Program's uniform policy for clinical and laboratory settings and the ACU student dress code, general rules of dress will apply within the School of Nursing building. Revealing clothing should not be worn while in the ACU School of Nursing building. Revealing clothing consists of midriff-baring or strapless shirts, short-shorts or short skirts, low-rise pants that reveal skin, low-cut shirts that reveal "cleavage," and visible undergarments/straps. Students are representing the ACU School of Nursing and the nursing profession and are expected to maintain an appropriate level of professionalism at all times.

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the office directly at (325) 674-2667.

Title IX

As your instructors, one of our responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our roles as your instructors. It is our goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. We will seek to keep the information you share private to the greatest extent possible. When we are not able to keep your information confidential, we will only share it with responsible administrators on campus who can provide you with services and resources. We are required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to us. If you would prefer to share information in a confidential setting, we encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Overview of Graded Course Elements

Assignments/Other

Education PSA

(Public Service Announcement). Collaboration in group process along with patient education forms cornerstones of nursing practice. Formulating, presenting, and discussing a public service announcement addresses the student's personal learning, prepares for patient teaching instrumental in prudent nursing

practice, and allows collaboration in diverse groups. An individual reflective paper will be included. Occasional time for group discussion on this project will be available in class. **See Education PSA rubric for further information.**

Question-writing Project

Experience gained in question writing will support student's understanding of test-taking strategies providing foundation for successfully completing future assessments. An individual reflective paper will be included. Occasional time for group discussion on this project will be available in class. **See Question-Writing rubric for further information.**

Semester Reflection

This activity will aid the student in synthesizing information gained in clinical experience with learning objects of the course. **See Semester Reflection rubric for further information.**

Medication Reflection

Medication sheets will be utilized by each student to build an ever-developing list of medications as class topics develop. This list will be valuable as students access clinical experiences as well as strive for excellence in developing as a nurse. Students will develop this knowledge using a *Medications That Must Be Mastered Worksheet* from © 2015 Keith Rischer/www.KeithRN.com. Three times during the semester students will submit the worksheet for grading with each submission worth 100 points for a total possible of 300. **See Medication Sheet for further information**

Major Quizzes

Major quizzes will be given in class with faculty proctors. Attendance is required at Major Quizzes. Faculty must be notified before the exam if the student is not able to attend due to an excused absence (illness, emergency, or university sponsored event). Make-ups for Major Quizzes are only given for excused absences (see attendance policy). In the event that a student has an excused absence and needs to make up an exam, the same content will be covered using alternate formats and alternate questions. All exams will be administered online via ExamSoft, Canvas (LMS), or may be administered via traditional pencil/paper. Exams are given in a proctored environment with only the testing device accessible. Students must bring a laptop or iPad to class for exams.

All personal belongings will be left outside the testing room/area during exams. Personal items include but are not limited to cell phones, watches, water bottles, food, backpacks, and study materials. The only items allowed in the testing room are computer/tablet for testing and computer/tablet charger. "Scratch" paper and pencil will be provided by the exam proctor as the exam is accessed, and the student must write their name on the top of the paper and submit the "scratch" paper to the exam proctor prior to leaving the exam room. No food, beverage, or any personal belongings will be allowed in the testing rooms. ExamSoft is a secure testing platform required to download the encrypted exam files before the scheduled exam time thus allowing students time to contact ExamSoft technical support in the event of technical difficulties.

Remediation. It is required that students who score less than 75% on an exam meet with course faculty within one week of receiving the failing grade. Learning contracts may be put into place involving remediation to be completed prior to next Major Exam. Completion of remediation or learning contract does not guarantee student success in the course.

Minor Quizzes

Minor quizzes will be given in class to address pre-class assignments. Quizzes may be given via a variety of platforms or formats including pencil/paper, Canvas, ExamSoft or others as dictated by faculty. Minor Quizzes will take place on most regular class dates, but are officially unannounced (pop quizzes) and are not designated on the syllabus. Students with unexcused absences or who miss a minor quiz due to tardiness or leaving class early will not be allowed to make up the minor quiz. Makeup minor quizzes will only be given for excused absences (see attendance policy), and will cover the same content using alternate formats and alternate questions.

It is each student's responsibility to provide personal equipment for course meetings, exams, and quizzes. Mobile devices and laptops should be charged prior to arriving for class, exams and quizzes, and each student should bring a charger cable in case it is needed.

Technical/computer/internet difficulties **will not be accepted as a valid excuse** for incomplete or late submission of an assignment. Ample time is given for all course work. If a student is ill or has extenuating circumstances preventing them from completing course work during the open period, they must provide documentation of the event.

There is no curving of grades in Nursing. In Nursing 340 the round-off rule for the final course grade only is: If the final average is 0.5 from the next highest grade, the grade will be rounded up. Example: 89.5 is rounded to 90. There are NO exceptions to this rule. Students may not do extra work to bring the course average up at any time during or at the end of the semester.

All Semester Reflections/Assignments must be submitted to the appropriate assignment submission link in CANVAS.

Assignment Rubrics

Public Service Announcement Digital Billboard

Students will work in assigned groups of 3-4 to develop a public service announcement (PSA) "billboard" for an approved public education need that has been addressed in NURS 340 or is related to content in NURS 340. Students will create a slide that represents an electronic "billboard" and post it in Canvas. PSA Billboards may be displayed in class as part of the class activities. Assignment is due **NLT 9/20/2020 @ 2359.**

NOTE: Each group member receives the same grade for this assignment. Any irregularities in group participation must be discussed with course instructor early in the process for successful resolution.

Project Requirements	Points Possible
Content: Appropriate, current, evidence based information is utilized for the public service announcement.	40 points
Format: An electronic billboard is created on a "powerpoint" type of slide. Text and image should be included that conveys the message and draws attention to the billboard and information.	30 points
Group Process: All group members will contribute to the project. Each group member will be asked to submit a short (1 page) summary and reflection of the contributions of each team member in an assignment upload link on Canvas. Remember that collaboration is an essential part of the interdisciplinary team!!!	15 points
This summary needs to be in APA format with a face sheet, proper margins, font, and headings. Utilize example paper posted on Canvas.	15 points
Submit PSA billboard to the Canvas Discussion Board NLT 2359 on 2/9/2020. Only one group member is required to post the PSA, but all names of group members must be listed in the posting. 10 points per day will be deducted for lateness.	Deduction only
TOTAL	100 points

Question Writing Project

Students will work in assigned groups of 3-4 to develop test questions. Experience gained in question writing will support students' understanding of test-taking strategies. This will provide a foundation for successful performance on nursing exams. Assignment is due NLT **10/31/2020 @ 2359**

NOTE: Each group member receives the same number of points for the Multiple Choice and Select-All-That-Apply questions. Any irregularities in group participation must be discussed with course instructor early in the process for successful resolution. The remaining 20 points for personal reflection are scored individually.

Project Requirements	Points Possible
Required structure of questions: Each question will be worded in a way that is aligned with the examples in the Sylvestri Strategies for Test Success book. A rationale (explanation of the answer) will be provided for each correct and incorrect choice. Appropriate, current, evidence based information is utilized for the construction of test items.	
One Multiple Choice Question meeting above requirements.	40 points
One Select All that Apply Question meeting above requirements.	40 points
Personal Reflection: Each group member will be asked to submit a brief (one page) description of how the process of completing this assignment impacted his/her approach to exam questions along with the dynamics exhibited by your group. These points on the rubric are assigned individually.	10 points
The paper must be written in APA format including face sheet, spacing, headings, and in-text citations. Each group member needs to individually upload their own reflection to the appropriate individual assignment submission link in Canvas NLT 2359 on 10/31/2020 .	10 points
Submit Question Writing Project to the appropriate group assignment submission link NLT 2359 on 10/31/2020 . Only one group member is required to post the project, but all names of group members must be listed in the posting. 10 points per day will be deducted for lateness. Both the group and individual sections must be submitted by the due date/time to avoid lateness deductions.	Deduction only
TOTAL	100 points

Semester Reflection Rubric

This assignment will help students synthesize experiences throughout the semester into discussion format to allow each student to align experiences with expressed outcomes. Due NLT **11/21/2020 @ 2359**.

Semester Reflection Checklist	
Required Section/Content	
1.	In your own words, describe the importance of understanding how to build and analyze medical terminology as you attend patients in the clinical setting.
2.	In your own words, describe the importance of basic math proficiency in the provision of safe and effective nursing care in your developing nursing practice.
3.	Explain how your personal view of the scriptures impacts responsibility for proficiency in medical terminology, and clinical calculations. <i>In this section, include at least one scriptural reference.</i>
4.	Describe how self-care, personal reflection, and your personal approach to learning impacted your success in this course.
5.	Paper must be 1-2 pages of text and must be submitted in APA 6 th ed. format with the following exception: students may use the first person (I) when discussing personal experience and scriptural perspective. Students must follow all other requirements of APA 6 th ed., including face sheet, spacing requirements, in-text citations, and headings.
6.	Submit Semester Reflection paper NLT 2359 on 11/21/2020 . 10 points per day will be deducted for lateness.
TOTAL	

Medication Sheet

This experience enables students to begin accumulating needed knowledge thus formulating a practice of excellence from the beginning of nursing school which will accompany the student into actual practice. Students will be responsible for compiling the information as progression is made through the course. This document will be graded three (3) times during the course progression.

Name	Dose: High-Low-Avg. ?	Pharm. Class	Therapeutic Use/Mechanism of Action	Adverse Actions (Most Common SE)	Nursing Considerations (what must. Be known before)

This syllabus may be modified at the discretion of the instructor. Students will be notified of changes accordingly.

Professor Julie Whitley
Zona Luce 210J
Jw16c@acu.edu

September 29, 2020

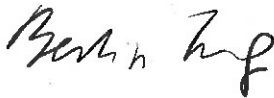
Re: Review of NURS345

Dear Professor Whitley,

Thank you for submitting the application for course *NURS345: Foundation of Clinical Nursing*. I have reviewed it based on the ACU New Course Application Guidelines. I find the syllabus to be meeting all the requirements. However, you might want to revise the formatting of the document to make fonts, sizes, and line breaks consistent. There is no need to bring the syllabus back to us for further review.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 1, 2020
TO: Rebekah Mullins
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal – NURS 345 – Foundations of Nursing

After evaluating the course syllabus and application, the library is able to support the proposed course. If additional resources are needed in support of the course, please contact Shan Martinez, Librarian Liaison for the School of Nursing. Thank you for letting us examine the course proposal.