PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION, OR REVISION OF A GRADUATE COURSE
(500-600 LEVEL)

DEPARTMENT: Nursing
EFFECTIVE SESSION: Spring 2011

INSTRUCTIONS: Please check the items below which describe the purpose of this request.

- New course with supporting documents (complete proposal form)
- Add existing course offered at another campus
- Change in course attributes
- Change in instructional hours
- Change in course description
- Change in course requirements
- Change in course title
- Change in course credit/type
- Change in semesters offered
- Transfer from one department to another

PROPOSED:

<table>
<thead>
<tr>
<th>Subject Abbreviation</th>
<th>NUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>051</td>
</tr>
<tr>
<td>Long Title</td>
<td>Role of the Nurse Executive in Creating an Environment for Professional Practice</td>
</tr>
<tr>
<td>Short Title</td>
<td>Role of Nurse Exec</td>
</tr>
</tbody>
</table>

Abbreviated title will be entered by the Office of the Registrar if omitted. (20 CHARACTERS ONLY)

TERMS OFFERED:
Check All That Apply:
- Summer
- Fall
- Spring

CAMPUS(ES) INVOLVED:
- Calumet
- Ft. Wayne
- Indianapolis
- Other

COURSE TYPE:

<table>
<thead>
<tr>
<th>Credit Type</th>
<th>1. Fixed Credit: Cr. Hrs.</th>
<th>2. Variable Credit Range: Minimum Cr. Hrs. (Check One) To Or Maximum Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE ATTRIBUTES:
Check All That Apply:

- 7. Registration Approval Type:
  - Instructor

- 8. Variable Title
- 9. Remedial
- 10. Honors
- 11. Full Time Privilege
- 12. Off Campus Experience

INSTRUCTIONAL TYPE:

<table>
<thead>
<tr>
<th>Type</th>
<th>Minutes Per Mth</th>
<th>Meetings Per Week</th>
<th>Weeks Offered</th>
<th>% of Credit Allocated</th>
<th>Delivery Method (Asyn. Or Syn.)</th>
<th>Delivery Medium (Audio, Internet, Live, Text-Based, Video)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Prep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ind. Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pract/Observ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION (INCLUDE REQUISITES):
P: NUR 650; NUR 521
Building on the concepts learned in 650, examines processes by which the nurse executive creates an environment for professional nursing practice. Examines the technologies involved in executive leadership role that includes, strategic planning, business planning, care delivery models, quality management, customer service models, team development, managing interdisciplinary relationships, evaluation systems, clinical promotion strategies, and nurse retention strategies. The role of the nurse executive in the management of regulatory agencies and risk management are analyzed.

Signature and Date:

Calumet Department Head:

Calumet School Dean: 2/20/09

Calumet Undergrad Curriculum Committee:

Calumet Registrar:

Ft. Wayne Department Head:

Ft. Wayne School Dean: 4/7/09

Ft. Wayne Chancellor:

Indianapolis Department Head:

Indianapolis School Dean:

Undergrad Curriculum Committee:

North Central Department Head:

North Central Chancellor:

Date Approved by Graduate Council:

West Lafayette Department Head:

West Lafayette College/School Dean:

Graduate Council Secretary:

West Lafayette Registrar:

OFFICE OF THE REGISTRAR
To: Purdue University Graduate Council
From: Faculty Member: Nila Reimer
Department: Nursing
Campus: FW
Date: January 29, 2009

Subject: Proposal for New Graduate Course-Documents Supporting Registrar's Form 40
Contact information if questions arise
Name: Dr. Susan L. Ahrens
Phone Number: 260-481-6278
E-mail: ahrens@ipfw.edu
Course Number: NUR 651
Campus Address: Neff B50-U
Course Title: Role of the Nurse Executive in Creating an Environment

A. Justification for the Course
☐ Explain how this course relates to other courses offered in the department or other departments and how this course fulfills a recognized need.

☐ This course is intended primarily for students  Choose one:

B. Level of the course:
☐ Justify request for graduate course level by indicating anticipated enrollments of undergraduate and graduate students.
   Anticipated Undergraduate Student Enrollment:
   Anticipated Graduate Student Enrollment:

C. Prerequisites: (if none, please explain reasons for absence)
☐

D. Course Instructor:
☐ Instructor's Name

E1. Course Outline:
☐(An outline of topics to be covered and an indication of the relative emphasis or time devoted to each topic is necessary. If laboratory or field experience is involved, the nature of this component should be explained as well).

E2. ☐ Method of Evaluation or Assessment:

F. Reading List:
☐ A reading list or bibliography should be limited to material the students will be required to read in order to successfully complete the course. It should not be a compilation of general reference material.
INSTRUCTIONS FOR COURSE ADDITIONS, EXPIRATIONS, OR REVISIONS

**Graduate** course additions, expirations, or revisions (course numbers 500-699) shall be originated by a department and submitted on Office of the Registrar Form 40 through college/school channels to the Office of the Registrar via the Graduate School (and the chancellor or school dean if by a regional campus). See the Graduate School’s Policies and Procedures Manual (Section I) for specific course guidelines, [http://www.gradschool.purdue.edu/downloads/facstaff/2005PP.pdf](http://www.gradschool.purdue.edu/downloads/facstaff/2005PP.pdf).

If the number, title, and description of a course are all changed, it shall be considered a new course.

A proposal to change or expire a course that is a requisite for a course in another department or that is a requirement for a curriculum in any college/school should be discussed with the department and college/school concerned before submitting a change. In particular if the change or expiration affects multiple campuses, all campuses involved should be consulted.

If the request is a course revision, only the items to be revised need to be specified on the Form 40. For example, check Item #2 to add an existing course, indicate the course identifier (subject abbreviation and course number) and the campus where the course is to be added.

New subject abbreviations must be coordinated with the Office of the Registrar.

The numbering system designates the level of the course with 001-099 pre-college, remedial, deficiency and non-degree courses; 100-299 lower division; 300-499 upper division; 500-599 graduate courses open to upper-division undergraduates; and 600-699 graduate courses. The department and/or college/school shall propose a course number, subject to clearance by the Office of the Registrar, in order to avoid duplication.

A number that has been used for a course being expired should not be used again for a new course for at least four years.

The title of the course should reflect major content of the course. Variable title courses should be specified. Courses such as: special topics, special problems, seminars, selected topics may be offered under a variable title for students.

Courses with variable credit should be so indicated and minimum/maximum credit hours are to be specified. Equivalent credit is granted for non-collegiate courses and should be so designated. Thesis credit applies to thesis research at all upper undergraduate and graduate-level courses and should be so indicated.

If the grade option for the course is to be other than regular grade, (i.e. pass/not pass option or satisfactory/unsatisfactory option) the appropriate item should be checked.

Courses that are repeatable for credit (indicate maximum number of credits the course may be repeated if applicable), credit by examination, variable title or requiring special fees should be indicated.

If special approval by department/instructor is required or an instructor designator for scheduling purposes, it should be indicated.

Courses that are annotated as remedial or honors should be so indicated.

If a course has an off campus experience (i.e., Clinical Experience, Co-Op, Internship, Professional Practicum, Student Teaching or Study Abroad), please list accordingly.

Each instructional type that is utilized should be marked appropriately. For the definitions of each type, you can refer to [http://www2.illp.purdue.edu/faculty/documents/Minutes.pdf](http://www2.illp.purdue.edu/faculty/documents/Minutes.pdf) refer to pages 35-48. Please indicate how many minutes per meeting, meetings per week and weeks offered. Additionally, of the total amount of credit associated with the course, please specify what percentage is to be recorded with each instructional type.

It is necessary to record whether a course is Asynchronous (exchanging information involving a delay between sending and receiving of the material) or Synchronous (exchanging information instantaneously). Also specify the delivery medium for each type whether it be Audio, Internet, Live, Text-Based or Video.

A department on a specific campus may create a course that is similar to an existing course offered on one or more campuses. However, the level and number for an existing course being offered on more than one campus shall remain the same unless the responsible department heads on all campuses that offer the course mutually agree to a change.

A course covering the same general area of essentially equivalent content will carry the same subject abbreviation, course number, and title for all campuses. However, basically equivalent courses may be offered with variable patterns (i.e. instructional types, such as laboratories) and variable credits with the approval of the responsible department heads.
Approvals in addition to the department head, college/school dean, and chancellor, as appropriate, are as follows:

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>GRADUATE APPROVALS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>New course with supporting documents</td>
<td>Graduate Council Area Committee; Graduate Council</td>
</tr>
<tr>
<td>Add existing course</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Expiration of a course</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Change in course number</td>
<td>(Upgrading only) Graduate Council Area Committee; Graduate Council</td>
</tr>
<tr>
<td>Change in course title</td>
<td></td>
</tr>
<tr>
<td>Change in course credit/type</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Change in course attributes</td>
<td></td>
</tr>
<tr>
<td>Change in instructional hours</td>
<td></td>
</tr>
<tr>
<td>Change in course description</td>
<td></td>
</tr>
<tr>
<td>Change in course requisites</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Change in semesters offered</td>
<td></td>
</tr>
<tr>
<td>Cross-listing courses</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Transfer from one department to another</td>
<td>Graduate Dean</td>
</tr>
</tbody>
</table>

ALL CAMPUSES INVOLVED IN ADDITIONS, EXPIRATIONS, OR REVISIONS SHOULD BE INDICATED AND THE APPROPRIATE SIGNATURES OBTAINED PRIOR TO SUBMISSION TO THE OFFICE OF THE REGISTRAR AT WEST LAFAYETTE.
Course Subject Abbreviation and Number: NUR 651

Course Title: Role of the Nurse Executive in Creating an Environment for Professional Practice

Justification for the Course:

1. Explanation of the need for the course:
   Second of three courses, provides the student nurse executive with the knowledge and application skills for ways in which to understand and implement a professional practice model. This knowledge is important to ensuring excellence in patient care.

2. Contribution of the course to existing fields of study
   This is the second of three courses that prepare the student to understand and assume the role of the Nurse Executive. These courses prepare the student to undertake the two practicum courses.

3. This course is intended primarily for students (choose one):
   X From within this department  OR  □ From other departments

A. Learning Outcomes and Method of Evaluation or Assessment:
   Describe the course objectives and student learning outcomes that address the objectives.

Upon successful completion of this course, the student is able to:

1. Use critical thinking strategies to understand and solve nursing problems.

2. Develop understanding and strategies to promote nursing practice within a professional framework.

3. Use an evidence-based, scholarly approach to learning new ideas and models for leadership, problem solving, understanding, and promoting professional practice.

4. Determine methods of accountability for nursing practice in the provision of client care that promotes professional practice which includes: nursing sensitive outcomes, risk management, outcome measurement, and the theory and application of quality improvement strategies.

5. Develop a business plan for a nursing program that evolves from visioning and strategic planning.

6. Explore customer service models and marketing principles to enhance nursing’s image.

7. Critically analyzes the appreciative inquiry model to use in team building and development.

8. Analyze the role of the nurse executive in ensuring compliance with regulatory agencies.
Outcomes:

1. Describe the methods of evaluation or assessment of student learning outcomes.

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>130</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gap Analysis and Strategic Plan</td>
<td>300</td>
</tr>
<tr>
<td>Business Plan</td>
<td>300</td>
</tr>
<tr>
<td>Scholarly Paper</td>
<td>200</td>
</tr>
<tr>
<td>Weekly Journal</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>70</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000</td>
</tr>
</tbody>
</table>

2. Identify methods of instruction

- [x] Lecture
- [ ] Recitation
- [x] Presentation
- [ ] Laboratory
- [ ] Lab Prep
- [ ] Studio
- [x] Distance
- [ ] Clinic
- [ ] Experiential
- [ ] Research
- [ ] Ind. Study
- [ ] Practicum/Observation
- [ ] Seminar
B. Level of the Course:
   1. Justify the level of the proposed graduate course including statements on, but not limited to, the target audience, rigor of the course, and expected learning outcomes.

   Nursing 651 is directed at the graduate nursing student who has had nursing theory and the first course (NUR 650) in the nurse executive concentration as pre-requisite courses. The student in this class has determined that the area of specialization is in the nurse executive role. It is expected that students produce work that is high quality and scholarly.

   2. Indicate the anticipated number of undergraduate and graduate students who will enroll in the course. 20-40

C. Prerequisites:
   1. List prerequisite courses by subject abbreviation, number, and title. NUR 650 Concepts for the Nurse Executive Creating an Environment for Professional Practice

   2. List other prerequisites and/or experiences required.
      Graduate of an accredited nursing program with a 3.0 GPA; Registered Nurses who have a non-nursing B.S. may take this course as part of a certificate program; Licensed to Practice in Indiana;

   3. If no prerequisites-explain their absence.

D. Course Instructor
   1. Name, Rank, and department/program affiliation
      Professor Nila Reimer
      Continuing Lecturer

   2. Is the instructor currently a member of the Graduate Faculty?  yes  x no
      (If no, indicate when it is expected that a request will be submitted.)
      Will be taking the required course Spring 2009 and applying for graduate faculty status

E. Reading List:
   Required primary reading list.


F. Library Resources:
   Students will be completing a scholarly paper which will require library searches. They may need assistance from the librarian
   Reserve readings will be requested from librarian

G. Course Syllabus: attach at this point.
INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE
College of Health and Human Services
Parkview Department of Nursing
Master of Science in Nursing Administration
NUR 651
Role of the Nurse Executive in Creating an Environment for Professional Practice

Pre-requisite: NUR 650

Course Credits and Hours: 3 credits-Lecture: 3, Lab: 0, Clinical: 0

Faculty: Professor:
Nila Reimer
Neff B 50 J
260-481-6015
reimern@ipfw.edu

Required Textbooks:


Course Description:
Building on the concepts learned in 650, examines processes by which the nurse executive creates an environment for professional nursing practice. Examines the technologies involved in executive leadership role that includes, strategic planning, business planning, care delivery models, quality management, customer service models, team development, managing interdisciplinary relationships,
evaluation systems, clinical promotion strategies, and nurse retention strategies. The role of the nurse executive in the management of regulatory agencies and risk management are analyzed.

**Course Objectives:**
1. Use critical thinking strategies to understand and solve nursing problems.

2. Develop understanding and strategies to promote nursing practice within a professional framework.

3. Use an evidence-based, scholarly approach to learning new ideas and models for leadership, problem solving, understanding, and promoting professional practice.

4. Determine methods of accountability for nursing practice in the provision of client care that promotes professional practice which includes: nursing sensitive outcomes, risk management, outcome measurement, and the theory and application of quality improvement strategies.

5. Develop a business plan for a nursing program that evolves from visioning and strategic planning.

6. Explore customer service models and marketing principles to enhance nursing’s image.

7. Critically analyzes the appreciative inquiry model to use in team building and development.

8. Analyze the role of the nurse executive in ensuring compliance with regulatory agencies.

**Topical Outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Introduction</td>
<td>Ch. 1 McLaughlin &amp; Hays</td>
</tr>
<tr>
<td></td>
<td>Evaluation of Unit, Program</td>
<td>Ch. 1 &amp; 25 Mistead &amp; Furlong</td>
</tr>
<tr>
<td></td>
<td>Identifying ideal ‘business’</td>
<td>Ch. 1, 2, 7 Roussel &amp; Swansburg</td>
</tr>
<tr>
<td></td>
<td>Analyzing/comparing actual to ideal (strategic gap analysis)</td>
<td>Ch. 4 McLaughlin &amp; Hayes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 9 Roussel &amp; Swansburg</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two articles in Reserve Express:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Wolf, Bradle, &amp; Nelson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Ross</td>
</tr>
<tr>
<td>Two</td>
<td>Visioning/Strategic Planning</td>
<td>Ch. 3, 9 Roussel &amp; Swansburg</td>
</tr>
<tr>
<td></td>
<td>Engaging others in the plan</td>
<td>Two articles in Reserve Express:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Knitzer &amp; Kreader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Clarke, Lewis, Cole, &amp; Ringrose</td>
</tr>
<tr>
<td>Three</td>
<td>Managing your own self-care introduction to Business Planning</td>
<td>Ch. 1-6 Dickenson-Hazard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 10 Elgin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 5 McLaughlin &amp; Hays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 9 Roussel &amp; Swansburg</td>
</tr>
<tr>
<td>Four</td>
<td>Business Planning</td>
<td>Ch. 9 Roussel &amp; Swansburg</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategic Planning Paper Due</td>
</tr>
<tr>
<td>Five</td>
<td>Business Planning Formats</td>
<td>Ch. 4 McLaughlin &amp; Hays</td>
</tr>
<tr>
<td>Six</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter(s)</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Feb. 17</td>
<td>Putting the plan together</td>
<td>Ch. 9 Roussel &amp; Swansburg</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Promoting an environment of change, positive team relationships</td>
<td>Ch. 7 Dickenson-Hazard</td>
</tr>
<tr>
<td></td>
<td>Appreciative Inquiry and Team Building</td>
<td>Ch. 1,3 Elgin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 7-10 Milstead &amp; Furlong</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 5,6,22 Roussel &amp; Swansburg</td>
</tr>
<tr>
<td></td>
<td>Search the literature for a scholarly article about</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appreciative Inquiry. Be prepared to share the article during class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>next week.</td>
<td></td>
</tr>
<tr>
<td>Week Eight</td>
<td>Accountability in Practice</td>
<td>Part IV in Milstead &amp; Furlong</td>
</tr>
<tr>
<td></td>
<td>Nursing Sensitive outcomes</td>
<td></td>
</tr>
<tr>
<td>Spring Break—Enjoy!!</td>
<td>Risk Management Strategies Compliance with Regulatory Agencies</td>
<td>Part II in Milstead &amp; Furlong</td>
</tr>
<tr>
<td>Week Nine</td>
<td></td>
<td>Ch. 15 Roussel &amp; Swansburg</td>
</tr>
<tr>
<td>Week Ten</td>
<td>Work Analysis and Work re-design</td>
<td>Ch. 2,7 Roussel &amp; Swansburg</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Relationships</td>
<td></td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Developing and implementing a quality improvement program/Evidence-</td>
<td>Ch. 2,3,8,9 McLaughlin &amp; Hays</td>
</tr>
<tr>
<td></td>
<td>Based Practice</td>
<td>Ch. 17 Roussel &amp; Swansburg</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One article in Reserve Express:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 10 Dicenso, Guyatt, &amp; Ciliska</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Nurse Retention Strategies</td>
<td>Part VI Milstead &amp; Furlong</td>
</tr>
<tr>
<td></td>
<td>Clinical Promotion Programs</td>
<td>Ch. 13 Dickenson-Hazard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 4 Elgin</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>What about the patient? Returning to a customer service</td>
<td>Ch. 12,21,23 Roussel &amp; Swansburg</td>
</tr>
<tr>
<td></td>
<td>orientation</td>
<td>Ch. 5,13 Elgin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Search the literature for a scholarly article about patient or person-centered care. Be prepared to share your view of the article for class next week.</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>Decision Making/Problem Solving</td>
<td>Ch. 6 McLaughlin &amp; Hays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 6 Roussel &amp; Swansburg</td>
</tr>
<tr>
<td>Week Fifteen</td>
<td>Wrap up/read journals/prepare for fall semester.</td>
<td></td>
</tr>
</tbody>
</table>

**Methods of Instruction:**
Distance education; lecture; role play; discussion

**Course Requirements:**
Computer with internet access, computer account at IPFW, and system profiles as required by Distance Learning.
Evaluation Methods:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>130</td>
<td>Throughout class</td>
</tr>
<tr>
<td>Gap Analysis and Strategic Plan</td>
<td>300</td>
<td>Week Four</td>
</tr>
<tr>
<td>Business Plan</td>
<td>300</td>
<td>Week Ten</td>
</tr>
<tr>
<td>Scholarly Paper</td>
<td>200</td>
<td>Week Fourteen</td>
</tr>
<tr>
<td>Weekly Journal</td>
<td>Pass/Fail</td>
<td>Week Fifteen</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>70</td>
<td>Week Seven</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

Department Announcements:

Communication
The official university communication is by IPFW e-mail using the university student e-mail address. E-mail includes information sent to the nursing listserv. Students' must maintain the mailbox, including sufficient space to receive e-mails. Students are responsible for information sent via e-mail.

Services for Students with Disabilities
If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (WAlta, room 113, telephone number 481-6658), as soon as possible to work out the details. For more information, please visit the web site for SSD at http://www.ipfw.edu/sss/

Classes in the nursing program will be canceled:
A. At all instructional sites if IPFW is officially closed by the administration of the university, or
B. At the practicum or clinic site if it is closed by officials of that institution.
Decisions to close IPFW and practicum/clinic sites are left to the chief administrators of those respective facilities. In the event of inclement weather, listen to local radio or television announcements, go to www.ipfw.edu (a notice will appear at the top of the page), or call the campus weather emergency number, 481-6050 or 481-5770 for a recorded message.

Plagiarism
According to the American Psychiatric Association (2001), plagiarism is the representation of another authors work as your own. Additional clarification of plagiarism is found in the following statements, from the American Psychological Association (2001):

Quotation marks should be used to indicate the exact words of another author. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text. The key element of this principle is that an author does not present the work of another author as if it were his or her own work (p.349).
The Plagiarism Policy of the nursing department indicates that any student who plagiarizes has committed academic dishonesty and misconduct which may lead to dismissal from the program or college. Any student, who has been identified to have plagiarized will receive a zero for that assignment.


**Graduate Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
</tr>
</tbody>
</table>

**Graduate Handbook**

As a student you are responsible for all policies contained in the Graduate Handbook online. These policies include:

- Student Progression
- Grade appeal
- Attendance
- Student Conduct and Attire
- Confidentiality

As information changes repeatedly, frequent and regular checking is important.

**Resources:**

Resources available at IPFW are found on the IPFW website. A few resources are listed below.

**The Writing Center at IPFW** ([http://www.ipfw.edu/casa/writing/](http://www.ipfw.edu/casa/writing/))

You can improve your writing for any class by discussing your writing with a knowledgeable peer writing consultant in the Writing Center, Kettler G19. The staff will help you brainstorm, develop, and organize your ideas, work on issues of meaning and style, and learn to polish and edit your final draft. The Center is not a proofreading service; improving your writing takes time. To get the most from your visits: (a) sign up on the board outside KT G19 for 30 or 50 minute free appointments; (b) bring assignment, due dates, questions, ideas, and draft (if you have one); come early in the writing process, and (d) come regularly.

**Additional Resources for Writing**

- Electronic References [http://www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html)
The Online Learning Environment
To participate in an on-line course you must have Internet access. Before you start your course, it is expected that you are proficient with using basic Internet functions, such as using e-mail, searching the Web and using browsers. If you do not have a home computer and access to the Internet, you may use the IPFW student labs with a proper user ID, your local public library or a designated learning center, which are located around the state of Indiana.

To know the technical needs for using the IPFW Online Learning Environment, you can access this information at: http://www.ipfw.edu/dlearning/technical.shtml

Great Expectations: A Master Level Student:
This is a Master's level course. As such, the faculty have expectations of learning behaviors that are important to your achieving the objectives of the course and that are a part of being a good leader. Rather than 'spring them on you' in fairness to you, the following are some of these expectations:

1. Plan carefully your schedule to ensure that you are able to attend class on time.
2. Schedule sufficient time to complete the assignments. Assignments have been carefully chosen to ensure that you have a good learning experience, but also that the reading is realistic.
3. Share with the faculty any life circumstances that interfere with your ability to compete an assignment so that you and the faculty member can come up with an alternate plan.
4. Ask clarifying questions if unsure of expectations.
5. Challenge yourself to become a life-long learner. It is a wonderful thing to be a life-long learner. Learning new ideas and concepts is exiting.
6. Write papers that reflect meeting objectives and scholarly work using APA format.
7. Support your ideas and opinions with reference citations using evidence-based supporting information when writing papers.
8. Seek university resources to help you write in a scholarly manner. It is not unusual for nursing students who are returning to school to have struggles with writing. Nurses are socialized to write in bullet points, checklists, and one word ideas. Use and outline when developing your paper and plan to finish with enough time to get feedback from the writing center.
9. Write scholarly papers in third person. According to APA, there are some exceptions to this and your faculty will let you know if it is ok to write in first person. The APA manual has some great suggestions for ways to write in the third person which do not use, ‘this writer’ or ‘this author’ all the time.
10. Provide feedback for identifying your optimal method of learning. It is the faculty members’ position to provide you with feedback and empower you to have a good learning experience.
11. Read the assignments in the course. The assigned readings are critical to your understanding and mastery of the knowledge and skills you need as an advanced nurse practitioner. Please keep in mind that this is minimal reading and that you need to develop and embrace reading as a way to continually expand your worldview.
12. Integrate evidence-based practice that is essential to professional nursing.