1. General Information

1a. Submitted by the College of: NURSING

   Date Submitted: 2/23/2016

1b. Department/Division: Nursing Instruction

1c. Contact Person

   Name: Darlene Welsh

   Email: jdwels00@uky.edu

   Phone: 3-6620

   Responsible Faculty ID (if different from Contact)

   Name: Karen Stefaniak

   Email: kastef00@email.uky.edu

   Phone: 3-2951

1d. Requested Effective Date: Specific Term/Year [1]   Summer 1 2016

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes [4]

2b. Prefix and Number: NUR 452

2c. Full Title: Leadership and Management for Registered Nurses

2d. Transcript Title: Leadership/Mgmnt for Registered Nurses

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 45

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Registered nurses should not enroll in NUR 400 Leadership/Management in Nursing Care Delivery; registered nurses should enroll in NUR 452. This course is designed to advance the RN student's ability to use leadership and management theory in nursing practice within current and emerging organizational systems and across the continuum from health, illness, and returning to health. Leadership responsibilities, strategies, and skills for facilitating a healthy work environment that provides optimum patient/family outcomes and the development and self-actualization of staff will be addressed.

2k. Prerequisites, if any: Admission to the RN-BSN program.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

  If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

  Will the course be offered every year?: Yes

  If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

  If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

  Will this course serve students primarily within the degree program?: Yes

  Will it be of interest to a significant number of students outside the degree pgm?: No

  If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

  If No, explain:

9. Course Relationship to Program(s).

  a. Is this course part of a proposed new program?: No

  If YES, name the proposed new program:

  b. Will this course be a new requirement for ANY program?: Yes

  If YES, list affected programs: RN-BSN option of the BSN degree

10. Information to be Placed on Syllabus.

  a. Is the course 400G or 500?: No

  b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: No

Distance Learning Form

Instructor Name: Karen Stefaniak

Instructor Email: kastef00@email.uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Blackboard/Canvas platform for discussion, assignment submission, grading and faculty feedback. Faculty contact information, response time, office hours on syllabus.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. All learning outcomes, textbook, course goals and assessment of the learning outcomes are evaluated as in face to face format for similar courses.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The Blackboard/Canvas platform is password protected. No assignments and feedback will be given outside of a password protected environment.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? YES

If yes, which percentage, and which program(s)? 100% RN-BSN option

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? All student services will be available electronically with the appropriate contact information clearly indicated on the syllabus.

6.How do course requirements ensure that students make appropriate use of learning resources? Assignments, tests, and discussions will require references to library resources, textbooks, faculty input and feedback, and classmates; feedback and discussions.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Technology requirements, student expectations, and textbook and library resources clearly outlined on syllabus and blackboard. Students will not be expected to access any resources not available in an online format.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? All help addresses are clearly outlined in syllabus.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Karen Stefaniak

SIGNATURE|JDAVIS1|Joanne Davis|NUR 452 NEW College Review|20150922

SIGNATURE|JDLIND2|Jim D Lindsay|NUR 452 NEW HCCC Review|20151021

SIGNATURE|JMETT2|Joanie Ett-Mims|NUR 452 NEW Undergrad Council Review|20160413

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

[Browse...]   **Upload File**

	ID	Attachment
Delete	6249	NUR 452 RN Leadership Syllabus 2.15.16.doc
Delete	6250	Cover Letter NUR 452.docx
Delete	6297	NUR 452 Response 2.15.16.docx

[First | 1 | Last]

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: NURSING   Submission Date: 2/23/2016

   b. * Department/Division: Nursing Instruction

   c.
   * Contact Person Name: Darlene Welsh   Email: jdwels00@uky.edu   Phone: 3-6620

   * Responsible Faculty ID (if different from Contact) Karen Stefaniak   Email: kastef00@email.uky.edu Phone: 3-2951

   d. * Requested Effective Date: ○ Semester following approval OR ◉ Specific Term/Year ⊥ Summer 1 2016

   e.
   Should this course be a UK Core Course? ○ Yes ◉ No

   If YES, check the areas that apply:

   ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications – II

   ☐ Inquiry - Humanities   ☐ Quantitative Foundations

   ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

   ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

   ☐ Composition & Communications - I   ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning? ◉ Yes ⁴ ○ No

   b. * Prefix and Number: NUR 452

   c. * Full Title: Leadership and Management for Registered Nurses

   d. Transcript Title (if full title is more than 40 characters): Leadership/Mgmnt for Registered Nurses

   e. To be Cross-Listed ² with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⅟ for each meeting pattern type.

45	Lecture		Laboratory⅟		Recitation	Discussion
	Indep. Study		Clinical		Colloquium	Practicum
	Research		Residency		Seminar	Studio
	Other	If Other, Please explain:				

   g. * Identify a grading system:
   ◉ Letter (A, B, C, etc.)
   ○ Pass/Fail
   ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
   ○ Graduate School Grade Scale

   h. * Number of credits: 3

   i. * Is this course repeatable for additional credit? ○ Yes ◉ No
   If YES: Maximum number of credit hours:
   If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

Registered nurses should not enroll in NUR 400 Leadership/Management in Nursing Care Delivery; registered nurses should enroll in NUR 452. This course is designed to advance the RN student's ability to use leadership and management theory in nursing practice within current and emerging organizational systems and across the continuum from health, illness, and returning to health. Leadership responsibilities, strategies, and skills for facilitating a healthy work environment that provides optimum patient/family outcomes and the development and self-actualization of staff will be addressed.

k. Prerequisites, if any:

Admission to the RN-BSN program.

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * **Will this course be taught off campus?** ○ Yes ◉ No

If YES, enter the off campus address:

4. **Frequency of Course Offering.**

a. * Course will be offered (check all that apply): ☐ Fall ☐ Spring ☑ Summer ☐ Winter

b. * Will the course be offered every year? ◉ Yes ○ No

If No, explain:

5. * **Are facilities and personnel necessary for the proposed new course available?** ◉ Yes ○ No

If No, explain:

6. * **What enrollment (per section per semester) may reasonably be expected?** 30

7. **Anticipated Student Demand.**

a. * Will this course serve students primarily within the degree program? ◉ Yes ○ No

b. * Will it be of interest to a significant number of students outside the degree pgm? ○ Yes ◉ No

If YES, explain:

8. * **Check the category most applicable to this course:**

☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere

☐ Relatively New – Now Being Widely Established

☐ Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

a. * Is this course part of a proposed new program? ○ Yes ◉ No

If YES, name the proposed new program:

b. * Will this course be a new requirement ⁵for ANY program? ◉ Yes ○ No

If YES⁵, list affected programs::

RN-BSN option of the BSN degree

10. **Information to be Placed on Syllabus.**

a. * Is the course 400G or 500? ○ Yes ◉ No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. ☐ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10** attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. **The _department_ proposing the change in delivery method is responsible for ensuring that the requiremen** are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent expe students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	NUR 452	Date:	2/5/16
Instructor Name:	Karen Stefaniak	Instructor Email:	kastef00@email.uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

   Blackboard/Canvas platform for discussion, assignment submission, grading and faculty feedback. Faculty contact information, response time, office hours on syllabus.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, of student learning outcomes, etc.

   All learning outcomes, textbook, course goals and assessment of the learning outcomes are evaluated as in face to face format for similar courses.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academi policy; etc.

   The Blackboard/Canvas platform is password protected. No assignments and feedback will be given outside of a password protected environment.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any f as defined above?

   YES

   Which percentage, and which program(s)?

   100%   RN-BSN option

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting

   All student services will be available electronically with the appropriate contact information clearly indicated on the syllabus.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

   Assignments, tests, and discussions will require references to library resources, textbooks, faculty input and feedback, and classmates; feedback and discussions.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

   Technology requirements, student expectations, and textbook and library resources clearly outlined on syllabus and blackboard. Students will not be expected to access any resources not available in an online format.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or r the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

   All help addresses are clearly outlined in syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

   ◉ Yes
   ○ No

   If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said techn

10. Does the syllabus contain all the required components, below? ☑ Yes

    - Instructor's _virtual_ office hours, if any.
    - The technological requirements for the course.
    - Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
    - Procedure for resolving technical complaints.
    - Preferred method for reaching instructor, e.g. email, phone, text message.
    - Maximum timeframe for responding to student communications.
    - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."

- Specific dates of face-to-face or synchronous class meetings, if any.

- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)

  - Carla Cantagallo, DL Librarian

  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

  - Email: dllservice@email.uky.edu

  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: _____

Karen Stefaniak

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. La meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

NUR 452: Leadership and Management for Registered Nurses
Summer 1, 2016

A Distance Learning Course

CREDITS: 3-credit hours

PRE-REQUISITES: Admission to the RN-BSN Option

FACULTY:
Karen Stefaniak, PhD, MSN, RN
Phone: 859-323-2951
Email: UK - kastef00@email.uky.edu
Office: 549 College of Nursing
Office hours by appointment
Preferred method of Communication: UK email address; Instructor response within 24 hours.
In Message Line please state   NUR 452

COURSE DESCRIPTION:

Registered nurses should not enroll in NUR 400 Leadership/Management in Nursing Care Delivery; registered nurses should enroll in NUR 452. This course is designed to advance the RN student's ability to use leadership and management theory in nursing practice within current and emerging organizational systems and across the continuum from health, illness, and returning to health. Leadership responsibilities, strategies, and skills for facilitating a healthy work environment that provides optimum patient/family outcomes and the development and self-actualization of staff will be addressed.

STUDENT LEARNING OUTCOMES

1. Identify leadership/management theory and principles in relation to current and emerging organizational systems.

2. Describe the professional nurse's role in care management in a variety of settings across the health/illness continuum.

3. Analyze critical components of nursing leadership skills.

4. Assess financial, political, ethical and legal issues affecting management of health care delivery.

TEACHING/LEARNING METHODS;

Online discussion and student presentations
Small group activities on line via blackboard, wiki
Power point presentation
Required reading/writings
Literature search and analysis
Fieldwork/Interviews with experts
Individual written assignments
Media/Student presentation via Video
Self- directed learning
Final examination

REQUIRED TEXTS:

Finkelman, A. (2012). Leadership and management for nurses: Core competencies for quality care, 2nd
 ed. Boston: Pearson Education. ISBN-10:0-13-213771-2 or 13:978-0-13-21377-3

Sullivan, E. J. & Decker, P. J. (2013 edition). *Effective leadership and management in nursing* (8th
 edition). New Jersey: Prentice Hall. ISBN -13-978-0-13-514263.9 7th ed; 13-978-0-13-281454-6.

REQUIRED READINGS:

Other required journal articles, in addition to text information, will be assigned from the reference list.

CLASS MEETING TIMES:
This course will use an on line learning format. The course will be taught via a web-enhanced
format and alternative and experiential learning assignments. **Because no technology is ever
completely fail-safe, we ask that students maintain back-up copies of all coursework.**

**Course content will be divided into four modules. One module will be focused on each
week.** Each week students will be assigned reading assignments and activities related to module
content, and students will be expected to sequentially complete activities as outlined on the class
schedule.

EVALUATION: Evaluation will be based on student achievement of the objectives as demonstrated by
performance involving:

1. Critical/Content Analysis	=	45%
2. Blackboard Discussion	=	20%
3. Leadership and Management Healthcare Challenges Innovations Paper	=	15%
4. Leadership and Management Healthcare Challenges Innovation Power Point	=	5%
5. Final Assignment (Open Book)	=	15%

GRADING SCALE: The official UK College of Nursing Undergraduate scale

92-100	=	A
84-91	=	B
76-83	=	C
68-75	=	D
≤ 67	=	E

Mid-term Grade
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/registrar/calendar).

CONTENT OUTLINE

I. Theoretical and Historical Foundations of Leadership and Management

II. Leadership and Management
    a. Definition
    b. Roles
    c. Situational Leadership Theory
    d. Traditional Leadership Theories

III. Planning
    a. Considerations
    b. Tools to Use

IV. Legal Aspects of the Health Care Setting

V. Skills, Knowledge, and Tools for Effective Leaders and Managers

    a. Motivation
    b. Time management
    c. Stress management
    d. Critical thinking
    e. Communication
    f. Power/Authority/Responsibility
    g. Change
    h. Problem solving and decision making
    i. Emotional Intelligence
    j. Decision Making

VI. Organizational Culture/Climate/Structure
    a. Mission, Vision, and Philosophy
    b. Strategic Planning
    c. Formal and informal organizations

VII. Types of healthcare organizations
    a. Private
    b. For-profit

  c. Not-for-profit
  d. Government

VIII. Types of nursing care delivery systems and practice models

  a. Case management
  b. Team nursing
  c. Total patient care
  d. Primary nursing
  e. Patient-centered care

IX. Restructuring Healthcare and Improving Quality of Care

X: Fiscal resources

  a. Scheduling and staffing
  b. Budgeting
  c. Productivity Measurement

X. Quality Management and Clinical Outcomes
  a. Safety (National Patient Safety Standards)
  b. IOM Standards

XI. Human Resources

  a. Resumes
  b. Interviewing techniques
  c. Hiring
  d. Affirmative action
  e. Delegation/Supervision
  f. Retention
  g. Performance Evaluation
  h. Practice Standards
  i. Coaching/Mentoring
  j. Disciplinary Issues/Termination
  k. Associate Engagement
  l. Generation Values
  m. Dealing with Difficult Employee Situations

XII. Collective Bargaining/Labor Relations

COURSE ASSIGNMENTS

DISCUSSION BOARD DISCUSSION (20%):

Four Discussion Forums on the threaded discussion board are scheduled during the course. These discussions will focus on questions and issues for analysis. You are expected to make meaningful contributions to every question on the discussion board and to provide your colleagues with thoughtful comments about their ideas. The requirement is for one original answer to each question and **at least 2**

responses to other class members. Please ground your comments in the literature and **add references to your initial post and reply/response posts.** Timely participation is essential for credit. After discussion board due dates end, faculty and other class members will no longer be reading and responding to late submissions, so credit will not be received for late postings. Lack of references and substantive responses will result in point deductions. Replies such as "I agree" or "Good post" without supporting evidence are not acceptable. One of the Discussion activities (week 3 discussion) will be done via Video or Voice Over Power Point. Instructions are found in module 3. **Four points each are allocated for discussion forums 1, 2, and 4. Eight points are allocated for discussion forum 3** (Video Presentation in Module 3).

CRITICAL/CONTENT ANALYSIS ACTIVITIES (45%)

Questions and scenarios that require analysis and application of content reviewed as part of the required reading are included on four assignments (10 to 15 points each), one which will be due each week as noted on the Course Schedule. **For some questions, specific answers taken directly from the text are expected; for other questions the student may use judgment and answer the question based on opinions or past experience. For each question, expectations related to how the question should be answered will be outlined.**

Completed activities are to be posted on Canvas at the applicable assignment location. For each day the assignment is late, one point will be deducted from the available points for each activity.

LEADERSHIP AND MANAGEMENT HEALTHCARE CHALLENGES INNOVATION PAPER *(15%)*

Students are to write a paper that addresses a healthcare challenge topic selected from the list below (or student may select a topic of personal interest with permission of instructor

Potential Topics:

1. How to Build on the Value of Mentoring to Nurses
2. How to Reduce Employee Turnover
3. How to Motivate Staff
4. How to Respond to Issues of Reduced Reimbursement in Healthcare
5. How to Raise Understanding about Importance of Attitude and Emotional Intelligence
6. How to Address Issues Due to Changing Generation Values
7. How to Address Clinical Safety Concerns (ie; Medications Errors, Other Clinical Issues)
8. How to Successfully Restructure Your Work Environment
9. How to Improve Clinical Outcomes in Times of Shrinking Resources
10. How to Measure the Economic Value of Professional Nursing
11. How to Promote a Culturally Diverse Workforce
12. How to Incorporate the Appreciative Inquiry Model into the Work Environment
13. How to Foster Employee Engagement and Promote Positivism in the Workplace
14. How to Promote a Magnet Culture in an Organization
15. How to Ensure the Successful Implementation of a Patient Focused Care Model
16. Other as per student request with permission of instructor

Students are to obtain up-to-date information about the topic by completing a literature review, by *interviewing a leader and follower* of the innovation, *and* by completing web searches. Students are to

propose **a unique solution to the challenge**, taking into consideration applicable leadership and management concepts and theoretical information (such as, change theory, leadership/management theory, and cost/quality balance). Students are then to address how to implement the proposed solution at the healthcare organization of choice and to discuss how they will be able to measure the effectiveness of this new implemented innovation. References should include **at least three quantitative or qualitative research studies** that relate to the topic of interest. APA formatting is required. Paper length is to be 5 to 7 pages excluding title page, references, and any appendices. The required sections of the paper (a through g as noted below) and the grade percent for each section (a-g) is noted in the table below.

The following guidelines will be used to score section *a-g* of the paper.	Exceeds Expectation	Meets Expectations	Needs Improvement	Inadequate/Not acceptable
Structure and Organization	Logically organized with pleasing and smooth flow/transition from idea to idea and paragraph to paragraph; clarity of purpose is evidenced throughout paper; almost perfectly written paper	Good organization of paper with rare to minimal digression of ideas and rare to minimal irrelevant content; generally good flow from idea to idea and paragraph to paragraph; purpose clear, but could be improved	Formatting/structure is inconsistent; digression of ideas in more than one section of paper; entire paper does not flow consistently from idea to idea or paragraph to paragraph	Poorly organized paper with haphazard organization of thoughts; ideas difficult to follow; poor transitions in several sections of paper; paper not consistent with BSN level writing
Content/Information/Vocabulary	Excellently developed ideas; vocabulary is specific and appropriate; demonstrates evidence of literature review/analysis; writer's message is clear and consistent; vivid, relevant, and specific supporting examples and evidence.	Ideas are clear, with clarity of purpose evident; paper could be better developed and writer's message could be more clear in a couple of sections; generally relevant supporting examples and evidence.	Author sometimes goes off topic; content and key ideas are inadequately developed and not thorough enough in some sections of the paper; some sentences are not appropriate or are poorly worded; inconsistent supportive examples and evidence.	Central idea and clarity of purpose are not evident; few to no examples of supportive evidence and ideas inadequately developed; after reading paper reader is left with questions about topic.

6

The paper must include the following sections--			**Possible Points**	**Points Earned**
b. Description of Challenge			2	
c. State of Knowledge about Challenge/Literature Review and Interview Summary			2	
d. Innovative Solution to Challenge			3	
e. Implementation of Solution/Idea			3	
f. Evaluation of Effectiveness of Solution/Idea			2	
g. Conclusion			0.5	
Grammar, Style, Mechanics, References, and Use of APA Format (graded per the below scale)			2	
(2 Points) Exceeds Expectations -- Totally free of grammatical errors; consistent verb tense; entire paper formatted to APA style; sources are cited when applicable; easy to read paper	**1.6-1.9 Points)** Almost free of grammatical errors (5 or less); verb tense is appropriate; rare issues with APA formatting	**(1.0-1.5 Points)** Several mistakes in grammar or sentence structure (above 5); awkwardly worded sentences or sentence fragments; occasional issues with APA formatting	**(Below 1 Point)** Mistakes in grammar and writing style are so frequent that it is difficult to follow theme of paper; redundancy in paper content; several examples of failure to use APA format.	
		Total Points	**15 %**	

Two percent of possible 15% credit will be deducted from grade **each day paper is late.**

LEADERSHIP AND MANAGEMENT HEALTHCARE CHALLENGES INNOVATION POWER POINT (5%):

Students will prepare a power point presentation of their Innovations Paper **to be submitted via the assignment link** in the appropriate location. This power point presentation is **also to be posted on the Canvas Discussion Site** at the designated location.

CUMULATIVE FINAL ASSIGNMENT (15%):

Examination items may include multiple choice, true/false, short answer, and leadership/management application scenario questions that **relate to the journal articles** and the **text chapters** assigned as required readings. As part of the final exam, the student will also be required to review and critique Leadership and Management Healthcare Challenge Innovation Power Point presentations that were done by other students/groups; more detail about this assignment will be included as part of the final examination.

OTHER

Students are also encouraged to utilize the web to pursue additional learning resources about the topic of focus for the class/date. Further, students that purchase a Sullivan textbook may utilize resources from the Pearson on line student resources at http://nursing.pearsonhighered.com.

STUDENT SUPPORT

The University of Kentucky has a wide range of support services, academic and other, for student learners. Students wishing to learn more about these services should contact JoAnn Davis in the College of Nursing's Undergraduate Student Services office (room 315) or their faculty academic advisor. Students wishing to obtain support related to writing skills should contact The Writing Center in the W.T. Young Library through their website at http://www.uky.edu/AS/English/wc/ or by telephone at 257-1368.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability
The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/."

HEALTH SCIENCES STUDENT PROFESSIONAL BEHAVIOR CODE
The College of Nursing ascribes to the Health Sciences professional behavior code. Please see the following web site for additional information: www.uky.edu/Regulations/AR/ar083.pdf.

IDENTIFICATION BADGES
All students using Medical Center facilities, *including the Medical Center library and College of Nursing building*, for any purpose are issued an identification badge. If you lose or misplace the badge, you will be required to replace it at your expense. Without this badge, you will be unable to use Medical Center facilities. Graduating students will not receive final grades or transcripts until return of the ID badge to the Office of Student Services on the final day of classes. The Office of Student Services will assist with the badge process.

INCOMPLETE GRADES
Prior to taking an incomplete grade for the course students MUST have permission from the faculty. Permission for an incomplete grade will be granted for acceptable circumstances. Grades will be reduced when incompletes occur (see criteria below):

Students will have SIX months to resolve incomplete grades as follows:
1. It is expected that all incomplete assignments will be turned in within the first 3 months.

2. For courses completed within the first 3 months after the course ends, earned grades **for all incomplete assignments** will be reduced by one letter grade (Ex. A to B, etc.).
3. If the student chooses to continue the "incomplete" beyond the first 3 months, up to and at the end of the six month period, the course grade will be reduced by one letter grade.
4. After six months, if work is not completed, the course grade will become an "E".

This policy will apply except in those situations that are considered to be beyond the control of the student.

LICENSE
Registered nurse licensure without limitations in the state in which your fieldwork will take place is prerequisite to a clinical practicum or research. This means you will need a Kentucky R.N. license and a license for any out-of-state fieldwork.

EXCUSED ABSENCES
Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Make-up Examinations

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

TEACHER/COURSE EVALUATIONS
"The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet this requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All students enrolled in this course are encouraged to access the CoursEval website to fill out evaluations or to decline the

opportunity within the designated time frame. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. **To receive announcements about the evaluations, students must activate and use their UK email addresses. Forwarding UK email to an alternate address is not a viable option.**"

What does on line learning mean?

First:

This means that some of the course materials will be available to you on the web. This does not mean, however, that the course is not interactive. For example, you will participate in several on-line threaded discussions with other class members.

Computer requirements: This web-enhanced course requires the following: (1) a computer with high speed access to the internet (Ethernet, broadband cable of DSL connection) and an internet browser preferably Mozilla FireFox or Google Chrome (others may or may not work correctly with Canvas); (2) an active University of Kentucky e-mail account that is not forwarded to another email address, and (3) Microsoft Office 2007, which is available free to all university students from http://e5.onthehub.com/WebStore/Welcome.aspx?ws=f43536c5-bbb4-dd11-b00d-0030485a6b08&vsro=8&JSEnabled=1

Contact the University of Kentucky Instructional Technology Customer Service Center (257-1300) for download instructions.

It is important to have a basic understanding of how to use the World Wide Web (web) as well as Microsoft Office products (Word, PowerPoint, Excel, and Exchange). If you need assistance, help is available in The Hub, located in the basement of W.T. Young Library. For more information, visit http://www.uky.edu/Libraries/hub. In addition, students should be able to use the internet to access the Medical Center and other UK Libraries, search library data bases, and obtain literature necessary for class work and assignments.

If you have problems with Canvas): Following are the resources available to help you if you are having problems or technical challenges/conflicts when using Canvas. If the problems you are having affects completion or submission of an assignment, please email the instructor explaining the problem and the steps you are taking/have taken to correct the problem.

Phone Support for Students and Faculty: (859) 218-4357

Support from UKIT

UKIT's Academic Technology Group (ATG) offers online tutorials and face-to-face training, as well as technicians who specialize in troubleshooting issues that arise for students.

- UKIT technicians can be reached by calling 859-218-HELP (4357), where the Customer Service Center can troubleshoot many issues immediately. Complicated issues will be escalated to the Canvas technicians in ATG.

- Web: http://www.uky.edu/UKIT/

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- If you need one-on-one assistance, ATG can meet with you to discuss your needs and walk you through the steps. Call 257-8195 to request one-on-one time with one of our staff or student Canvas team.

Find more information, including links to online tutorials and training requests, at **http://go.uky.edu/25**. Our staff looks forward to helping you with your needs.

Distance Learning Information

Information on Distance Learning Library Services
- o Web: http://libraries.uky.edu/DLLS
- o Carla Cantagallo, DL Librarian
- o Phone: 859 257-0500, ext. 2171
- o Email: carla@.uky.edu

Web Address for Distance Learning Programs: http://www.uky.edu/DistanceLearning

DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Course Schedule
SUMMER 2016: May 10 through June 7
Note: For the purpose of this course, week's start on Monday and end on Sunday at MN

DATE		TOPIC	ACTIVITY
Week 1 (Wed – Sunday) Wed, May 11 through Sunday May 15 at MN	Module 1 **Theoretical and Historical Foundations of Leadership and Management**	Introduction to Course and Student Colleagues Review syllabus and all modules Leadership Versus Management Roles and Management Functions in Planning Legal Aspects of Varied Roles	*Readings* **Text** Finkelman, Chapter 1 & 2 Sullivan & Decker, Chapter 4 **Journals** 1. Heuston, M., & Wolf, G. (2011), Transformational Leadership Skills of Successful Nurse Managers, *Journal of Nursing Administration, 41*(6), 248-251. 2. Kotter , J. (2001), What Leaders Really Do?, *Harvard Business Review, 79*(11), 85-96. 3. Zaleznik, A. (2004), Managers and Leaders: Are They Different. *Harvard Business Review, 82*(1), 74-81. *Canvas Activities* **Review "Management and Leadership: Formula for Success"** **Lecture Content** **Canvas Discussion 1: Initial posts due on Thurs. May 12 @ 11:59 PM EST and replies to two other posts due by Sun May 15 at 11:59 PM EST. Refer to the discussion board.** *Assignments* *Assignments Due by 11:59PM EST on Sunday May 15* Critical/Content Analysis Number One

Week 2	Module Two:	Change Management in Today's and the Future Healthcare Environment	*Readings*
Monday May 16, through Sunday May 22 at MN	**Tools for Effective Leaders and Managers**		<u>Text</u> Finkelman, Chapter 3, 11, 12, 13, & 14
		Communication, Coordination, and Cooperation within Organizations	Sullivan & Decker, Chapter 5, 7, 8, 9, 10, 12, 13
			<u>Journals</u> Bruhn, J. G. & Chesney, A. P. (1995). Organizational moles: Information control and the acquisition of power and status. *Health Care Supervisor*, 14(1), 24-31.
		Conflict Management	
		Motivation	
		Morale	
		Problem Solving and Decision Making	Bruhn, J. G., & Chesney, A. P. (1996). The organization zoo: A fable. *Health Care Supervisor*, 14(3), 13-20.
		Time Management	Herzberg, F. (2003). One more time: How do you motivate employees? *Harvard Business Review, 81*(1), 87-96.
		Power and Authority	Huston, C. (2008). Preparing nurse leaders for 2020. *Journal of Nursing Management*, 16(8), 905-911.
			Kerfoot, K. M. (2009). What you permit, you promote. *Nursing Economic$*, 27(4), 245-247
			Kotter, J. P., and Schlesinger, L. A. (2008). Choosing strategies for Change, *Harvard Business Review, 86*(7/8), 130-139.
			Oncken, W., Wass, D. L., & Covey, S. R. (1999). Management time: Who's got the monkey? *Harvard Business Review, 77*(6), 178-186. Originally Pub. By Oncken & Wass in HBR, 1974.

			Canvas Activities **Review "Tools for Effective Leadership and Management" Voice Over Power point** **Canvas Discussion #2: Initial posts due on Thurs. May 19 by 11:59 PM EST_and replies to two other posts due by Sun. May 22 by 11:59 PM EST.** *Assignments* ***Assignments Due by 11:59 PM EST on Sunday May 22, 2016*** Critical/Content Analysis #2
Week 3 Monday May 23 through Sunday May 29, 2016	Module Three: **Design of Clinical Care and Management of Healthcare Resources for Maximization of Quality**	Practice Models/Types of Nursing Care Delivery Systems Organizational Theory and Structure Delegation Care Restructuring/Redesign Associate Engagement Emotional Intelligence and Relation to Associate Development Collective Bargaining & Labor Relations Quality Management and Clinical Outcomes Human Resources Management/Management of Resources	*Reading* **Text** Finkelman, Chapter 4, 6, 7, 9, 10, 15, 16, 17 Sullivan & Decker, Chapter 2, 3, 6, 15, & 24 **Journals** 1. David, S., and Congleton, C. (2013). Emotional agility: How effective leaders manage their negative thoughts and feelings. *Harvard Business Review*, 91(11), 125-128. 2. Harmes, P.D. & Crede', M. (2010). Emotional intelligence and transformational and transactional leadership: A meta-analysis. *Journal of Leadership and Organizational Studies*, 17(1), 5-17. Note: Article available per the internet at http://www.sagepub.com/gill/jlo%205.full.pdf.

		Interviewing—Typical Versus Behavioral Focus Generation Values and Applicability to HR Management	3. Fernandez, R., Johnson, M., Tran, D., & Miranda, C. (2012). Models of care in nursing: A systematic review. *International Journal of Evidence-based care*, 10, 324-327. Note: Article available per the internet at http://onlinelibrary.wiley.com/doi/10.1111/j.1744-1609.2012.00287.x/pdf 4. Hines, P. A., & Yu, Kevin M. (2009). The changing reimbursement landscape, *Nursing Economics, 27(1), 7-13.* 5. Sherman, R. O. (2006), Leading a multigenerational workforce, *On Line Journal of Issues in Nursing, 11(2), 5 pages. http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Volume112006/No2May06/tpc30_216074.html* ***Canvas Activities*** **Canvas Discussion # 3 and # 4: Initial posts due on Thurs. May 26 by 11:59 PM EST and replies to two other posts due by Sun May 29 at 11:59 PM EST. See Canvas Discussion Board.** ***Assignments*** ***Assignments Due by 11:59 PM EST on Sunday May 29, 2016*** Critical/Content Analysis #3

| Week 4

Monday May 30 through Sunday, June 5th | Module 4:

Fiscal Resource Management and Impact on Outcomes | Budgeting & Resource/Staffing Allocation

Managed Care & Reimbursement Structures

Productivity Measurement

Enhancing Performance/ Performance Appraisal | *Readings*

__Text__
Finkelman, Chapter 5 and Appendix B

Sullivan & Decker, Chapter 14, 16, 18

__Journals__
1. Dall, T. M. et al (2009), The Economic Value of Professional Nursing, *Medical Care, 47(1), 97-104.*

2. Heen, S., and Stone, D. (2014). Finding the coaching in criticism. *Harvard Business Review*, 92(1/2), 108-111.

3. Kohlbrenner, J. et al. (2011). Nurses critical to quality, safety, and now financial performance. *Journal of Nursing Administration, 41(3), 122-128.*

4. Wiseman & McKeown (2010). Bringing out the best in your people, *Harvard Business Review, 88(5), 117-121.*

Power Point Resources
1. American Psychological Association (2013). Quite possibly the world's worst PowerPoint presentations ever. Retrieved from: http://www.apa.org/gradpsych/2012/01/worst-powerpoint-ever.pdf

2. Rowh, M. (2013). Power up your PowerPoint: Seven research-backed tips for effective presentations. American Psychological Association. Retrieved from http://www.apa.org/gradpsych/2012/01/presentations.aspx |

			Wax, D. (2013) Ten tips for more effective Power Point presentations. Lifehack.com. Retrieved from: http://www.lifehack.org/articles/technology/10-tips-for-more-effective-powerpoint-presentations.html ***Canvas Activities*** **Canvas Discussion #5 Initial Post due on June 2 at 11:59 PM on discussion board and replies to 2 others by June 5 at 11:59 PM** **Review "Fiscal Resources Challenges in Healthcare" Voice Over Powerpoint lecture.** ***Assignments*** ***Assignments Due on Sunday June 5 by 11:59 PM EST*** Critical/Content Analysis Activity #4 **Leadership and Management Healthcare Challenges Innovations paper due Sept 24 at 11:59 PM** Leadership and Management Healthcare Challenges Power Point due Sept. 24 at 11:59PM ***Email instructor for Questions/Clarification related to Final Assignment***
By End of Day Tues June 7, 2016		Complete Final Take Home Assignment by 5 PM EST on Tues, June 7, 2016	**Post completed final on Canvas Course site at designated assignment location.**

College of Nursing
315 College of Nursing Building
Lexington, KY 40536-0232
859 323-5108
fax 859 323-1057
www.uknursing.uky.edu

February 15, 2016

To: Course Reviewers
From: Dr. Darlene Welsh, BSN Program Director, College of Nursing

Undergraduate students can earn the Bachelor of Science in Nursing (BSN) degree in three ways: a) Traditional Option – freshman pre-nursing students admitted to program sophomore year, b) Second Degree Option – students with another degree admitted into sophomore year, and, c) RN-BSN Option – registered nurses who have earned an associate degree in nursing transfer into the program. The College of Nursing has offered these three options for many years, a recent change is that we are in the process of creating a fully distance learning curriculum for the RN-BSN Option students.

The purpose of the College of Nursing's proposal for a new course, *NUR 452: Leadership and Management for Registered Nurses,* is to distinguish the offering for post-licensure associate degree nurses who are enrolled in the RN-BSN Option (online) from NUR 400: Leadership/Management in Nursing Care Delivery which is offered to traditional and second degree, pre-licensure baccalaureate nursing students who learn in traditional classrooms. The pre-requisites for NUR 400 are HSM 241, NUR 300, NUR 310, NUR 311 and NUR 313. These courses are not in the RN-BSN Option curriculum. Admission to the RN-BSN Option is the only pre-requisite for RN students wishing to enroll in NUR 452.

The course description and learning outcomes for students enrolled in NUR 400 (pre-licensure nursing leadership course) and NUR 452 (nursing leadership course for RN students) have similarities but the instructional approach is different, given pre-licensure vs. licensed RN students earning the BSN degree. Both groups of students must meet the accreditation standards of the CON and the university requirements for a Bachelor of Science degree.

Thank you for your consideration of this proposal. Please contact me with additional questions at jdwels00@uky.edu or 859-323-6620.

1/21/16

RESPONSE TO UNDERGRADUATE COUNCIL SUGGESTIONS FOR COURSE CHANGE- College of Nursing, NUR 452 – Leadership and Management in Nursing for RN-BSN Students

NUR 452 – Leadership and Management in Nursing for RN-BSN Students
(NOTE: Students enrolled in this course are associate degree-prepared registered nurses who are enrolled in the BSN program)

SUGGESTIONS FROM UNDERGRADUATE COUNCIL	CHANGES IN COURSE SYLLABUS (*HIGHLIGHTED SECTION IN SYLLABUS IS NEW*)	RATIONALE FOR CHANGES
Add prerequisite to the syllabus	Page 1, Pre-requisites: Admission to the RN-BSN Option	Syllabus requirement, Senate rule, University policy
Correct "F" on grading scale to "E"	Page 3, $\leq 67 =$ E	Syllabus requirement, Senate rule, University policy
Disability policy needs to be updated	Page 9, The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/Disabil ityResourceCenter/."	Syllabus requirement, Senate rule, University policy
Add Excused Absence policy including make-up policy and Verification of Absences Revise Makeup Examinations policy to allow for excused absences	Page 10, EXCUSED ABSENCES Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. Students anticipating an absence for a major	Syllabus requirement, Senate rule, University policy

SUGGESTIONS FROM UNDERGRADUATE COUNCIL	CHANGES IN COURSE SYLLABUS (HIGHLIGHTED SECTION IN SYLLABUS IS NEW)	RATIONALE FOR CHANGES
	religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy. Make-up Examinations Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.	

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RESPONSE TO UNDERGRADUATE COUNCIL SUGGESTIONS FOR COURSE CHANGE- College of Nursing, NUR 452 – Leadership and Management in Nursing for RN-BSN Students

SUGGESTIONS FROM UNDERGRADUATE COUNCIL	CHANGES IN COURSE SYLLABUS (Highlighted section in syllabus is new)	RATIONALE FOR CHANGES
	Verification of Absences Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.	
Add midterm grading statement	Page 3, Mid-term Grade Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/registrar/calendar).	Syllabus requirement, Senate rule, University policy