

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR6110	CURRENT COURSE TITLE: Advanced Nursing Practice Grounded in Caring
CHANGE PREFIX FROM: _____ TO: _____	CHANGE PREREQUISITES/MINIMUM GRADES TO*:
CHANGE COURSE NO. FROM: _____ TO: _____	CHANGE COREQUISITES TO*:
CHANGE CREDITS ² FROM: _____ TO: _____	CHANGE REGISTRATION CONTROLS TO:
CHANGE GRADING FROM: _____ TO: _____	RATIONALE: Course revisions to meet CCNE accreditation
CHANGE DESCRIPTION TO: A detailed examination of the philosophical and theoretical foundations of caring as the essential concept for nursing practice, research, administration, and education. Major contributions to an understanding of caring from nursing as well as from humanities and science are surveyed. Students will examine the implications of caring in relation to the use of multiple ways/patterns of knowing	*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments.

Faculty contact, email and complete phone number: Beth King 561-297-3249 bking@fau.edu

Approved by: Department Chair: <u>[Signature]</u> College Curriculum Chair: <u>[Signature]</u> College Dean: <u>[Signature]</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: <u>9-13-13</u> <u>4-19-13</u> <u>4/19/13</u> <u>9-13-13</u> <u>9-13-13</u>	1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.
 FAUchange—Revised September 2012

Current Course Description: Advanced Nursing Practice Grounded in Caring (NGR 6110) 3 credits

Prerequisites: B.S.N. or permission of Department

A detailed examination of caring as the essential concept for nursing practice, research, administration, and education. Major contributions to an understanding of caring from nursing as well as from humanities and science are surveyed. Emphasis on conceptualizations in nursing and philosophical literature. Students will examine the implications of caring in relation to the use of multiple ways/patterns of knowing



CHRISTINE E. LYNN COLLEGE OF NURSING

**COURSE SYLLABUS
FALL 2012**

COURSE NUMBER: NGR 6110 - 006

COURSE TITLE: Advanced Nursing Practice Grounded in Caring

COURSE FORMAT: ONLINE

CREDIT HOURS: 3 credit hours

COURSE SCHEDULE: Online – students assess course at least weekly.

PLACEMENT IN CURRICULUM: Theory Course in 1st semester of Master's and Prerequisite for Doctoral Programs in Nursing

PRE-REQUISITE: Prerequisites: B.S.N. or permission of department

Co-Requisites: None

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OFFICE HOURS: Online or by appointment.

COURSE DESCRIPTION

A detailed examination of the philosophical and theoretical foundations of caring as the essential concept for nursing practice, research, administration, and education. Major contributions to an understanding of caring from nursing as well as from humanities and science are surveyed. Students will examine the implications of caring in relation to the use of multiple ways/patterns of knowing.

COURSE OBJECTIVES

Upon completion of NGR 6110, the student will demonstrate evidence of:

1. Becoming competent
 - a. Synthesize advanced knowledge of caring as a dynamic, relational, co-creative, transactional and transcultural process that facilitates choice-making of clients and significant others for well-being, health and healing in health care and nursing situations. Essentials I, II, III, IV, VII, VIII, IX
2. Becoming compassionate
 - a. Incorporate an understanding of wholeness of persons connected with others and the environment through caring Essentials I, II, VII, VIII, IX
 - b. Understand caring as the intentional and authentic presence of the nurse with another who is recognized as person living and growing in caring. Essentials I, VIII, IX
3. Demonstrating comportment
 - a. Examine images of nurse and nursing over time that illuminate caring. Essentials I, IX
 - b. Analyze expressions of caring in nursing situations from the perspective of professional nurse clinicians, advanced practitioners, leaders, administrators, researchers, and educators. Essentials I, II, IV, VI, VII, VIII, IX
 - c. Develop innovative images of advanced practice nursing for self and others. Essentials II, VI, VII, VIII, IV, IX
4. Becoming confident
 - a. Actualize advanced practice nursing as nurturing the wholeness of others and environment through caring. Essentials I, II, VII, VIII, IX
 - b. Demonstrate leadership to advance caring within the milieu of interdisciplinary practice. Essentials I, II, VI, VII, VIII, IX
5. Attending to conscience
 - a. Understand caring as the ethical foundation of nursing. Essentials I, VIII, IX
 - b. Integrate the centrality of caring within the discipline of nursing from the study of theoretical and research literature in nursing and related fields (philosophy, theology, anthropology, sociology, and economics). Essentials I,II,III,IV,VI,VII,VIII,IX
 - c. Utilize substantive knowledge of caring to hear and creatively respond to calls for nursing in unique and complex nursing situations. Essentials I,II,VI,VII,VIII,IX
6. Affirming commitment

- a. Incorporate an understanding of wholeness of persons connected with others and the environment through caring Essentials I,II,VI,VII,VIII,IX
- b. Advancing knowledge, judgment, and expertise required to engage in the unfolding complexity of health care in diverse regional, national and global communities. Essentials I,II,VI,VII,VIII,IX

TEACHING STRATEGIES

On line teaching/ learning strategies include lecture notes, readings, threaded discussions, focused learning modules, reflective analyses, development and presentation of aesthetic expressions of caring.

REQUIRED TEXTS

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [ISBN 1-55798-791-2]

Boykin, A., & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Sudbury, MA: Jones & Bartlett. [ISBN 0-7637-1643-X]

Mayeroff, M. (1971). *On caring*. NY: Harper. [ISBN 0-06-092024-6].

Parker, M. & Smith, M. (2010). *Nursing theories and nursing practice* (3rd ed.). Philadelphia: F. A. Davis Co. [ISBN-13: 978-0-8036-2168]

Roach, S. (1992). *Caring: The human mode of being* (revised ed.). Ottawa, CA: Canadian Hospital Association Press. [ISBN# 1-896151-44-2]

BIBLIOGRAPHY [INCLUDES HISTORICAL CARING LITERATURE]

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Bailey, D.N. (2009). Caring defined: A comparison and analysis. *International Journal for Human Caring*, 13(1), 16-31.

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Barry, C.D. & Purnell, M. (2008). Uncovering meaning through the aesthetic turn: A pedagogy of caring. *International Journal for Human Caring*, 12(2), 19-23.

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- Bent, K.N. (1999). The ecologies of community caring. *Advances in Nursing Science*, 21, 29-36.
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- Boykin, A. & Schoenhofer, S. (1990). Caring in nursing: Analysis of extant theory. *Nursing Science Quarterly*, 3(14), 149-155.
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- Boykin A. (1990). Creating a caring environment: moral obligations in the role of dean. In Leininger, M. et al., *The caring imperative in education*, New York: NLN, 247-254.
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- Boykin, A. Schoenhofer, S.; Smith, N., St. Jean, J., & Aleman, D. (2003). Transforming practice using a caring-based model. *Nursing Administration Quarterly*, 27(3), 223-250.
- Boykin, A., Bulfin, J., Baldwin, S., & Southern, R., (2004). Transforming care in the emergency department, *Topics in Emergency Medicine*, 26(4), p. 331-336.
- Brown, C.J. (2009). Self-renewal in nursing leadership: the lived experience of caring for self. *Journal of Holistic Nursing*, 27(2), 75-84.
- Buber, M. (reprinting 1996). *I and Thou*. New York: Simon & Shuster.
- Carper, B. (1978). Fundamental patterns of knowing in nursing. In Reed & Shearer (Eds). *Perspectives on Nursing Theory*. (2009) Philadelphia: Lippincott Williams and Wilkins, pp. 377-384.
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- Chinn, P., & Watson, J. (Eds.). (1994). *Art and aesthetics of nursing*. NY: NLN.
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Nursing Science (Handout provided in class).

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- Cowling, W.R., Smith, M.C. & Watson, J. (2008). The power of wholeness, consciousness & caring: A dialogue on nursing science, art and healing. *Advances in Nursing Science*, 31(1), E41-E51.
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TOPICAL OUTLINE

- I. **APPRECIATION OF NURSING AS A DISCIPLINE OF KNOWLEDGE AND A PROFESSIONAL PRACTICE GROUNDED IN CARING, USING PHILOSOPHICAL, HISTORICAL, AND THEOLOGICAL FOUNDATIONS**
 - Nursing as a practice discipline in the human science and humanities tradition
 - Philosophical approaches to caring
 - Conceptual development of caring as unique in nursing
 - Ways of knowing caring in nursing
 - Authentic presence and knowing self as caring
 - Spirituality as integral to caring
2. **CARING AS THE ETHICAL GROUNDING OF NURSING**
 - Key evidences in the literature that establish caring as the ethical grounding of nursing

- Transcultural nursing as a specific ethical framework for practice
 The meaning of transcultural nursing ethics
 Integration of ethical knowing grounded in caring as a foundation for advanced nursing practice
3. **THEORY GUIDED PERSPECTIVES OF CARING COMMUNICATED BY SELECT SCHOLARS**
 Comparison of unique views and theoretical frameworks for nursing practice grounded in caring
 Foundations for advanced knowledge of caring theories in nursing
 Philosophical and practice implications of caring and technology in nursing
 Futuristic implications of humanoid and nanotechnology in a rapidly changing world
 4. **LIVING CARING IN DIVERSE PRACTICE ROLES**
 Challenges and constraints in nursing practice, nursing service administration, nursing education, and nursing research
 Possibilities and potential for living caring
 Integrating caring nursing theory in diverse roles
 Professional nurse caring, leadership, and health policy
 5. **AESTHETIC EXPRESSIONS OF CARING AS PLENARY KNOWING IN NURSING**
 Aesthetic knowing as foundational to critical thinking
 Aesthetic expression as fundamental to creative nursing
 Synthesizing advanced knowledge of caring
 Honoring self and intuition
 6. **SOCIAL AND GLOBAL PERSPECTIVES**
 Personal, social, and global practice
 Agenda and process for personal and professional self-growth and transformation
 Extending horizons of growth from personal to global realms
 Transcendent knowing in responding to calls for nursing

EVALUATION METHODS:

Threaded Discussions	20%
Caring for Self Project/Paper	15%
Transcultural Dialogic Engagement/Paper	15%
Nursing Situation Synthesis Paper:	
Integrating Theory and Caring Concepts	35%
Aesthetic Project	15%
Total:	100%

Assignment	Points	% of Total Grade	Due Date
Threaded Discussion	20	20%	During Each Unit
Caring for Self Paper	15	15%	September 24
Transcultural Dialogic Engagement Paper	15	15%	October 22
Nursing Situation Synthesis Paper: Integrating Theory and Caring Concepts	35	35%	November 26
Aesthetic Project	15	15%	November 29

GRADING SCALE:

Percentage	Grade
100- 93	A
92 - 90	A-
89 - 87	B+
86 - 83	B
82 - 80	B -
79 - 77	C +
76 - 73	C
72 - 70	C-
69-60	D
59 - 0	F

* A grade of B or greater is required for progression in the graduate program in Nursing.

ASSIGNMENT GUIDELINES AND EVALUATION CRITERIA

A. THREADED DISCUSSION - 20% OF GRADE

Guidelines:

The course content is divided into 7 Units of study. The content of each Unit will be the focus of study for 2 or more weeks. This course will be times of active and thoughtful participation in which each individual is both teacher and learner. This course will be held in the context of a caring community that will be nurtured by each of us throughout the semester. Creative, reflective dialogue is best facilitated by interacting with one another in a caring manner and by helping each other to grow from each experience. The student is expected to actively participate in the on line discussions. Student reflections on this process may be included in the required papers as growth and development in caring process are considered. Facilitation of this caring environment will include the following framework as a guide for the assigned score for class participation.

Dialogue centers on a specific topic and selected or discovered readings. Dialogue is guided by multiple patterns of knowing as a framework for discussion such as personal, ethical, aesthetic, empirical, and socio-political. Other ways of knowing will be introduced and explored. On line Threaded Discussions are a focus learning activity posted as specific times. Questions will be posed that require a response based on readings and citations of the readings. One thorough response is required and one response to a colleague's posting.

Critical analysis of assigned readings is expected. Reflection on nursing questions and knowledge inspires critical review and analysis.

Integration of readings with current practice facilitates personal and professional growth in caring processes. Understandings from readings are to be integrated into group discussions each week.

EVALUATION: You will be evaluated for your developing understandings, reflections, integration, discussion of critical analyses, and creative inquiry in group discussions. You will also be evaluated for your contribution and responses to dialogue initiated by your colleagues. **Two entries** for each Unit of study are required...one with your answers to the questions posed and citations to your learning resource and one in response to a classmate's response.

Each Unit Threaded Discussion is 2.86: 1.86 for main discussion; .75 for response to colleague .25 for references.

Threaded Discussion	Possible Points	Achieved Points
Response to posed questions: accuracy, thoughtfulness, demonstrated understanding	1.86	
Response to colleague's discussion	.75	
References for discussion	.25	

B. CARING FOR SELF PROJECT (15% of Grade)

Guidelines:

The purpose of this assignment is to explore knowing self as caring person, to examine the literature on caring for self and integrate it into a broad understanding of caring for self.

Process:

- a) Make a date with yourself, by yourself, to engage in an activity that highlights your importance to you. Engage fully in this activity, taking as much time as you need, and then record your reflections as follows: Record a 3 page paper on the following, using the following as your headings:

b). **Evaluation of Caring for Self Project:**

1. Describe the activity.	2 points
2. Discuss why you picked this activity.	1 points
3. Describe what is the meaning of caring for self, integrate the literature on caring self from your current readings of Mayeroff, Roach, Boykin & Schoenhofer and 2 other references from the vast nursing literature on caring for self. Total 5 references minimum	5 points
4. Describe how this activity nurtured your wholeness and well-being.	5 points
5. Use APA format; title page and reference page.	2 points

Grade: 15% of grade 15 points possible

DUE: September 24, 2012

C. TRANSCULTURAL DIALOGIC ENGAGEMENT: 15% OF GRADE

Guidelines: The purpose of this assignment is to explore knowing persons as caring from a transcultural lens of nurse and other and to examine the literature on transcultural caring.

Process:

- a. Select a person from a culture different than your primary cultural group and arrange the time for a dialogic encounter convenient to nurse and client. Record a 3 page paper developed from the interview utilizing the following format. Submit with a title page and reference page. Use the following as a guide to your inquiry and use the same headings in your paper.

b.. **Evaluation of Transcultural Dialogue:**

Inquire of your participant:

1. How do you care for yourself day-to-day?	2 points
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2. How do you care for your family/community day-to-day?	2 points
3. What special caring activities does your family engage in?	2 points
4. Relevance: What is the meaning of this transcultural experience to your (you as nurse) and your understanding of caring as foundational to advanced practice nursing. Integrate literature on culture caring from the vast cultural literature. Use at least 5 references.	6 points
5. Use APA format: title page and reference page.	3 points

Grade: 15% of grade Total: 15 possible points

Due: October 29, 2012

D. NURSING SITUATION SYNTHESIS PAPER: INTEGRATING THEORY AND CARING CONCEPTS

Purpose: The purpose of this assignment is to facilitate an integrated understanding of caring as foundational to advanced nursing practice. This paper is an expression of scholarly and aesthetic understanding of caring in nursing, integrating a lived experience, a theoretical perspective, and scholarly artful communication of a synthesized whole picture that is personally relevant and professionally sound.

a. Process:

Select a nursing situation and describe it highlighting the caring in the situation that enhanced your personhood as well as the other's personhood. Specifically identify: The Essence of Caring in this Situation is

1. The Nursing Situation.

A nursing situation is a shared, lived experience in which the caring between nurse and nursed enhances personhood, living grounded in caring. See Boykin & Schoenhofer, (2001) especially pages 13-22 for a full discussion of the concept of nursing situation.

Create a quiet space in which you can reflect, and then recall a beautiful nursing situation of your own experience, one in which you felt you were truly living your ideals of nursing as a caring service. Explore that situation fully, reliving the sights, sounds, thoughts, experiences, becoming reacquainted with the persons in the situation [you, patient, perhaps family and other significant participants]when the situation is fully recollected and alive for you, write the story of the nursing situation. Write a closing sentence that begins: The essence of caring in this nursing situation is _____...and fill in the blank from your sense of the situation. (S. Schoenhofer, 2002).

Further Thoughts on Nursing Situation:

"It is to the nursing situation that the nurse brings self as caring person. It is within the nursing situation that the nurse comes to know the other as caring person, expressing unique ways of living and growing in caring. And it is in the nursing situation that the nurse attends to calls for caring, creating caring responses that nurture personhood. It is within the nursing situation that the nurse comes to know nursing, in the fullness of aesthetic knowing" (p. 17).

"Stories nurses tell about their nursing bring to light the sustenance they find in the nursing situation. Lived experiences of practice, recounted to crystallize the essential meaning of nursing, contain the tangible seeds of awareness of self as caring person. However, the nurse may not be fully aware of self as caring person until the nursing story is articulated and shared" (p. 25).

2. The Theoretical Perspective:

Select a theory studied this term and describe how it is reflected in your nursing situation and how it guided your nursing. Describe the essential concepts of the theory and explication of these concepts in your nursing situation. Include a description of the meta-paradigm, how the theorist describes nursing, person, health and nursing and how these descriptions reflect your nursing.

Utilize primary sources (literature written by the theorist) to describe this theory as well as related sources written by others that explicate, extend, affirm or dispute the specific theoretical perspective. Address what is the meaning of the content; how has this theory been used before to describe nursing, how does this theory connect with the other works on caring in nursing, in terms of extending, affirming, offering alternative views of the theory. Use a minimum of 6 primary and secondary references (Approximately 4 pages).

3. The Essence of Caring in the Nursing Situation

Identify **the central Caring Concept** (the essence of caring) that is expressed in your selected nursing situation.

4. Describe the identified caring concept by drawing upon a substantial number of sources from the literature and describe how the identified Caring Concept reflects the **theoretical perspective used in your paper**. While there is no magic number of reference sources needed to properly explicate the caring concept you have selected from your Nursing Situation, a minimum of 6 sources is adequate to achieve the task effectively. Limit the number of pages in this section to 4 pages.

5. Personal Relevance

Write a concluding paragraph addressing the relevance of practicing nursing from a theoretical perspective and describing your personal understanding of caring as foundational to advanced nursing knowledge; be direct and specific and use the first person. How will you integrate this new understanding into your practice of nursing.

4. Formatting:

All formatting to be in APA 6th Edition Manual of Style and must include correct in-text citations and references page formatting, correct spelling, punctuation, and grammar. It is your responsibility to ensure that your assignment provides evidence of your caring scholarship.

B. EVALUATION OF NURSING SITUATION: INTEGRATION OF THEORY AND CARING

Nursing Situation	4 points
Theoretical perspective, explication of concepts, integration of these concepts into your nursing situation (well organized, links relevant readings).	12 points
Adequate support of the central concept from relevant scholarly literature (well organized, links relevant readings).	12 points
Personal Relevance (direct, specific, first person)	4 points
Format: Accurate APA, spelling, grammar	3 points
Total Points	35

Grade: 35% if Grade, 35 Possible Points

Due: November 26, 2012

PROCESS: AESTHETIC REPRESENTATION (15%) OF GRADE

Your aesthetic representation will express the central caring concept of your story. Create a 150 - 200 word abstract (about 1/2 page double spaced) telling why you chose to do this particular representation, and the meaning that it has for you. Describe how you felt in the process of creation, and the particular meaningfulness of aspects of your project.

Aesthetic representations may take any form; examples include but are not limited to pottery, song, poetry, dance, needle-work, painting, poster, sculpture, etc.

- The aesthetic representation must be your original work, created for this course, and not work done by others. No collages from magazines, or downloaded picture are acceptable. This is an opportunity to allow yourself to be creative, to express your understanding of caring in nursing in perhaps unfamiliar ways...remember that courage, trust and humility are ingredients of caring!
- Present to class via Doc Share. You may have to photograph your aesthetic expression to share it with your colleagues.

PROJECT: (15%) Illustrates caring expressed in the nursing situation and in the concept explicated in paper. The project must have been created for this class only, and demonstrate deep reflection, attention to detail, contribution of appropriate time and intense involvement in the creative process.

EVALUATION OF PROJECT:

Illustrates Caring expressed in nursing situation and concept explicated in paper:	10 points
Aesthetic quality:	5 points

Project Due: November 29

**NGR 6110
Fall 2012
Tentative Schedule**

Dates	Unit	Assignments
August 18 - 26	Course Home: Gathering & Welcome and Orientation to E-College, the course syllabus, APA, the library and the College of Nursing website.	Complete Orientations to E-College Listen to and study APA Writing Style on UTube
August 27 - September 9	Unit 1: Introductory Concepts. Philosophical and Historical Foundations	Read: <ul style="list-style-type: none"> • Roach: complete book • Mayeroff: complete book • Boykin & Schoenhofer, <i>Nursing as Caring: A Model for Transforming Practice</i>, Chapters 1 & 3. • Carper, B. (1978). Fundamental patterns of knowing in nursing. <i>Advances in Nursing Science</i>, 1(1), 13-23. (in Doc Share) • White, J. (1995). Patterns of knowing: Review, critique and update. <i>Advances in Nursing Science</i>, 17 (4), 73 - 86. (electronic Journal OVID)
September 3	LABOR DAY HOLIDAY: NO CLASSES	
September 10 - 23	Unit 2: Unit II: Caring as the Ethical Ground of Nursing;	Readings: Parker's Book: Leininger, Ray's Transcultural Ethics; Sally Gadow & other selected readings
September 24 - October 7	Unit 3: Unit III Caring from	Caring for Self Paper Due: September 24, 2012 Readings: Boykin & Schoenhofer book, & in Parker, Paterson & Zderad, Watson, M.

	Specific Theoretical Perspectives	Newman , Ray, Parker & Barry, Loesin & other selected readings
October 8 – October 21	Unit 4: Unit IV: Caring in Specific Nursing Practice Settings	Readings: Selected articles related to practice settings, in hospitals, community, school Transcultural Paper Due: October 24
October 22 – Nov 4	Unit 5: Aesthetic Patterns of Knowing	Readings: on Aesthetic Knowing: Boykin, Schoenhofer, Parker, Barry & Purnell, Chinn book selections
Nov 5 - 18	Unit 6: Global Perspectives on Caring Reflections on Caring for self, others and globe.	Readings: Selected articles including Barry, Gordon & Lange and other selected readings. Completion of Three Cups of Tea
November 11		VETERANS DAY: NO CLASSES Major hostilities of the World War I were formally ended at the signing of the Armistice. Always honored on the 11 day of the 11th month at the 11 hour at the 11 th minute.
Nov 19 - December 5	Unit 7 Transformations	Evaluations, Wrap Up Scholarly Paper Due: November 26 Aesthetic Representations Due: November 29
November 22		THANKSGIVING HOLIDAY: NO CLASSES
November 29- December 2-8		FINALS WEEK
December 10		SEMESTER ENDS
December 6 & 7		GRADUATION
December 10		GRADES DUE

CHRISTINE E. LYNN COLLEGE OF NURSING

PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing

Honor Code for academic honesty as a professional competency and an expectation of all students. ANY act of dishonesty that violates the honor code and misrepresents your efforts or ability is grounds for immediate failure of the course. See the College of Nursing Undergraduate Student Handbook <http://www.fau.edu/divdept/nursing/undergrad/index.html>

Any form of academic dishonesty, including plagiarism, will result in failure of this course. This applies to all work submitted as your own and is not negotiable. This also applies to submitting the same work content for more than one course, even if it is your own. Edited work from another course does not constitute work that is original to this course. Work submitted for each course must be your original work that is unique to the course.

DISABILITY STATEMENT:

The Americans with Disabilities Act (ADA) requires the provision of reasonable accommodations to any individual who advises faculty and the University of a documented physical or mental disability. If you require special accommodations due to such a disability to properly execute course work, you must register with the FAU Office of Students with disabilities (OSD) located in the Boca Raton campus library, room 175, phone 561-297-3880 or in Davie, MODI, phone 954-236-1222. Please arrange a meeting with your course faculty. All OSD procedures must be followed for you to receive the special accommodations.

INCOMPLETE POLICY

The incomplete grade policy is also enforced. Incompletes may be awarded only for exceptional circumstances. **The student must be passing the course in order to receive an Incomplete.** For specific details see Undergraduate Student Handbook, Academic Policies & Regulations, Incomplete Grades <http://wwwfau.edu/gr-cat/acadpolicies.pdf>

USE OF STUDENT COURSE RELATED MATERIALS:

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university materials will be used within the college and university.

**Action Items
UUPC Meeting of April 19, 2013**

1. Dorothy F. Schmidt College of Arts and Letters:

		Recommendation from Steering
<u>Limited access request and changes memo</u>	Admission Requirement request for Communication and Multimedia Studies B.A. degrees	Revised Admission Requirement- No objections from Steering - moved forward with positive recommendation to Senate
<u>Limited access request</u>	Limited access request for Theatre and Dance B.A. and B.F.A. degrees	No objections from Steering - moved forward with positive recommendation to Senate
<u>Limited access request</u>	Limited access request for Studio Arts, Graphic Design B.F.A. degrees	No objections from Steering - moved forward with positive recommendation to Senate

2. College of Business:

<u>Changes memo</u>	Health Administration Minor changes	No objections from Steering - moved forward with positive recommendation to Senate
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3. College of Engineering and Computer Science:

<u>Changes memo</u>		
<u>Rationale</u>	B.S. in Mechanical Engineering changes	No objections from Steering - moved forward with positive recommendation to Senate
<u>Changes memo</u>	B.S. in Ocean Engineering changes	No objections from Steering - moved forward with positive recommendation to Senate
<u>Rationale</u>		

4. Charles E. Schmidt College of Science:

<u>Proposal Approval</u>	Honors Program in Geology	No representation to provide support for the proposal-Steering moved that it goes forward with no recommendation to Senate
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University Graduate Programs Committee: Action Items 11/4/2009

<u>Memo</u>	Termination of M.A.T.	A&L	N/A	N/A
<u>Memo</u>	Omnibus Music Curriculum Memo	A&L	N/A	N/A