

Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: NURS742 Healthcare Leadership Strategies for Organizational Effectiveness

		A	I	R	O
	Campus-Level Academic Review				
	Change to a Course Include signatures from all program directors/chairs for cross-listed courses. ¹				
1.	Title (description unchanged)	A	A	I	I
2.	Description (not affecting content)	A	A	I	I
3.	Course term(s)	A	A	I	I
4.	Content (change of course outcomes)	A	A	I	A
5.	Number of credit hours	A	A	A	A
6.	Course number within the hundred	A	A	I	I
7.	Course number beyond the hundred	A	A	A	A
8.	Prerequisites	A	A	A	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A
11.	Cross list course	A	A	A	A
12.	Program/department of record	A	A	A	A
13.	Open or close a course	A	A	A	A
	Change to a Degree Plan				
14.	Educational Program — Revise	A	A	A	A
15.	Educational Program — Adopt or change admission requirements	A	A	A	A
16.	GPA — Revise program or cumulative requirement	A	A	A	A
17.	Minor — Revise	A	A	A	A

	Full Review	Proposed	Reviewed	Approved	Discontinued	Revised
	Change to Catalog Information (for Campus)					
18.	General requirements for Bachelor's and Associate Degrees	-	-	A	A	I
19.	Policies governing academic probation and suspension	-	-	A	A	I
20.	Requirements for graduating with honors	-	-	A	A	I
	Change to a Degree Plan					
21.	Educational Program — Add or Discontinue ²	A	A	A	A	I
22.	Educational Program — Discontinue (proposed by Senior VPAA)	R	R	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	I
24.	Minor — Discontinue (proposed by Senior VPAA)	R	R	A	A	I
25.	Degree — Add or Discontinue (proposed by Program or College)	A	A	A	A	I
26.	Degree — Discontinue (proposed by Senior VPAA)	R	R	A	A	I

	Change to General Education Requirements for Undergraduates (System)	Proposed	Reviewed	Approved	Discontinued	Revised	Revised
27.	Change course outcomes of an included course	A	A	A	A	-	I
28.	Add or drop a required course from the General Education Requirements	A	A	-	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	A	-	A	-	I
30.	Comprehensive revision of General Education Requirements	-	-	-	A	A	I

Notes

¹ Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

² For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

³ When a program faculty or dean proposes closing a program, approval routing follows the typical process beginning with the program. A proposal by campus academic administration or senior vice president for academic affairs would follow the "proposed by the Senior VPAA" routing on the chart.

Updated 8/1/2023

Program Director/Department Chair

Marcia Sotelo, DNP, RN, CNE
Marcia Sotelo, DNP, RN, CNE (May 21, 2024 10:19 CDT)

May 21, 2024

Program Director Signature

Date


Theresa Naldoza (May 21, 2024 11:15 CDT)

May 21, 2024

Program Director/Department Chair Signature

Date

Dean(s)



May 21, 2024

Signature

Date

Signature

Date

Campus Academic Council

Chair's Signature

Date

University General Education Council

Chair's signature

Date

University Faculty

Dallas Faculty Council Chair's signature

Date

Abilene Faculty Senate Chair's signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Dallas New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	NURS 742
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1. Systems and Catalog Information Complete each item.

A	Course Developer	TBD
B	Course Instructor	DNP Faculty
C	Course Title	Healthcare Leadership Strategies for Organizational Effectiveness
D	Course Abbreviation for Banner if title is more than 30 characters	Leadership Strategies
E		CGPS - College of Graduate and Professional Studies
F		SHHS - School of Health & Human Services
G		3
G1		3
G2		0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K		<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.

L		3 <i>Use same number as response to 1G unless under lead/facilitator model.</i>
M		<u>Standard</u>
N	Maximum Enrollment	25
O	Catalog Description (50 words or less)	This course introduces theoretical and practice-oriented domains and competencies required of the executive nurse leader. Students will develop innovative strategic leadership and communication styles to positively impact the current healthcare constraints. Emphasis is placed on developing interprofessional relationships and communication skills necessary to improve healthcare quality and organizational outcomes
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
Q	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
R	If the course is cross-listed, specify the subject code and course number of the other course	No
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	<u>Yes, every year</u>
T2	Will the course be offered in spring terms?	<u>Yes, every year</u>
T3	Will the course be offered in summer terms?	<u>Yes, even years</u>

U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall I 2024
V	Is this course required for a program(s)?	<u>Yes</u> If yes, attach a completed curriculum proposal to change the program(s).
W	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>	<u>No</u> If yes, provide rationale: No
X	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>	<u>No</u> If yes, provide course ID, term, and enrollment:
Y	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.</i>	N/A

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.
- This course will be added to the required sequence for the DNP Executive Leadership track. It will replace NURS 737 Health Program Planning and Evaluation, a DNP Executive Leadership tracks course, that does not currently assist students in developing needed competencies.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
- The course enables the student to develop the theoretical and practice oriented domains and competencies necessary as a nurse leader at the doctoral level to engage by focusing on strategies needed for organizational effectiveness. The course will guide the student in the development of interprofessional relationships, effective communication skills, and the emotional intelligence necessary for the development of nursing leadership and management in specific nursing leadership roles including the nurse manager, and executive nurse leader.

The course will incorporate the domains and competencies of the recent American Association of Colleges of Nursing (AACN) Essentials: Core Competencies for Professional Nursing Education and the American Organization for Nursing Leadership (AONL) Nurse Leader Core Competencies.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
Required for the student enrolled in the DNP Executive Nurse Leadership track.
2. State the overarching course goal(s) in performance terms.
The course will focus on development and mastery of nursing executive strategies, including interprofessional relationships, communication, and emotional intelligence, needed to effectively lead healthcare organizations.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Apply emotional intelligence and skillful nursing leadership and management practices to support organizational goals and objectives.	Assignments and Discussions
2	Apply leadership and management theories in the development and implementation of nursing-structured strategic plans.	Assignments and Discussions
3	Evaluate strategies to promote an inclusive workplace that mitigates bias to support the vision and mission of an organization.	Assignments and Discussions
4	Communicate effectively and strategically to positively impact a healthcare organization.	Assignments and Discussions

C. Text and Resources

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

Fitzpatrick, J. J. & Alfes, C. M., (2022). *Nurse leadership and management: Foundations for effective administration*. Springer Publishing ISBN-13 - 978-0826177940

4. 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 memo.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	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).
6	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.
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 2B.

NURS 742: Healthcare Leadership Strategies for Organizational Effectiveness

2024 Section NURS 742 3 Credits 10/14/2019 to 10/14/2020 Modified 05/07/2024

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 introduces theoretical and practice-oriented domains and competencies required of the executive nurse leader. Students will develop innovative strategic leadership and communication styles to positively impact the current healthcare constraints. Emphasis is placed on developing interprofessional relationships and communication skills necessary to improve healthcare quality and organizational outcomes.



Program and Student Learning Outcomes

	Course Outcomes	Measurement
1	Apply emotional intelligence and skillful nursing leadership and management practices to support organizational goals and objectives.	Assignments and Discussions
2	Apply leadership and management theories in the development and implementation of nursing-structured strategic plans.	Assignments and Discussions
3	Evaluate strategies to promote an inclusive workplace that mitigates bias to support the vision and mission of an organization.	Assignments and Discussions
4	Communicate effectively and strategically to positively impact a healthcare organization.	Assignments and Discussions

Course Materials

Required Textbooks:

Fitzpatrick, J. J. & Alfes, C. M., (2022). *Nurse leadership and management: Foundations for effective administration*. Springer Publishing ISBN: 978-0826177940.

DeNisco, S. M. (2021). *Advanced practice nursing: Essential knowledge for the profession.(4th Ed.)*. Jones & Bartlett Learning. ISBN: 978-1284176124.

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 using

proper grammar, APA format, and references. 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.**

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 Specifications

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 in addition to any late penalty deductions if the assignment was submitted late.

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. For administrative purposes, a zero will be placed in the gradebook for work not submitted on time. If an assignment is submitted after the zero is given or if an arrangement for late submission has been made with the instructor, the noted penalty percentage will be used to re-assess the assignment (removing the zero). Extensions are allowed at the discretion of the instructor and/or Program Director. 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.

Clinical Practice Experience (CPE)

The ACU faculty is committed to students completing competency-based clinical practice experiences (CPE) in each course of the DNP curriculum. All CPEs are to be planned in week 1 of each course using the Clinical Practice Experience Plan (CPEP) form. On the CPEP, the student, with guidance from the faculty, will identify both required and additional CPEs to be completed during the course. These CPEs will enable the student to attain the Advanced-Level Nursing Education domains and sub-competencies identified by the American Association of Colleges of Nursing as well as the Nurse Leader Core Competencies established by the American Organization for Nursing Leadership. Students will maintain a DNP Log in each course to record the hours spent in CPEs. Please note that hours completing academic and written assignments are not to be included. Students will maintain a DNP Reflective Journal with weekly entries as well. Both the DNP Log and the DNP Reflective Journal will be submitted in week 7 of each course.

In addition to the CPEP document, students are required to maintain and submit at the end of each course a calculation of accrued clinical practice hours. The purpose of the Clinical Hours Log is to provide the student and faculty with accurate compilation of clinical hours by the end of the course. This log identifies to the student and faculty if the student may be falling short of the required 1000 clinical hours required to earn the DNP degree. The AACN Essentials: Core Competencies for Professional Nursing Education requires a minimum of 500 clinical hours to be acquired through the DNP curriculum. Download the template and enter the actual hours acquired each week. The Clinical Hours Log is a living document that is carried through each DNP course, a new document is not started in each course. The comprehensive Clinical Hours Log is submitted in week 7.

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.

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 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](https://cdn01.acu.edu/community/offices/hr-finance/hr/title-ix/anti-harassment-policy.html) (<https://cdn01.acu.edu/community/offices/hr-finance/hr/title-ix/anti-harassment-policy.html>).

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/>).

* ACU Learner Support, Resources, and Services

ACU Online Student Handbook

The current version can be found [here](https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY) (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 (<mailto:alpha@acu.edu>).

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance> (<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> (<http://guides.acu.edu/c.php?g=824708&p=5887421>). For research assistance, you can visit <http://asklibrary.acu.edu> (<http://asklibrary.acu.edu>) and submit your question through the web form or get help via text or chat.

Research Guides

The library provides subject research guides for students and faculty. The guide for nursing includes helpful information on PICOT question research, APA citation format, Academic Integrity, Nursing Reference Tools, Texas Nursing Jurisprudence Exam, Professionalism, Resources listed by class, and open educational resources.

It is the goal of the library to not only provide useful resources for our students and faculty, but also advertise them. The guide can be found on the Distance Learning Portal by clicking on the DNP page in the menu.

✓ 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

Course Outline and Schedule

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

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 30, 2024
TO: Dr. Marcia Sotelo
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal – Healthcare Leadership Strategies for Organizational Effectiveness

After reviewing the course application, the Library can provide a provisional endorsement of the proposed course with the agreement that the Library will have the opportunity to review and comment on the course as it is created. This review will be made as part of the instructional design process. If additional resources are needed in support of the course, please contact Melissa Atkinson, Director of Distance and Online Library Services. Thank you for letting us examine the course proposal.