

ACU Dallas Approval Chart for Curriculum Changes

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

Course Number: NURO 353

or Degree Plan(s): RN to BSN track

Highlight the item that corresponds to the requested change.

	Change to a Course					
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 or 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.	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								
15.	University Requirements — Change in approved course content	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
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	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
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair



Jan 20, 2022

Signature

Date

Signature

Date

Dean(s)



Jan 21, 2022

Signature

Date

Nannette W Glenn, Ph.D.
Nannette W Glenn, Ph.D. (Jan 21, 2022 11:15 CST)

Jan 21, 2022

Signature

Date

College Academic Council

Chair's Signature

Date

Chair's signature

Date

University General Education Council

Chair's signature

Date

Undergraduate Academic Council

Chair's signature

Date

Provost

Signature

Date

Faculty

Faculty Senate Chair's signature

Date

President

Signature

Date

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 (<i>Subject and Number</i>)	NURO 353
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Julie Whitley
2	Course Instructor	TBD
3	Course Title	Health Assessment Across the Lifespan
4	Course Abbreviation for Banner if title is more than 30 characters	Health Assess Across Lifespan
5	College	College of Graduate and Professional Studies in conjunction with the School of Nursing
6	Department or School	School of Nursing
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	(add response - use same number as response to 7) 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	<i>(add response - use same number as response to 7 unless under lead/facilitator model)</i> 3
15	Grade Mode	☒ _Standard ☐ _Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	This course expands the RN-BSN student's knowledge and skills of performing a comprehensive health assessment of diverse clients across the life span. Course content aims to strengthen clinical judgment and decision making in order to achieve the highest potential outcomes. Variations in health status, laboratory testing, and diagnostics are explored.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Admission to Post-Licensure track
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)	NURO 338 Pharmacology and Pathophysiology for Practicing Nurses
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 Not at this time__Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section 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	Summer I 2022

	offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	
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:
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>	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.

There is no effect on existing degree plans. The RN to BSN track provides a route for which Associate Degree Registered Nurses can obtain their BSN. See attached document referring to Addition of a post-licensure RN to BSN track.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
- The RN to BSN degree track is designed for registered nurses (RNs) that have completed a diploma program or earned an associate's degree in nursing (ADN) who wish to complete their Bachelor of Science in Nursing (BSN) degree. The curriculum is designed to expand prior learning and professional experiences in order to advance their nursing career. The new courses being developed fill in gaps that the students would not have covered in their ADN degree.*

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Practicing registered nurses (RN)s with a diploma or associates degree that wish to continue their education at a faith based university. These ADN prepared nurses, must have an active, unencumbered license to practice as a registered nurse (RN) in the U.S. AND be actively employed in the RN role OR have work experience equivalent to a minimum of 1 year of full time employment in nursing. These students must have complete all ACU university requirements and supplement to the major courses for full admission to this post-licensure track and a minimum cumulative GPA of 2.5.

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

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Complete an accurate interview, health history, and holistic head-to-toe assessment on diverse clients across the lifespan.	Discussion questions, quizzes, course projects, and assignments.
2	Demonstrate the ability to perform a focused assessment utilizing evidence-based practice with examination equipment based on a patient's presenting clinical manifestations.	Discussion questions, quizzes, course projects, and assignments.
3	Develop a plan of care based on the holistic health assessment findings.	Discussion questions, quizzes, course projects, and assignments.
4		
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.

Jarvis, C. (2020). *Physical Examination and Health Assessment E-book* (8th ed.).

Elsevier. ISBN: 9780323550031

Various outside peer reviewed resources, websites, and simulations.

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

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.



Template · Template · College of Professional and Graduate Studies

NURO 353: Health Assessment Across the Lifespan

2021 Section NURO 353 3 Credits 10/14/2019 to 10/14/2020 Modified 01/20/2022

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

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

Integration of Christian Faith

Within the College of Graduate and Professional Studies, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

啫 Course Description

This course expands the RN-BSN student's knowledge and skills of performing a comprehensive health assessment of diverse clients across the life span. Course content aims to strengthen clinical judgment and decision making in order to achieve the highest potential outcomes. Variations in health status, laboratory testing, and diagnostics are explored.

Program and Student Learning Outcomes

Program Outcome #1: Apply clinical reasoning, and evidence-based nursing competencies (knowledge, behaviors, judgments, skills, and attitudes) to holistically address and prioritize patient (individuals, families, groups, communities, populations) preferences, values, and needs.

Program Outcome #3: Assume accountability for professional, legal, ethical, and regulatory laws/standards for individual performance and system effectiveness for safe nursing competencies.

Program Outcome #5: Integrate professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.

Program Outcome #6: Promote the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, and patient advocacy.

Course Competencies	DECs (2010)	AACN Essentials (2008)
1. Complete an accurate interview, health history, and holistic head-to-toe assessment on diverse clients across the lifespan. 2. Demonstrate the ability to perform a focused assessment utilizing evidence-based practice with examination equipment based on a patient's presenting clinical manifestations. 3. Develop a plan of care based on the holistic health assessment findings.	I, II, III, IV	I, III, IV, VII, VIII, IX

We ek	Course Level Objectives	Outcome Measures	Aligned Student Learning Outcomes
1	Demonstrate cultural competence while providing care to all patients.	Assignment: Importance of Cultural Competency in the Workplace	N/A
	Explain the importance of obtaining and completing a comprehensive health history on all patients in a variety of healthcare settings.	Discussion: Importance of HealthHistory	N/A
2	Explain the difference of how mental health, pain, and skin alterations affect the different patient populations.	Discussion: Postoperative Pediatric Patient Assignment: Skin Assessment Presentation	N/A
	Explain and demonstrate the components of a focused assessment pertaining to mental health, pain, nutrition, and skin.	Discussion: Postoperative Pediatric Patient Assignment: Skin Assessment Presentation	N/A
3	Differentiate between the different types of disease processes and disorders related to the following systems Abdominal, Musculoskeletal, Male GU, Female GU.	Discussion: Genitourinary Patient Assignment: Week 3 Quiz	N/A

	Identify and define the components of a focused assessment pertaining to the Abdomen, Musculoskeletal, Male GU and Female GU.	Discussion: Genitourinary Patient Assignment: Week 3 Quiz	N/A

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4	Differentiate between the different types of disease processes, disorders, and chronic conditions related to the following systems Thorax, Lungs, Heart, and Neck Vessels.	Discussion: Geriatric Heart Patient Assignment: Focused Respiratory Assessment	N/A
	Identify and define the components of a focused assessment pertaining to the Thorax, Lungs, Heart, and Neck Vessels.	Discussion: Geriatric Heart Patient Assignment: Focused Respiratory Assessment	N/A
5	Differentiate between the different types of disease processes, disorders, and chronic conditions related to the following systems peripheral vascular, lymphatic, and neurological	Discussion: How aFib can lead to a stroke Assignment: Care Plan Assignment: Week 5 Quiz	N/A
	Identify and define the components of a focused assessment pertaining to the peripheral vascular, lymphatic, and neurological systems.	Assignment: Care Plan Assignment: Week 5 Quiz	N/A
6	Identify and define the components of a complete health history.	Discussion: Training Health History Competency	N/A
	Demonstrate competency while performing a complete health history.	Assignment: Complete Health History	N/A
7	Reflect on their main take away from Health Assessment Across the Lifespan.	Discussion: Reflection	N/A
	Identify and explain how this course is applicable and has enhanced their current and future clinical practice.	Discussion: Reflection	N/A
	Demonstrate competency while performing a head to toe assessment	Assignment: Head to Toe Assessment	N/A

Course Materials

Jarvis, C. (2020). Physical Examination and Health Assessment E-book (8th ed.). Elsevier. ISBN: 9780323550031

Course Requirements

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

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Importance of Cultural Competency in the Workplace

Students will critique an article on cultural competency in nursing care and compare it to their own experience of cultural competency in their own workplace.

Skin Assessment Presentation

Students will create a PowerPoint presentation which aims to teach another nurse how to perform a skin assessment.

Week 3 Quiz

Students will take a 10 question multiple choice quiz to ensure that they have mastered the fundamental concepts presented in the material during weeks one through three.

Focused Respiratory Assessment

Students will create a video in which they will conduct a focused respiratory assessment on a volunteer.

Care Plan

Students will complete a Care Plan by completing a care plan template.

Week 5 Quiz

Students will take a 10 question multiple choice quiz to ensure that they have mastered the fundamental concepts presented in the material during weeks four and five.

Complete Health History Competency

Students will create a video in which they will perform a health history interview on a volunteer.

Head to Toe Assessment

Students will create a video in which they will complete a head to toe assessment on a volunteer.

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

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

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

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](https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html) (<https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html>), 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.

Academic Integrity Violation Process for Discussions Boards

In cases where a student posts an initial blank post and then proceeds to post a second time to the discussion with their answer to the discussion prompt, the following discipline processes will be followed:

1st Violation of Blank Post in a Course - "0" on discussion portion (not reply portion) and the instructor will issue a written warning that the second violation will be considered an Academic Integrity violation.

2nd Violation of Blank Post in Same Course - "0" on discussion portion and the student will be reported to the Dean's Office as having conducted an Academic Integrity Violation. See the syllabus for information about the Academic Integrity Violation process and possible consequences.

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: <https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/> (<https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/>)

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my 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. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred at ACU. Students may speak to someone confidentially by contacting the ACU Counseling Center.

ACU Online Student Handbook

The current version can be found [here](https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwOdECczCHnjwM1_0WvJs6b4qeY) (https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwOdECczCHnjwM1_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.

Title IX Statement

As a professor, one of my responsibilities is to help create a safe learning environment on our Abilene Christian University Dallas Online campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel safe to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that occurred

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while you are or were enrolled as a student at ACU. If you would prefer to share information in a confidential setting, I encourage you to access counseling services through TimelyMD. All of your options are available for review by clicking on the link to ACU's [policy](#).

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.

Letter grades correspond to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
89.5% - 100%	A
79.5% to <89.5%	B
69.5% to <79.5%	C
59.5% to <69.5%	D
0% to <59.5%	F

Points Per Assignment

Deliverable		Week Type	Importance of Health History	1	Discussion 2	
			Importance of Cultural Competency in the Workplace	1	Assignment 1	
Getting to Know Your Class	1	Discussion 5				

Postoperative Pediatric Patient	2	Discussi 2
Skin Assessment Presentation	2	Assignm 1
Genitourinary Patient	3	Discussi 2
Week 3 Quiz	3	Assignm 1
Geriatric Heart Patient Care	4	Discussi 2
Focused Respiratory Assessment	4	Assignme 1

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How AFib can lead to a stroke	5	Discussi 2	
Care Plan	5	Assignme 5	
Week 5 Quiz	5	Assignm 1	
Training Health History Competency	6	Discussi 2	
Complete Health History Competency	6	Assignm 1	

Reflection	7	Discussion 2	
Head to Toe Assessment Video	7	Assignment 2	
		Total Points	100 0

? Course Outline and Schedule

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

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: December 17, 2021
TO: Dr. Theresa Naldoza
FROM: Mark McCallon, Associate Dean for Library Services
RE: Courses in the RN to BSN Track

The Brown Library should be able to provide support for the following courses (new and cross-listed) in the RN to BSN Track:

*NURO 380 Nursing Research for Evidence Based Practice

NURO 338 Pharmacology & Pathophysiology for Practicing Nurses

NURO 353 Health Assessment Across the Lifespan

*NURO 477 Evidence-Based Community & Populations Health (2 credits)

NURO 478 Evidence-Based Community & Populations

*NURS 464 Nursing Leadership & Management (3 credits)

NURO 465 L&M Clinical Practicum (1 credit)

NURO 433 Health Policy, Legal Aspects, and Informatics in Nursing

NURO 484 Professional Role Transitions

NURO 494 Synthesis of Baccalaureate

* Shared/cross listed with the traditional BSN residential program.

Thank you for letting us review the course development templates and syllabi.