

Application for a New Course v10.7

Discard instructional pages A-C before submitting application. Consult with program director and dean before changing responses in red type.

Course ID: NURS 655	Advanced Clinical Practice
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Linda Gibson
2	Course Instructor	Dr. Linda Gibson
3	Course Title	Advanced Clinical Practice
4	Course Abbreviation for Banner if title is more than 30 characters	Advanced Clinical Practice
5	College	College of Graduate and Professional Studies
6	Department or School	School of Health & Human Services
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
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	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	18
17	Catalog Description (50 words or less)	This course provides the student a clinical immersion experience which will integrate the knowledge gained during the first year of the BSN-DNP track coursework. Students will conduct a comprehensive and systematic assessment, plan, intervention, and evaluation of a complex health or illness concern to improve patient or health care outcomes. Course content will include advanced diagnostic reasoning and clinical decision-making while translating the evidence into practice.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Prerequisite: NURS 612
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)	N/A
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 IV 7.
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 two parts of the term in</i>	Fall 2/ 2020

	<i>the future.</i>	
24	Is this course required for a degree/s? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☐ _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:
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-4.</i>	None

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.
Please see the BSN-DNP Pathway Program for its place in the curriculum. This is the last course in the BSN-DNP Pathway. This course was approved to be the last course for the BSN-DNP Pathway in 20190806 CGPS Academic Counsel meeting.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
This is a core course in the BSN-DNP Pathway and is the course that leads students into the 700 level courses.

III. Course Design

- A. Audience and Course Goal
- Describe the intended audience, including prerequisite skills.
BSN-DNP Pathway, BSN students must have completed NURS 612. This is last of 8 courses required to enter the DNP Program. See curriculum guide.

2. State the overarching course goal(s) in performance terms.

COURSE COMPETENCIES:

1. Identify how your clinical experience improved patient or health care outcomes. {Maps to 1.1} (DNP Essential II)
2. Assess how your systematic plan utilizes health policies that are ethical and equitable. {Maps to 1.2} (DNP Essential V)
3. Describe how your clinical experience project is supported by the evidence-based literature. {Maps to 3.1} (DNP Essential III)
4. Discuss the importance of professional development and how this is practiced in your professional journey. {Maps to 5.2} (DNP Essential V)

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	1.1: Demonstrate advanced levels of clinical judgment, systems thinking and accountability as a nurse in designing, delivering, and evaluating evidence-based care to achieve positive outcomes for individuals, families, groups, and communities.	Assignment: Policy on Policies aka Policy Frameworks Assignment: Guiding Principles Assignment: Linking your project to the mission: Obtaining Leadership Approval Assignment: Long Term Sustainability Assessment Assignment: Submission of Clinical Log Assignment: Creating the Perfect Charter Discussion: EBP Beliefs Scale Discussion: SMART Goal Discussion: Strategies for Educating Staff
2	1.2: Demonstrate leadership to proactively develop, implement and evaluate at all levels, health policies that are just, ethical, and equitable.	Assignment: Leader Agreement Assignment: Guiding Principles Assignment: Creating an effective team for policy development Assignment: Linking your project to the mission: Obtaining Leadership Approval

		Assignment: Determining Strength for your Policy Assignment: Long Term Sustainability Assessment Assignment: Creating the Perfect Charter Discussion: Strategies for Educating Staff Discussion: Organizational Level Patient Care Policy Process Discussion: Diverse Work Styles
3	3.1: Develop, implement, and evaluate care delivery approaches based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences that meet current and future needs of patient populations.	Assignment: Policy on Policies aka Policy Frameworks Assignment: Creating an effective team for policy development Assignment: Linking your project to the mission: Obtaining Leadership Approval Assignment: Guiding Principles Assignment: Determining Strength for your Policy Assignment: Long Term Sustainability Assessment Assignment: Submission of Clinical Log Assignment: Creating the Perfect Charter Discussion: Chartering Your Way to Success Discussion: Diverse Work Styles Discussion: SMART Goal
4	5.2: Continue professional development throughout their own career, while supporting colleagues in their professional journey.	Assignment: Leader Agreement Assignment: Creating an effective team for policy development Assignment: Linking your project to the mission: Obtaining Leadership Approval Discussion: Diverse Work Styles

		Discussion: EBP Beliefs Scale Discussion: Strategies for Educating Staff Discussion: Challenges and Surprises of this course
5		

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**.

Graduate:

- Melnyk, B. M. & Fineout-Overholt, E. (2019). *Evidence-based practice in nursing & healthcare: A guide to best practice* (4th ed). ISBN-13: 9781975138493.

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	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.

6	Resources — List resources (other than library or program 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 any documents to which you refer in Section II-B.

NURS 655: Advanced Clinical Practice

2020 Section NURS 655 3 Credits 06/15/2020 to 06/15/2021 Modified 06/15/2020

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the DNP program is to prepare advanced practice nurses for the generation of knowledge through practice changes that impact individual and population health outcomes. This is accomplished through preparing students to:

- Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical and organizational sciences to enhance health and alleviate or ameliorate illness;
- Develop, implement, and evaluate care delivery approaches;
- Utilize resources to implement quality improvement;
- Develop consultative and leadership skills to create excellence in health care delivery;
- Demonstrate advanced clinical judgment, systems thinking, and accountability; and
- Integrate Christian identity in influencing the healthcare delivery system to promote social justice, equity, and ethical policy.

The DNP program supports and is guided by ACU's 21st Century Vision, consisting of four primary goals:

1. ACU will produce leaders who think critically, globally, and missionally.
2. ACU will build distinctive and innovative programs.
3. ACU will deliver a unique, Christ-centered experience that draws students into communities.
4. ACU's Christian influence and educational reach will be expanded nationally and internationally.

Program Accreditation

The Doctor of Nursing Practice program is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. The Doctor of Nursing Practice program is also approved and accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Integration of Christian Faith

Nursing is a holistic profession that understands the connection between mind, body, and spirit. Graduates of the DNP program will deliver and engage in quality healthcare initiatives that allow students to become health care agents for the community. Students will reflect upon how they can best communicate a missionally-driven message to those for whom they care and serve. The ACU DNP program is distinctive and innovative as it is rooted in the Christian tradition and invites students into intentional practices of vocational formation. Students will be required to reflect upon their own sense of calling and the ways in which it is enacted in their roles as practitioners, clinical leaders, and educators. The program will draw students into Christ-centered communities as they share their personal visions and missions for their nursing practice roles.

Course Description

This course provides the student a clinical immersion experience which will integrate the knowledge gained during the first year of the BSN-DNP track coursework. Students will conduct a comprehensive and systematic assessment, plan, intervention, and evaluation of a complex health or illness concern to improve patient or health care outcomes. Course content will include advanced diagnostic reasoning and clinical decision-making while translating the evidence into practice.

Program and Student Learning Outcomes

Program Goals/Outcomes	Student Learning Outcomes
Program Learning Outcome #1: <i>Produce practitioners who think critically, globally, and Missionally.</i>	Student Learning Outcome #1.1: <i>Demonstrate advanced levels of clinical judgment, systems thinking and accountability as a nurse in designing, delivering, and evaluating evidence based care to achieve positive outcomes for individuals, families, groups, and communities.</i> Student Learning Outcome #1.2: <i>Demonstrate leadership to proactively develop, implement and evaluate at all levels, health policies that are just, ethical, and equitable.</i>
Program Learning Outcome #3: <i>Deliver and engage in quality healthcare initiatives that allow students to become health care agents for the community.</i>	Student Learning Outcome #3.1: <i>Develop, implement, and evaluate care delivery approaches based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences that meet current and future needs of patient populations.</i>
Program Learning Outcome #5: <i>Reflect upon how graduates can best communicate a missionally-driven message to those whom they care for and serve.</i>	Student Learning Outcome #5.2: <i>Continue professional development throughout their own career, while supporting colleagues in their professional journey.</i>

COURSE COMPETENCIES

1. Identify how your clinical experience improved patient or health care outcomes. (DNP Essential II)
2. Assess how your systematic plan utilizes health policies that are ethical and equitable. (DNP Essential V)
3. Describe how your clinical experience project is supported by the evidence-based literature. (DNP Essential III)

4. Discuss the importance of professional development and how this is practiced in your professional journey. (DNP Essential V)

Week	Course Level Objectives	Outcome Measures	Aligned Course Competencies	Aligned Student Learning Outcomes
1 Identifying the Opportunity for Improvement	Determine key individuals and departments that report quality data in an organization.	Assignment: Policy on Policies aka Policy Frameworks Assignment: Leader Agreement	1, 3 1, 4	1.1, 3.1 1.1, 5.2
	Evaluate quality outcomes and identify areas for policy improvement.	Assignment: Policy on Policies aka Policy Frameworks	1, 3	1.1, 3.1
	Identify a patient care policy to be updated.	Discussion: Organizational Level Patient Care Policy Process Assignment: Leader Agreement	2 1, 4	1.2 1.1, 5.2
2 Creating the Structure: Chartering the Path to Change	Understand the purpose of creating a formal charter for team work.	Discussion: Chartering Your Way to Success	3	3.1
	Discuss the main components of a charter.	Discussion: Chartering Your Way to Success	3	3.1
	Determine guiding principles for policy development.	Assignment: Guiding Principles	1, 2, 3	1.1, 1.2, 3.1
3 Defining Clear Objectives and the Vision: Your role as the facilitator of Change	Understanding the role of facilitator in structured change.	Discussion: Diverse Work Styles	2, 3, 4	1.2, 3.1, 5.2
	Identifying a comprehensive team for a successful change.	Discussion: Diverse Work Styles	2, 3, 4	1.2, 3.1, 5.2
		Assignment: Creating an effective team for policy development	2, 3, 4	1.2, 3.1, 5.2

	Discuss the need for ender user, multidisciplinary, expert, and administrative voices in policy development.	Assignment: Creating an effective team for policy development	2, 3, 4	1.2, 3.1, 5.2
4 Understanding Deliverables, Tasks, and Timeframes	Explore how to establish meaningful purposes and objectives while focusing on the quality of patient care and team productivity.	Discussion: SMART Goal Assignment: Linking your project to the mission: Obtaining Leadership Approval	1, 3 1, 2, 3, 4	1.1, 3.1 1.1, 1.2, 3.1, 5.2
	Determine reasonable due dates for tasks and deliverables for your team.	Discussion: SMART Goal Assignment: Linking your project to the mission: Obtaining Leadership Approval	1, 3 1, 2, 3, 4	1.1, 3.1 1.1, 1.2, 3.1, 5.2
5 Evidence and Consensus: Achieving Agreement in Practice	Level evidence for a policy change update.	Assignment: Determining Strength for your Policy	2, 3	1.2, 3.1
	Understand how to obtain consensus with conflicting or inconclusive evidence.	Discussion: EBP Beliefs Scale	1, 4	1.1, 5.2
	Discuss differences between standard of practice and minimum clinical expectations.	Assignment: Determining Strength for your Policy	2, 3	1.2, 3.1
6 Transforming Change into Practice	Determine appropriate methods of education for different complexities of policy changes.	Discussion: Strategies for Educating Staff	1, 2, 4	1.1, 1.2, 5.2
		Assignment: Long Term Sustainability Assessment	1, 2, 3	1.1, 1.2, 3.1
	Identify the potential avenues for education in a policy change.	Discussion: Strategies for Educating Staff	1, 2, 4	1.1, 1.2, 5.2
	Discuss how to hardwire practice change to ensure perpetual success.	Discussion: Strategies for Educating Staff	1, 2, 4	1.1, 1.2, 5.2
		Assignment: Long Term Sustainability Assessment	1, 2, 3	1.1, 1.2, 3.1

7 Evaluation of a Policy Change	Determine how to monitor outcomes after a policy change.	Discussion: Challenges and Surprises of this course	4	5.2
		Assignment: Submission of Clinical Log	1, 3	1.1, 3.1
		Assignment: Creating the Perfect Charter	1, 2, 3	1.1, 1.2, 3.1
	Evaluate critical data and time points during implementation for reassessment of change.	Assignment: Creating the Perfect Charter	1, 2, 3	1.1, 1.2, 3.1

Course Materials

Melnik, B. M. & Fineout-Overholt, E. (2019). *Evidence-based practice in nursing & healthcare: A guide to best practice* (4th ed). ISBN-13: 9781975138493. (Available in Bookshelf from NURS 612)

Course Requirements

General descriptions of the course requirements are below. See the online modules for detailed assignment instructions.

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions you will need to log in at least 5 days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Tuesday each week and end on Monday at 11:59 PM Central. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. Your initial post will be due on Wednesday by 11:59pm CST. You are also expected to respond to at least 2 of your classmates' postings for each discussion question, using proper APA format and references to support your responses. No late posting will be accepted and will result in a grade of zero.

Practice Learning Experiences

Students are required to complete 90 hours of practice learning activities for this course. The hours are embedded in the course discussions and assignments. The PLE experiences may be actual shadow sessions or interview time spent with an individual or company that relates to the week's assignment. Some assignments may be written papers or other course-related activities. At the end of the course students may be required to submit a copy of their clinical log showing completion of the PLE clinical hours for this course these will also be placed in Typhon by students.

Policy on Policies aka Policy Frameworks

Find a policy on policies from your organization, or another organization. Write a 1000-1200 word essay (3-5 pages) about this document.

Leader Agreement

This assignment will assist in the completion of several weeks' assignments. Meet with this mentor 2-3 times during this course to obtain input for assignments.

Creating an effective team for policy development

Using the policy from week 1 in your leader agreement, complete the QI team member matrix worksheet and write a one page synopsis paper.

Linking your project to the mission: Obtaining Leadership Approval

Record a 5 minute video pitch for your proposed project as though you are presenting to the executive leadership team.

Determining Strength for your Policy

In this assignment, you will assess the strength of the evidence for your policy from week 1 and consider the ethical dilemmas to updating or not updating clinical practice.

Long Term Sustainability Assessment

Using the policy you chose in Week 1, complete the Sustainability worksheet and collate your answers in a single paper, 3-5 pages in length.

Creating the Perfect Charter

Using the sample charter template, complete a thorough charter for a team project that is improving a specific organizational policy or procedure include a 3-4 page paper that explains your rationale for each section of the charter.

Typhon and PLE Clinical Log

The purpose of this assignment is to provide evidence of student complete the practice learning experiences, completion of the clinical log in Typhon, and Typhon e-portfolio set up.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7th Edition*. Papers should be written in Times New Roman, 12-point font and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

Typhon Online Tracking Software

Purpose and Use

Typhon Group is an online student tracking system that ACU's DNP program uses to help track students' 1000 post-baccalaureate practice learning experience hours required to complete the DNP degree and program. Students enrolled in NURS 701 and all other subsequent DNP program courses are required and expected to use this software to log your clinical hours, update your licensure status, etc. as it relates to your course assignments or project development. For more information on this software see the following website: <https://www.typhongroup.com/>

Students and faculty members will have access to video tutorials in the help section once logged into the Typhon account. Trainings will be periodically scheduled by the program director.

Clinical Log and Clinical Hours

According to the American Association of College of Nursing (AACN), students embarking on achieving the DNP degree need to complete clinical hours related to their degree and project development. The *Doctoral Essentials* specify that clinical practice hours must be part of an academic program for the degree. The Doctoral Essentials further state that to achieve the "DNP competencies, programs should provide a minimum of 1,000 hours of practice post-baccalaureate as part of a supervised academic program" (p. 19). All DNP students, including those in post-master's programs, are expected to complete a minimum of 1,000 post-baccalaureate practice hours. From the beginning of the program students will engage in activities that can be counted as clinical hours for the degree, some which are included in courses in this program labeled as *practice learning experiences* (PLEs).

Course Internet Resources

Website addresses for uniform resource locators (URLs) added for learning enrichment were current when this course was designed. However, URLs change frequently and could no longer be available after the course commences. If you can't access a specific course link required for the course, please contact your course faculty for an alternative link or suggested replacement. Permission for links used have either been deemed appropriate and free for public use or granted by the website developer for educational use at the time of course publication.

Guiding Principles

Create a voice over powerpoint presentation with 15-20 slides and a maximum length of 15 minutes recorded presentation describing guiding principles for policy development.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

ACU Online Student Handbook

The current version can be found [here](#)

(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

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 our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. A cumulative 3.0 GPA must be maintained to graduate. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89.9 points	B
70-79.9 points	C
60-69.9 points	D
59 points and lower	F

Points Per Assignment

Deliverable	Week	Type	Points
Organizational Level Patient Care Policy Process	1	Discussion	2
Policy on Policies aka Policy Frameworks	1	Assignment	10
Leader Agreement	1	Assignment	3
Chartering Your Way to Success	2	Discussion	2
Guiding Principles	2	Assignment	10
Diverse Work Styles	3	Discussion	2
Creating an Effective Team for Policy Development	3	Assignment	10
SMART Goal	4	Discussion	2
Linking your project to the mission: Obtaining Leadership Approval	4	Assignment	15
EBP Beliefs Scale	5	Discussion	2
Determining Strength for your Policy	5	Assignment	10
Educational Needs Assessment	6	Discussion	2
Long Term Sustainability Assessment	6	Assignment	10
Challenges and Surprises of this Course	7	Discussion	2
Submission of Clinical Log	7	Assignment	3

Creating the Perfect Charter	7	Assignment	15
		Total Points	100

Course Outline and Schedule

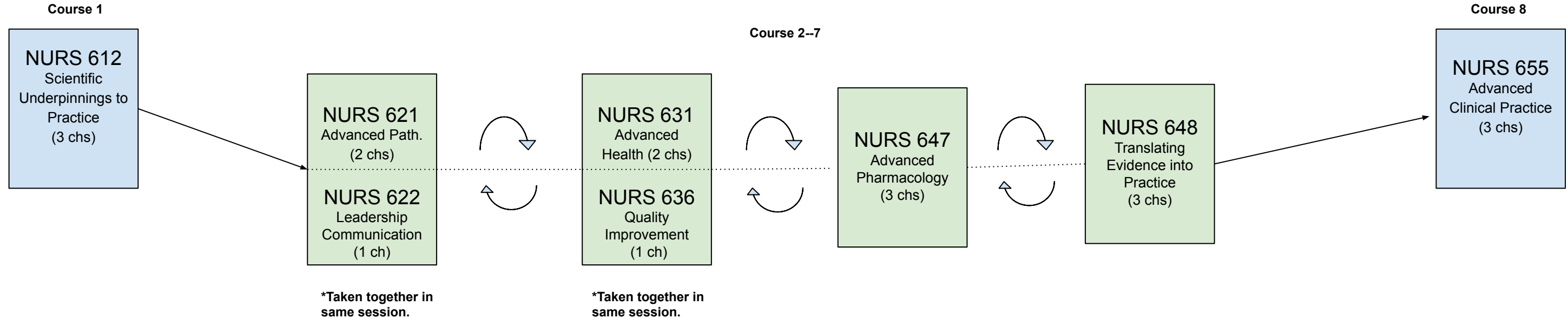
(Schedule subject to change; See the Canvas course for updated information on due dates.)

ABILENE CHRISTIAN UNIVERSITY LIBRARY

MEMORANDUM

DATE: June 5, 2020
TO: Dr. Linda Gibson
FROM: Dr. Mark McCallon, Associate Dean for Library Information Services
RE: Course Proposal – NURS 655 – Advanced Clinical Practice

Thank you for allowing us to review the course development template for the proposed course. The Library can support the proposed course with existing resources. Please contact your librarian liaison Melissa Atkinson (melissa.atkinson@acu.edu) if you need any additional information regarding library resources.



BSN to DNP - Pathway to Admissions

2020-2021 CATALOG YEAR - WORKING DRAFT

***Successful completion (“C” or better”) of all these courses is required before proceeding to the 700 level DNP courses.**

***This is not a stand alone MSN degree (but rather a pathway to the DNP program). If the student does not complete the DNP program in full, the student’s degree will not be conferred and they will not receive a diploma.**

***BSN to DNP Pathway Students may only enter the DNP program under the Executive Leadership Track (unless they already have the nursing practitioner experience/licensure that qualifies them to enter the AP track.)**

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: LEAD 211

or Degree Plan(s):

Circle the number that corresponds to the requested change.

	Change to a Course	1	2	A	O	S
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

	Change to a Degree Plan	1	2	A	O	S	I
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I

7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

	Change to Undergraduate University Requirements	U	C	B	A	R	S	D	O	C	S
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	A	--	A	
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A	A	
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	A	--	A	
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A	A	
	Change to Catalog Information										
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	A	A	A	A	A	
2.	Admission requirements	--	--	A	--	A	A	A	A	A	

Program Director/Department Chair


Linda Gibson (Jul 16, 2020 08:15 CDT)

Jul 16, 2020

Linda Gibson, Program Director

Date

Dean(s)



Jul 16, 2020

Joe L. Cope, Dean

Date

College Academic Council

Joseph Halbert, Chair

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes, Provost

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

N/A

Phil Schubert

Date