MEMORANDUM

TO: Steering Committee
FROM: Committee on Academic Programs (CAP)
RE: Final Recommendation on proposed Nurse Educator Certificate
DATE: April 16, 2019

Background and Charge:
Department of Nursing has proposed a Nurse Educator Certificate. The proposal has been endorsed by the Dean of the School. Steering charged CAP with considering whether all units that might be affected by the proposal have been consulted and whether the proposal is consistent with the College’s mission.

Review: CAP reviewed the proposal and approval sheet. The certificate proposes 4 new post-baccalaureate course, three 3CU courses and one 5 CU course, all contained within the Nursing Department. The certificate program was developed based on a new certification track established by the National League for Nursing (NLN) for certification as an Academic Clinical Nurse Educator (CNEcl). The professional certification by examination was created for academic clinical nurse educators to demonstrate expertise in this role. The academic clinical nurse educator facilitates learning by nursing students throughout clinical components of an academic nursing program. The proposed certificate supports licensed nurses prepare for the CNEcl examination, which requires only a bachelors level nursing degree, and is in line with other regional and national certificate programs. Local area nurse employers have indicated supporting their staff through tuition reimbursement for this certificate program.

Final Recommendation:
CAP determined that all affected units have been consulted and that the new certificate is consistent with the College’s mission. CAP did not feel that further testimony was necessary and unanimously approved the proposed Nurse Educator Certificate.
The College of New Jersey
New Post Baccalaureate Certificate

Name of Graduate Certificate: Nursing Educator Certificate

Term Effective Date:

Home School: Department of Nursing

Home Department: Department of Nursing

Type of Approval

X New Graduate Certificate within a Department  ___ New Interdisciplinary Graduate Certificate

___ Modification of Existing Graduate Certificate  ___ Deactivation (no replacement)

Briefly describe the certificate program and its requirements. For interdisciplinary certificate programs, list other departments and schools with courses.

This non-degree certificate program involves a 14-credit sequence of graduate courses to train future nurse educators to teach in the academic and/or the healthcare setting. The program includes four theory courses with practicum hours embedded in 2 courses.

Initial Approval

In the case of new graduate certificates, the signatures indicate that all affected units within a school have reviewed the attached proposal, and that the attached proposal includes a detailed outline of the curriculum and needed resources such as: a. faculty and support of instruction for all units involved; b. library resources; c. equipment, laboratory support, and computer support; and d. facilities for all units involved. If the program does not involve courses outside the home department, the proposal is submitted to the Steering Committee after this step.

Date 2/25/19

Department Chair

Date 2/25/19

School Curriculum Committee

Date 2/25/19

Dean

Additional Approvals for Interdisciplinary Programs
In the case of interdisciplinary graduate certificates, the proposal must also include signatures from the department chairs of all affected units, indicating their review. On this form, include approvals from curriculum committees and deans of all involved schools. The role of the school curriculum committee(s) is to ensure that all procedures have been followed in the approval process, including review by all affected departments, and that the proposed program is consistent with the mission of the College and can be reasonably supported with resources.

Curriculum Committee

Date

Dean

Date

Curriculum Committee

Date

Dean

Date

Curriculum Committee

Date

Dean

Date

College Governance

If recommended by the school committee(s), the proposal is submitted to the Steering Committee to be forwarded to the Committee on Academic Programs (CAP) for its review and recommendation.

Steering (indicating review by CAP)

Date

Final Approval

Provost

Date

Initial Proposal:
Nurse Educator Certificate
Overview:
Dr. Yolanda Nelson, Dr. Sharon Byrne, Professor Deirdre Jackson, and Dr. Dara Whalen in the Department of Nursing, have developed a proposal for a new 4-course Nurse Educator Certificate program. The proposed non-degree certificate program relies on a 14-credit sequence of graduate courses to prepare future nurse educators to teach in academic and/or healthcare settings. The program includes four theory courses with practicum hours imbedded in 2 of the courses.

Program Outcome:
After eligible participants have completed the four course (14 credit) sequence, they will obtain their certificate: a Nurse Educator certificate. The proposed program is aligned with the National League for Nursing (NLN) Competencies for Academic Nurse Educator and the American Association of Colleges of Nursing (AACN).

Background:
The proposed certificate program will be offered using blended learning. The Nurse Educator Certificate is designed for nurses who are seeking to acquire advanced knowledge in the field with a special focus on teaching in an academic environment and/or the healthcare setting.

Need for the Program:
TCNJ does not currently offer a program that would develop the nurse as a nurse educator in an academic and/or healthcare setting.

1. Program Availability: Research for the Nurse Educator Certificate program reveals that no colleges of nursing in the area offer a similar certificate program using blended learning. Thomas Edison State College does offer a 15-credit Nurse Educator Certificate Program. However, all of the theory courses are offered online only. Fairleigh Dickinson also offers a 24-credit Post-Master's Nurse Educator Certificate that is lecture based, face-to-face.

2. TCNJ Program Enhancement: The proposed certificate program will benefit the Department of Nursing.
   a. We expect that some of the Nurse Educator Program students will choose to continue their work by completing a master’s degree at TCNJ. After the certificate program is implemented, the plan is to continue work in developing a full Masters of Science in Nursing Education (MSNed) for the near future. Candidates may choose to apply the four courses from the certificate program to the Masters in Nursing Education.
   b. Upon completion of the certificate program, if students meet all other eligibility requirements, students will be prepared to take the Certified Nurse Educator Exam.

Summary of Program Benefits:

- Fulfill Clinical Affiliates Needs: Hospital affiliates in the area would benefit from increasing the capacity of nurse educators within their institutions.

- Attract New Students: Since no other college within the surrounding area offers a blended certificate program, TCNJ would be positioned ideally to attract students who wish to obtain a Nurse Educator Certificate but do not thrive in a fully online learning environment.

- Revenue Generation: The Nurse Educator Certificate will use available resources wisely by using current course offerings, enrich the marketability of current programs and expose potential MSNed candidates to TCNJ.
Program Details:
Candidates for the Nurse Educator Certificate will complete a series of three 3-credit and one 5-credit blended courses during the summer, fall and spring semesters. The four courses include four new courses, and a practicum/capstone project.

Resources Needed:
- The current Nurse Educator Task Force will coordinate the courses and serve as advisors.
- Growth of the program will depend on enrollment, recruitment, marketing strategies, and capacity.
- Plans to schedule meetings with the Marketing Department to discuss marketing strategies, Records and Registration to review tuition rates for Post- Baccalaureate courses and stay in contact with our hospital affiliates to assure space for the face to face time for the blended courses.

Implementation Steps:
- Department of Nursing, Department of Nursing Graduate Curriculum Committee, Steering and CAPS approval during Spring semester 2019.
- The four new courses would be approved for Fall 2019.
- The Department intends to begin marketing the program in Spring 2019 and begin accepting students for the Fall 2019.
- Solicit feedback from the initial cohort of students regarding their perceptions of the post baccalaureate experience. When appropriate, use feedback to modify program.

Thank you for your consideration of this proposal. If you have any questions, please contact

Dr. Yolanda Nelson EdD, MSNed, RN-BC
Assistant Professor
Department of Nursing
Trenton Hall
Nelsony1@tcnj.edu
(609) 771-2669
Appendix A: Courses

Nurse Educator Certificate consists of the following courses:

**NURS 570 Teaching Strategies (new course)- Dr. Yolanda Nelson**
3 credits
This course provides nurses with a variety of teaching strategies and evaluation tools aimed to promote positive and effective learning environments. Emphasis is on developing an understanding of what it means to learn and to teach. Students will explore the meaning of their personal teaching philosophy and how changing paradigms of contemporary teaching practices impact both the teacher and the learner. Selected teaching theories will be examined and applied to both the role of nurse educator and the nurse education practice. Students will apply critical thinking skills to assess the needs of and plan teaching strategies based on educational theory and evidenced-based practices related to education. Practicum component is also included in this course.

**NURS 571 Curriculum Development and Learning Theory (new course)- Dr. Dara Whalen**
3 credits
This course examines curriculum and assessment through theoretical and practical lenses. Emphasis is placed on preparing educators to create and evaluate coherent, aligned, student-centered curriculum consistent with effective pedagogy. Students will learn how to develop/utilize curriculum crosswalk(s) assuring essential objectives and learning strategies are in line with current academic and clinical practice recommendations and are based on established and emerging learning theories.

**NURS 572 Teaching with Technology for Health Professionals (new course)- Dr. Judi Puritz Cook**
3 credits
This course is designed to deepen students' skills, concepts and capabilities in information technology within the framework of nursing and health education. Students will learn contemporary techniques for teaching and learning with technology, including best practices in online design and digital resource creation and dissemination. Existing and developing technologies utilized in nursing education and practice settings will be explored.

**NURS 573 Assessment/Evaluation Methods with Practicum (new course)- Dr. Sharon Byrne and Prof. Deirdre Jackson**
5 credits
This course emphasizes developing a systematic assessment plan, generating learning objectives and outcomes, developing blueprints and examinations, and analyzing statistical test data. Measurement theory related to norm referenced and criterion referenced evaluation methods will be reviewed. Students will explore measurement tools for evaluation of cognitive, affective, and psychomotor domains, and gain experience in computer analysis of measurement tools. Use and interpretation of standardized tests will be explored. The principles and practices of assessment along with current issues and research related to educational measurement will be discussed. Practicum component is also included in this course.
Proposed Schedule

**New Course: Teaching Strategies**
- blended format fall 2019

**New Course: Curriculum Development and Learning Theory**
- blended format fall 2019 or spring 2020

**New Course: Teaching with Technology for Health Professionals**
- blended format Fall 2019

**New Assessment and Evaluation Methods**
- blended format spring 2020 and summer 2020
Cover Sheet for Connecting Courses to Programs  
NURS 570 Teaching Strategies  

I. Learning goal  
This course is the first of four courses that support the proposed non-degree Nurse Educator Certificate program, which includes a 14-credit sequence of graduate courses to prepare future nurse educators to teach in academic and/or healthcare settings. NURS 570 is designed to introduce traditional and contemporary teaching approaches. Students will explore the meaning of their personal teaching philosophy and how changing paradigms of contemporary teaching practices impact both the teacher and learner. After eligible participants have completed the four course (14 credit) sequence, they will obtain their certificate: a Nurse Educator Certificate. Upon completion of the certificate program, if students meet all other eligibility requirements, students will be prepared to take the Certified Nurse Educator Exam. Course objectives are aimed at meeting the TCNJ Graduate Department of Nursing End of Program Objectives, (DON), (AACN), the American Nurses Association Code of Ethics, (Code of Ethics Provision), and the 2012 NLN Scope of Practice for Academic Nurse Educators (NLN Competency).  

II. Student assessment  
Providing student feedback and assisting students build self-assessment abilities in relation to their thinking is imperative. It is the belief that ongoing dialogue helps to shape students’ knowledge and assists in program improvement. Assessment of the course throughout the semester will be a valuable resource to determine if students are understanding material and have the skills to succeed. Student achievement will be determined throughout the course assignments (discussions, projects, papers, and exam). Student success is our top priority. The indicators for success of the course and indicators of progress in achieving program goals include retention rates, course completion rates, certificate exam rates, and program evaluations.  

III. Learning activities  
Students will develop understanding of how technology, assessment, and academic supports facilitate student progress and improve instruction. Students will apply critical thinking skills to assess the needs of and plan teaching strategies based on educational theory and evidenced-based practices related to education. This type of learning experience is an example of applying Kolb’s Learning Cycle in which the students will have opportunities to have concrete experiences (reading), reflective observation (discussion boards), abstract conceptualization (lecture & paper assignments), and active experimentation (practicum, homework, projects, and case studies). The learning activities align with the overall learning goals of the program. Those goals include:  

1. Synthesize theoretical knowledge from nursing, organizational, social, and biological sciences and apply to advanced nursing practice in the areas of health promotion, illness prevention and management, and maintenance of function across the health-illness continuum and across health care systems with individuals, families, and aggregates/identified populations.
2. Analyze research knowledge and utilize scientific evidence as a basis for advanced nursing practice.

3. Analyze individual, societal, political and health care system forces that affect the health of individuals and families in the community and advanced nursing practice roles in providing quality, safe, cost effective, and ethical care.

4. Utilize holistic health assessment, critical thinking and clinical decision making tools and skills to develop, monitor, and evaluate comprehensive, client-based, culturally competent and holistic plans of care.

5. Demonstrate increasing competency in transitioning to the advanced practice role of health care provider, interprofessional collaborator, care coordinator, consultant, advocate, teacher and professional nursing leader. Where possible, link the rationale for these learning activities with the learning goals of the program.
NURS 570 Teaching Strategies
Dr. Yolanda Nelson, EdD, MSNed, RN-BC
Trenton Hall Rm 220
nelsony1@tcnj.edu
Office hours by Appointment

COURSE DESCRIPTION: This course provides nurses with a variety of teaching strategies and evaluation tools aimed to promote positive and effective learning environments. Emphasis is on developing an understanding of what it means to learn and to teach. Students will explore the meaning of their personal teaching philosophy and how changing paradigms of contemporary teaching practices impact both the teacher and the learner. Selected teaching theories will be examined and applied to both the role of nurse educator and the nurse education practice. Students will apply critical thinking skills to plan teaching strategies based on educational theory and evidenced-based practices related to education. Practicum component is also included in this course. There are no pre or co-requisites for this course.

COURSE MATERIALS:


Additional reading assignments outside of the textbooks are indicated in Canvas. In addition, readings and/or research may be assigned or suggested throughout the course. Additional materials assigned or suggested are intended to augment the student's understanding of topics, to clarify areas, and/or to provide additional important or updated information on various topics.

COURSE REQUIREMENTS:
- Attending face-to-face lecture
- Independent reading
- Online assignments
- Writing assignments (Ethical Scholarly Paper & Personal Reflection Paper)
- Student presentation
- Faculty mentored student practicum.

COURSE PURPOSE & LEARNING GOALS
Purpose Statement: This course is the first of four courses that support the proposed non-degree Nurse Educator certificate program, which includes a 14-credit sequence of graduate courses to prepare future nurse educators to teach in academic and/or healthcare settings. After eligible participants have completed the four course (14 credit) sequence, they will obtain their
certificate: a Nurse Educator certificate. The proposed program is aligned with the National League for Nursing (NLN) Competencies for Academic Nurse Educator and the American Association of Colleges of Nursing (AACN). NURS 570 is designed to introduce traditional and contemporary teaching approaches. Students will explore the meaning of their personal teaching philosophy and how changing paradigms of contemporary teaching practices impact both the teacher and the learner.

**Course Objectives**

<table>
<thead>
<tr>
<th>#</th>
<th>Learning Objective</th>
<th>Degree Competencies Addressed</th>
<th>Direct/Indirect Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Discuss the development of a personal teaching philosophy</td>
<td>NLN Competency V; AACN 9.5</td>
<td>Case Study/Discussion Board/Participation</td>
</tr>
<tr>
<td>2.</td>
<td>Compare and contrast teaching and learning strategies</td>
<td>NLN Competency I</td>
<td>Case Study/Discussion Board/Participation/Practicum</td>
</tr>
<tr>
<td>3.</td>
<td>Communicate effectively orally and in writing with an ability to convey ideas in a variety of context.</td>
<td>NLN Competency I &amp; II</td>
<td>Weekly Assignments/Discussion Board/Participation</td>
</tr>
<tr>
<td>4.</td>
<td>Gain knowledge about media (distance learning) which support and enhance learning and experiment with their use.</td>
<td>AACN 5.5</td>
<td>Weekly Assignment/Discussion Board/Participation</td>
</tr>
<tr>
<td>5.</td>
<td>Identify barriers to teaching and learning.</td>
<td>NLN Competency III</td>
<td>Discussion Board/Reflection Paper/Participation</td>
</tr>
<tr>
<td>6.</td>
<td>Evaluate and compare various approaches to clinical teaching</td>
<td>NLN Competency VIII; AACN 9.1 &amp; 9.2</td>
<td>Discussion Board/Practicum</td>
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<tr>
<td>7.</td>
<td>Become current in the literature and research on teaching and propose solutions to problems facing nurse educators.</td>
<td>NLN Competency VII; AACN 6.3 &amp; 6.5</td>
<td>Presentation/Discussion Board/Participation</td>
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<td>8.</td>
<td>Identify ethical and legal issues related to student academic performance.</td>
<td>AACN 5.3</td>
<td>Ethical Issue Paper/Discussion Board/Participation</td>
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<td>9.</td>
<td>Explain the concept of culture and how cultural beliefs influence an individual’s approach to academia, health, illness and treatment.</td>
<td>AACN 3.8</td>
<td>Case Study/Discussion Board</td>
</tr>
<tr>
<td>10.</td>
<td>Evaluate the practicum in terms of knowledge gained and contribution to professional development.</td>
<td>NLN Competency VI &amp; VIII; Code 1.5, 5.5, 5.6, 6.3, 9.2;</td>
<td>Case Study/Discussion Board/Practicum</td>
</tr>
</tbody>
</table>

Course objectives are aimed at meeting the TCNJ Graduate Department of Nursing End of Program Objectives, (DON), (AACN), the American Nurses Association Code of Ethics, (Code of Ethics Provision), and the 2012 NLN Scope of Practice for Academic Nurse Educators (NLN Competency).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>In class Location: Course Overview</td>
<td>Reading: Billings &amp; Halstead Chapter 1</td>
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<td>ADA Format</td>
<td>Cannon &amp; Boswell Chapter 1</td>
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<td></td>
<td>Class Introductions</td>
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<td>Evidence-Based Teaching</td>
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<td>Week 2</td>
<td>Beliefs about Teaching Diverse Learning Needs Teaching Students about Disabilities</td>
<td>Reading: Billings &amp; Halstead Chapter 2</td>
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<td>Discussion Board 1</td>
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<tr>
<td>Week 3</td>
<td>In class Location: Legal and Ethical Issues in Nursing Class Discussion</td>
<td>Reading: Billings &amp; Halstead Chapter 3</td>
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<td>Cannon &amp; Boswell Chapter 4 Ethical Issue Paper Due</td>
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<tr>
<td>Week 4</td>
<td>Theoretical Foundations: From Teaching to Learning</td>
<td>Reading: Billings &amp; Halstead Chapter 13</td>
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<td>Cannon &amp; Boswell Chapter 3</td>
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<td>Discussion Board 2</td>
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<tr>
<td>Week 5</td>
<td>Strategies to Promote Critical Thinking and Clinical Reasoning</td>
<td>Reading: Billings &amp; Halstead Chapter 15</td>
</tr>
<tr>
<td>Week 6</td>
<td>In class Location: Cultural Competency/Cultural Humility</td>
<td>Reading: Billings &amp; Halstead Chapter 17 Assigned Articles</td>
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<td></td>
<td></td>
<td>Case Study Due</td>
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<tr>
<td>Week 7</td>
<td>Multicultural Education in Nursing</td>
<td>Reading: Article and Video</td>
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<tr>
<td>Week 8</td>
<td>In class Location: Teaching in the Clinical Setting</td>
<td>Reading: Billings &amp; Halstead Chapter 18</td>
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<td>Cannon &amp; Boswell Chapter 9 Discussion Board #3</td>
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<tr>
<td>Week 9</td>
<td>Teaching and Learning at a Distance: Online Communities</td>
<td>Reading: Billings &amp; Halstead Chapter 22 &amp; 23; Cannon &amp; Boswell Chapter 8 Discussion Board #4</td>
</tr>
<tr>
<td>Week 10</td>
<td>In class Location: Classroom Teaching Approaches</td>
<td>Reading: Cannon &amp; Boswell Chapter 7 Reflection Due</td>
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<tr>
<td>Week 11</td>
<td>Clinical Teaching Approaches</td>
<td>Reading: Billings &amp; Halstead</td>
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<tr>
<td>Week 12</td>
<td>Clinical Simulation/ Information Technology</td>
<td>Reading: Billings &amp; Halstead Chapter 20 Discussion #5</td>
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<tr>
<td>Week 13</td>
<td>No Class: Thanksgiving Break</td>
<td>Reading: Billings &amp; Halstead Chapter 24</td>
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<tr>
<td>Week 14</td>
<td>Assessing &amp; Evaluating Learning Outcomes, Evaluation Strategies</td>
<td>Reading: Billings &amp; Halstead Chapter 25</td>
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<td>Cannon &amp; Boswell Chapter 10 Discussion Board #6</td>
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<tr>
<td>Week 15</td>
<td>Final Presentations</td>
<td>DUE: Poster Presentation with Reference List</td>
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<td>In class</td>
<td>Location:</td>
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**GRADING**

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<tr>
<td>A</td>
<td>95 – 100</td>
<td>C+</td>
<td>78 – 79</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
<td>C</td>
<td>75 – 77</td>
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<td>B+</td>
<td>87 – 89</td>
<td>C-</td>
<td>72 – 74</td>
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<td>B</td>
<td>83 – 86</td>
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<td>B-</td>
<td>80 – 82</td>
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</table>

Passing Grade: Please refer to the *Graduate Bulletin* of The College of New Jersey for grade grievance procedures. Refer to the *Graduate Student Nursing Handbook* for the academic statement on minimum passing grade and academic clinical progression, and guidelines for clinical rotations. Questions regarding grades for assignments should be raised within 7 working days after assignment is returned to student. No grade revisions will be made after 7 days.

**ASSIGNMENTS**

1. Discussion Board (6) 30%
2. Case Study 10%
3. Teaching Strategy/Learning Style Presentation 25%
4. Ethical Issue Scholarly Paper 20%
5. Personal Reflection 10%
6. Class participation 5%
   Practicum  P/F P/F

Total 100%

*NOTE: To pass this course, students must complete ALL assignments.*

**LINKS TO SELECTED TCNJ POLICIES**

- Final Examination
- Evaluation-Reading
- Days Absence and Attendance
- Academic Integrity
- Americans with Disabilities Act (ADA)
COURSE APPROVAL/CHANGE FORM

Does this replace a previous course? □ No □ Yes, course number
(A previous course may be replaced by one new course.)

Course name: Teaching Strategies
(30 characters, including spaces, maximum)

Course number (with prefix): NURS 570
(If NEW, number may be suggested, but final number assigned by Scheduling)

Term effective date:

School (select one)
□ Arts and Communication
□ Business
□ Humanities & Social Sciences
□ Education
□ Engineering
□ Nursing/HES
□ Science
□ No school (explain in comment box)

Course level
(if undergraduate)
□ 100 □ 200 □ 300 □ 400 □ 09
(if graduate)
□ 500 □ 600 □ 700

Proposed units:
(if undergraduate)
□ 1 □ .75 □ .5 □ .25 □ variable (explain in comment box)

(if graduate)
□ 1 credit □ 2 credits □ 3 credits □ 4 credits □ 5 credits □ 6 credits □ variable (explain in comment box)

Is course repeatable for credit? □ Yes □ No
If yes, how many times? 2

Are there pre-requisites? □ Yes □ No
If yes, specify using “and”, “or” to clarify:

Are there co-requisites? □ Yes □ No
If yes, specify using “and”, “or” to clarify:

Type: □ Standard grade (GR) □ Pass/Unsat with credit (PU) □ Pass/Unsat no credit (DC) □ Other (explain in comment box)

Offering schedule:
□ fall only □ spring only □ fall and spring
□ summer only □ all terms □ occasionally

Activity code for primary activity:
□ Lecture □ Independent Study (IND)
□ Discussion (LDI)
□ Independent Research (INR)
□ Interactive Proficiency (INA)
□ Large Ensemble (ENL)
□ Group Research (RES)
□ Clinical (CNL)
□ Internship (INT)
□ Practicum (PRA)
□ Study Abroad Seminar
□ LDW
□ Lecture/Studio (LSU)
□ Advance Tutorial/Group Study (GPS)
□ Private Music Lessons (PVI)
Activity code for secondary activity:
- No secondary activity
- Laboratory (LAB)
- Design (DES)
- Internship (INT)
- Studio (STU)
- Practicum (PRA)
- Conversation Hour (CHR)
- Conference Hour (CON)

Is this course equivalent to any other? ☐ Yes ☒ No. If yes, list course number(s) and name(s):

Is this a topics course? ☐ Yes ☐ No. If yes, what are the anticipated topic names? (This list can be added to as more topics become available.)

Are there any known Liberal Learning course attributes? ☐ Yes ☒ No. If yes, please list. (This list can be altered as needed.)

Notes:
- Faculty weighted hours are determined by activity and weekly contact hours.
- Weekly contact hours are determined by the activity unless otherwise requested in the comment box below.
- Standard course cap is determined by the activity unless otherwise requested in the comment box below.

Comments:

Practicum Component - 50 hours

Approvals:
- Program Faculty:
  - Date: 3/13/2019
- Appropriate Comm. (Optional):
  - Date: 3/13/2019
- Dean:
  - Date: 3/13/2019

Once completed and approved, please forward an electronic copy of this form from the office of the dean to schedule@tcnj.edu AND attach a Word document with a short course description (approximately 50-100 words) as it will appear in the Bulletin.

Revised September, 2013
I. Learning goal
This course is the second of four courses that support the proposed non-degree Nurse Educator Certificate program, which includes a 14-credit sequence of graduate courses to prepare future nurse educators to teach in academic and/or healthcare settings. NURS 571 examines curriculum and assessment through theoretical and practical lenses. Emphasis is placed on preparing educators to create and evaluate coherent, aligned, student-centered curriculum consistent with effective pedagogy. After eligible participants have completed the four course (14 credit) sequence, they will obtain their certificate: a Nurse Educator Certificate. Upon completion of the certificate program, if students meet all other eligibility requirements, students will be prepared to take the Certified Nurse Educator Exam. Course objectives are aimed at meeting the TCNJ Graduate Department of Nursing End of Program Objectives, (DON), (AACN), the American Nurses Association Code of Ethics, (Code of Ethics Provision), and the 2012 NLN Scope of Practice for Academic Nurse Educators (NLN Competency).

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III. Learning activities
Students will learn how to develop/utilize curriculum crosswalk(s) assuring essential objectives and learning strategies are in line with current academic and clinical practice recommendations and are based on established and emerging learning theories. This type of learning experience is an example of applying Kolb’s Learning Cycle in which the students will have opportunities to have concrete experiences (reading), reflective observation (discussion boards), abstract conceptualization (lecture & paper assignments), and active experimentation (practicum, homework, projects, and case studies). The learning activities align with the overall learning goals of the program. Those goals include:

1. Synthesize theoretical knowledge from nursing, organizational, social, and biological sciences and apply to advanced nursing practice in the areas of health promotion, illness prevention and management, and maintenance of function across the health-illness continuum and across health care systems with individuals, families, and aggregates/identified populations.
2. Analyze research knowledge and utilize scientific evidence as a basis for advanced nursing practice.

3. Analyze individual, societal, political and health care system forces that affect the health of individuals and families in the community and advanced nursing practice roles in providing quality, safe, cost effective, and ethical care.

4. Utilize holistic health assessment, critical thinking and clinical decision making tools and skills to develop, monitor, and evaluate comprehensive, client-based, culturally competent and holistic plans of care.

5. Demonstrate increasing competency in transitioning to the advanced practice role of health care provider, interprofessional collaborator, care coordinator, consultant, advocate, teacher and professional nursing leader. Where possible, link the rationale for these learning activities with the learning goals of the program.
NURS 571 CURRICULUM DEVELOPMENT
AND LEARNING THEORY
SPRING 2020, 3 CREDITS

Instructor: Dara M. Whalen, PhD, MSPH, APN
CRNP, FNP-BC, CNE, SANE
E-mail: whalend@temple.edu
Telephone: 609-771-2873
Office Location: Trenton Hall 216

Course Day: Wednesday
Course Time: 5:00pm – 7:50pm
Course Location: Trenton Hall
Office Hours: TBD

Course Description
This course examines curriculum and assessment through theoretical and practical lenses. Emphasis is placed on preparing educators to create and evaluate coherent, aligned, student-centered curriculum consistent with effective pedagogy. Students will develop understanding of how technology, assessment, and academic supports facilitate student progress and improve instruction.
There are no pre or co-requisites for this course.

Course Materials
Required Materials:

Additional reading assignments outside of the textbooks are indicated in Canvas. In addition, readings and/or research may be assigned or suggested throughout the course. Additional materials assigned or suggested are intended to augment the student's understanding of topics, to clarify areas, and/or to provide additional important or updated information on various topics.

Course Requirements
1. Emerging Healthcare Trends paper 25%
2. Curriculum Critique 10%
3. Theory Debate 25%
4. Curriculum Proposal 30%
5. Proposal Presentation 10%

Assignments are valued at 100 points and weighted per the above percentages.
<table>
<thead>
<tr>
<th>#</th>
<th>LEARNING OBJECTIVE</th>
<th>DEGREE COMPETENCIES ADDRESSED</th>
<th>DIRECT/INDIRECT ASSESSMENT TOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the effect of institutional philosophies and missions, emerging healthcare trends and community and societal needs in the development of nursing curriculum.</td>
<td>NLN Competency IV.B.1; DON 1, 2 &amp; 3</td>
<td>On-line assignments, small group discussion, presentations, curriculum critique, curriculum revision proposal</td>
</tr>
<tr>
<td>2.</td>
<td>Utilize sound educational principles, theory, and research in curriculum design and application.</td>
<td>NLN Competency IV.B.5; DON 1, 2 &amp; 3</td>
<td>On-line assignments, small group discussion, presentations, curriculum critique, curriculum revision proposal</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate knowledge of curriculum development from identification of program outcomes to selection of appropriate learning activities and evaluation strategies.</td>
<td>NLN Competency IV.A; DON 1</td>
<td>On-line assignments, small group discussion, presentations, curriculum critique, curriculum revision proposal</td>
</tr>
<tr>
<td>4.</td>
<td>Formulate curricular revisions using appropriate change theories and strategies.</td>
<td>NLN Competency IV.G; DON 1, 2 &amp; 3</td>
<td>On-line assignments, small group discussion, presentations, curriculum critique, curriculum revision proposal</td>
</tr>
<tr>
<td>5.</td>
<td>Collaborate with internal and external stakeholders throughout the process of curriculum revisions.</td>
<td>NLN Competency IV.F.4; DON 4</td>
<td>On-line assignments, small group discussion, presentations, curriculum critique, curriculum revision proposal</td>
</tr>
<tr>
<td>6.</td>
<td>Integrate technology and innovative processes and techniques into curricular design.</td>
<td>NLN Competency IV.C; DON 1 &amp; 5</td>
<td>On-line assignments, small group discussion, presentations, curriculum critique, curriculum revision proposal</td>
</tr>
</tbody>
</table>

Course objectives are aimed at meeting the TCNJ Graduate Department of Nursing End of Program Objectives, (DON), and the 2012 NLN Scope of Practice for Academic Nurse Educators (NLN Competency). The purpose of this course is to prepare the post-baccalaureate prepared nurse with the knowledge and skills needed to perform the role of nurse educator in the clinical or academic setting. The four-course sequence required for the certificate work together to assure that the nurse educator meets the requirements to sit for the national certification examination and is prepared to obtain a position in their field.
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview</td>
<td>Billings &amp; Halstead, Ch 5</td>
</tr>
<tr>
<td></td>
<td>In class Location:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>APA Format</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Introductions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forces and Issues Influencing Curriculum Development</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>An Introduction to Curriculum Development</td>
<td>Billings &amp; Halstead, Ch 6</td>
</tr>
<tr>
<td></td>
<td>In class Location:</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Philosophical Foundations of the Curriculum</td>
<td>Billings &amp; Halstead, Ch 7</td>
</tr>
<tr>
<td></td>
<td>In class Location:</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Educational theory and research</td>
<td>Learning theories application in nursing education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emerging Healthcare Trends paper due</td>
</tr>
<tr>
<td>Week 5</td>
<td>Curriculum Models</td>
<td>Billings &amp; Halstead, Ch 8&amp;9</td>
</tr>
<tr>
<td></td>
<td>Identifying program outcomes</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Competency Statements</td>
<td>Billings &amp; Halstead, Ch 6</td>
</tr>
<tr>
<td></td>
<td>Writing course objectives</td>
<td>Theory Debate</td>
</tr>
<tr>
<td></td>
<td>In class Location:</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Selecting learning activities, clinical experiences, and evaluation</td>
<td>Billings &amp; Halstead, Ch 10</td>
</tr>
<tr>
<td></td>
<td>strategies</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>No Class - Fall Break</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Inter-professional Education and Collaborative Practice</td>
<td>Billings &amp; Halstead, Ch 11</td>
</tr>
<tr>
<td>Week 10</td>
<td>Integrating Technology and Simulation into Curriculum Development</td>
<td>Curriculum Critique Due</td>
</tr>
<tr>
<td></td>
<td>In class Location:</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Accreditation and regulatory requirements</td>
<td>Curriculum crosswalk practice</td>
</tr>
<tr>
<td>Week 12</td>
<td>Service Learning: Developing Values, Cultural Competence</td>
<td>Billings &amp; Halstead, Ch 12</td>
</tr>
<tr>
<td></td>
<td>Global Awareness, and Social Responsibility</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>No Class: Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Continuous quality improvement and program assessment</td>
<td>RCQI, PDSA</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Presentations</td>
<td>Curriculum Proposal Due</td>
</tr>
<tr>
<td></td>
<td>In class Location:</td>
<td>Proposal Presentations</td>
</tr>
</tbody>
</table>
*Additional assignments and readings will be assigned as needed to enhance the material and assure that current information on the topic areas are explored.

**GRADING**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
<td>C+</td>
<td>78 – 79</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
<td>C</td>
<td>75 – 77</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>C-</td>
<td>72 – 74</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
<td>F</td>
<td>&lt; 71</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Passing Grade:** Please refer to the Graduate Bulletin of The College of New Jersey and the School of Nursing, for the Academic Policy Statement on minimum passing grade and regarding grade grievance procedures. There is no minimum grade for this course, however students must maintain a GPA of 3.0 or better to remain in good standing. The Graduate Bulletin Policy on standards is available at [https://graduate.tcnj.edu/files/2011/05/Academic-Policies-and-Procedures-1.pdf](https://graduate.tcnj.edu/files/2011/05/Academic-Policies-and-Procedures-1.pdf) and the school of nursing policy can be found at: [https://graduate.tcnj.edu/files/2011/05/School-of-Nursing-Health-and-Exercise-Science-1.pdf](https://graduate.tcnj.edu/files/2011/05/School-of-Nursing-Health-and-Exercise-Science-1.pdf) Assignment guidelines and rubrics will be available on the course Canvas site and discussed during the first class.

**LINKS TO SELECTED TCNJ POLICIES**

- Final Examination
- Evaluation-Reading Days
- Absence and Attendance
- Academic Integrity
- Americans with Disabilities Act (ADA)
Curriculum Development and Learning Theory

NURS 571

Fall 2019 or Spring 2020

Nursing/HES

500

Standard letter grade (GR) with credit (PU) no credit (DC) in comment box

Lecture

Lecture (LEC)

Seminar (SEM)

Lecture/ Studio (LSU)

Advance Tutorial/ Group Study (GPS)

Private Music Lessons (PVT)

Study Abroad

Seminar

Study Abroad

Independent

Independent

Moderate Sized

Practice (PRA)

Independent

Study (IND)

Ensemble (ENS)

Practicum (PRA)

Independent

Research (INR)

Large Ensemble

Clinical (CNL)

Independent

Residency (RES)

Ensemble (ENS)

Clinical (CNL)

Study abroad

Independent

Independent

Practicum (PRA)

Study abroad
Activity code for secondary activity:
- [ ] No secondary activity
- [x] Laboratory (LAB)
- [ ] Design (DES)
- [ ] Recitation (RCT)
- [ ] Studio (STU)
- [ ] Practicum (PRA)
- [ ] Conversation Hour (CHR)
- [ ] Conference Hour (CON)

Is this course equivalent to any other? 
- [ ] Yes
- [x] No
  If yes, list course number(s) and name(s):

Is this a topics course? 
- [ ] Yes
- [x] No
  If yes, what are the anticipated topic names? (This list can be added to as more topics become available.)

Are there any known Liberal Learning course attributes? 
- [ ] Yes
- [x] No
  If yes, please list. (This list can be altered as needed.)

Notes:
- Faculty weighted hours are determined by activity and weekly contact hours.
- Weekly contact hours are determined by the activity unless otherwise requested in the comment box below.
- Standard course cap is determined by the activity unless otherwise requested in the comment box below.

Comments:

Approvals:
- [ ] Program Faculty: 
  - [ ] Date: 3/13/2019
- [ ] Appropriate Comm. (Optional):
  - [ ] Date: 3/13/2019
- [ ] Dean:
  - [ ] Date: 3/13/2019

Once completed and approved, please forward an electronic copy of this form from the office of the dean to schedule@tcnj.edu AND attach a Word document with a short course description (approximately 50-100 words) as it will appear in the Bulletin.

Revised September, 2013
I. Learning goal
This course is the third of four courses that support the proposed non-degree Nurse Educator Certificate program, which includes a 14-credit sequence of graduate courses to prepare future nurse educators to teach in academic and/or healthcare settings. NURS 572 is designed to deepen students’ skills, concepts and capabilities in information technology within the framework of nursing and health education. After eligible participants have completed the four course (14 credit) sequence, they will obtain their certificate: a Nurse Educator Certificate. Upon completion of the certificate program, if students meet all other eligibility requirements, students will be prepared to take the Certified Nurse Educator Exam. Course objectives are aimed at meeting the TCNJ Graduate Department of Nursing End of Program Objectives, (DON), (AACN), the American Nurses Association Code of Ethics, (Code of Ethics Provision), and the 2012 NLN Scope of Practice for Academic Nurse Educators (NLN Competency).

II. Student assessment
Providing student feedback and assisting students build self-assessment abilities in relation to their thinking is imperative. It is the belief that ongoing dialogue helps to shape students’ knowledge and assists in program improvement. Assessment of the course throughout the semester will be a valuable resource to determine if students are understanding material and have the skills to succeed. Student achievement will be determined throughout the course assignments (discussions, projects, and paper assignments). Student success is our top priority. The indicators for success of the course and indicators of progress in achieving program goals include retention rates, course completion rates, certificate exam rates, and program evaluations.

III. Learning activities
Students will learn contemporary techniques for teaching and learning with technology, including best practices in online design and digital resource creation and dissemination. Existing and developing technologies utilized in nursing education and practice settings will be explored. This type of learning experience is an example of applying Kolb’s Learning Cycle in which the students will have opportunities to have concrete experiences (reading), reflective observation (discussion boards), abstract conceptualization (lecture & paper assignments), and active experimentation (practicum, homework, projects, and case studies). The learning activities align with the overall learning goals of the program. Those goals include:

1. Synthesize theoretical knowledge from nursing, organizational, social, and biological sciences and apply to advanced nursing practice in the areas of health promotion, illness prevention and management, and maintenance of function across the health-illness continuum and across health care systems with individuals, families, and aggregates/identified populations.

2. Analyze research knowledge and utilize scientific evidence as a basis for advanced nursing practice.
3. Analyze individual, societal, political and health care system forces that affect the health of individuals and families in the community and advanced nursing practice roles in providing quality, safe, cost effective, and ethical care.

4. Utilize holistic health assessment, critical thinking and clinical decision making tools and skills to develop, monitor, and evaluate comprehensive, client-based, culturally competent and holistic plans of care.

5. Demonstrate increasing competency in transitioning to the advanced practice role of health care provider, interprofessional collaborator, care coordinator, consultant, advocate, teacher and professional nursing leader. Where possible, link the rationale for these learning activities with the learning goals of the program.
NURS 572 Teaching with Technology for Health Professionals
Dr. Judi Cook
Forcina 244
cookju@tcnj.edu
Office Hours by Appointment

**Course Description**
This course is designed to deepen students’ skills, concepts and capabilities in information technology within the framework of nursing and health education. Students will learn contemporary techniques for teaching and learning with technology, including best practices in online design and digital resource creation and dissemination. Existing and developing technologies utilized in nursing education and practice settings will be explored. 3 credits. No pre-requisites.

**Course Materials**
- Additional readings to be assigned and provided by your instructor (See Course Schedule).

**Course Requirements**
- Weekly assignments (see Course Schedule)
- Journal article critique
- Infographic
- Group webinar presentation
- Participation

**Course Purpose & Learning Goals**
*Purpose Statement:* This course is one of four courses that support the proposed non-degree Nurse Educator certificate program, which includes a 14-credit sequence of graduate courses to prepare future nurse educators to teach in academic and/or healthcare settings. After eligible participants have completed the four course (14 credit) sequence, they will obtain their certificate: a Nurse Educator certificate. The proposed program is aligned with the National League for Nursing (NLN) Competencies for Academic Nurse Educator and the American Association of Colleges of Nursing (AACN). As a core course for the certificate, NURS XXXX is designed to deepen students’ skills, concepts and capabilities in information technology within the framework of nursing and health education.

<table>
<thead>
<tr>
<th>#</th>
<th>LEARNING OBJECTIVE</th>
<th>DEGREE COMPETENCIES ADDRESSED</th>
<th>DIRECT/INDIRECT ASSESSMENT TOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate an understanding of best practices for teaching and learning with technology.</td>
<td>AACN 9.12; NLN Competency I, IV</td>
<td>Weekly Assignments, Infographic, Group Presentation, Participation</td>
</tr>
<tr>
<td>2.</td>
<td>Evaluate application of technology-enhanced resources for healthcare.</td>
<td>AACN 5.1, 5.4; NLN Competency III, IV</td>
<td>Weekly Assignments, Journal Critique, Participation</td>
</tr>
<tr>
<td>3.</td>
<td>Plan, create and assess effective digital learning environments and experiences.</td>
<td>AACN 5.5, 5.6; NLN Competency I, IV</td>
<td>Weekly Assignments, Infographic, Group Presentation, Participation</td>
</tr>
<tr>
<td>4.</td>
<td>Implement techniques and strategies that employ technology to maximize learning.</td>
<td>AACN 5.6, 9.4, 9.12; NLN Competency I</td>
<td>Weekly Assignments, Infographic, Group Presentation, Participation</td>
</tr>
<tr>
<td>5.</td>
<td>Understand ethical and legal issues surrounding the use technology in education.</td>
<td>AACN 5.3; NLN Competency VIII</td>
<td>Weekly Assignments, Journal Critique, Infographic, Group Presentation, Participation</td>
</tr>
</tbody>
</table>

Course objectives are aimed at meeting the TCNJ Graduate Department of Nursing End of Program Objectives, (DON), the 2011 AACN Essentials of Master’s Education in Nursing, (AACN), the American Nurses Association Code of Ethics, (Code of Ethics Provision), and the 2012 NLN Scope of Practice for Academic Nurse Educators (NLN Competency).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course</td>
<td>Reading: None&lt;br&gt;Mini Assignments due: 1-Course Readiness Survey&lt;br&gt;2-Annotate the Syllabus Assignment&lt;br&gt;3-Pair and Share Video Introduction (Kaltura)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Teaching and learning with technology</td>
<td>Readings: Bonnel Ch. 1-3&lt;br&gt;Mini Assignment: 4-Personal Technology Skills Inventory</td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
<td>Assignment due:</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------</td>
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</tr>
<tr>
<td>7</td>
<td>Communication etiquette and best practices</td>
<td>Infographic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8-Peer Evaluation of Infographic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-Screen capture video</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11-Google docs creation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12-Simulation Critique</td>
</tr>
<tr>
<td>11</td>
<td>Content curation and search strategies</td>
<td></td>
</tr>
</tbody>
</table>
## Course Schedule

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Assessing the effectiveness of technology education projects</th>
<th>Reading: Quality Matters rubric. See Canvas for access. Mini Assignment due: 14-Google Forms Survey Creation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>Research and future directions</td>
<td>Readings: Determined by class submission. See Canvas for details. <strong>Assignment due: Journal Article Critique</strong></td>
</tr>
<tr>
<td>Week 15</td>
<td>Ethical and legal considerations</td>
<td>Readings: Determined by class submission. See Canvas for details. Mini Assignment due: 16-Current Event/Case Study Submission <strong>Assignment due: Webinar Group Presentation</strong></td>
</tr>
</tbody>
</table>

## Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>75 – 77%</td>
</tr>
<tr>
<td>C-</td>
<td>72 – 74%</td>
</tr>
<tr>
<td>F</td>
<td>71% and below</td>
</tr>
</tbody>
</table>
Passing Grade: Please refer to the *Graduate Bulletin of The College of New Jersey* for grade grievance procedures. Refer to the *Graduate Student Nursing Handbook* for the academic statement on minimum passing grade and academic clinical progression, and guidelines for clinical rotations. Questions regarding grades for assignments should be raised within 7 working days after assignment is returned to student. No grade revisions will be made after 7 days.

Assignments:

- Mini Assignments: 30%
- Journal Article Critique: 20%
- Infographic/Toolkit Submission: 20%
- Group Webinar Presentation: 20%
- Participation: 10%

100%

*NOTE: To pass this course, students must complete ALL assignments.*
Does this replace a previous course?  ☑ No  ☐ Yes, course number

(A previous course may be replaced by one new course.)

Course name:  Teaching With Technology for Health Professionals

(30 characters, including spaces, maximum)

Course number (with prefix):  NURS 572

Term effective:  Spring 2020

School (select one)  ☑ Nursing/HES  ☐ Science  ☐ Social Sciences  ☐ Business  ☐ Humanities & Education  ☐ Arts and Communication  ☐ No school (explain in comment box)

Course level (if undergraduate)  ☑ 500  ☐ 600  ☐ 700

Course level (if graduate)  ☐ 100  ☐ 200  ☐ 300  ☐ 400  ☐ 09x

Proposed units:  ☑ 1  ☑ 1 SH  ☐ 3 SH  ☐ 2 SH  ☐ 1 SH

(in comment box)

Proposed units:  ☐ variable (explain in comment box)

Is course repeatable for credit?  ☐ Yes  ☑ No  If yes, how many times?  2

Are there pre requisites?  ☐ Yes  ☑ No  If yes, specify using “and”, “or” to clarify:

Are there co requisites?  ☐ Yes  ☑ No  If yes, specify using “and”, “or” to clarify:

Type:  ☑ Standard letter grade (GR)  ☐ Pass/Unsat with credit (PU)  ☐ Pass/Unsat no credit (DC)  ☐ Other (explain in comment box)

Offering schedule:  ☑ fall only  ☐ spring only  ☐ fall and spring  ☐ summer only  ☐ all terms  ☐ occasionally

Activity code for secondary activity: □ No secondary activity □ Laboratory (LAB) □ Design (DES) □ Recitation (RCT)
□ Studio (STU) □ Practicum (PRA) □ Conversation Hour (CHR)
□ Conference Hour (CON)

Is this course equivalent to any other? □ Yes □ No. If yes, list course number(s) and name(s):

Is this a topics course? □ Yes □ No. If yes, what are the anticipated topic names? (This list can be added to as more topics become available.]

Are there any known Liberal Learning course attributes? □ Yes □ No. If yes, please list. (This list can be altered as needed.)

Notes:
- Faculty weighted hours are determined by activity and weekly contact hours.
- Weekly contact hours are determined by the activity unless otherwise requested in the comment box below.
- Standard course cap is determined by the activity unless otherwise requested in the comment box below.

Comments:

Approvals:
Program Faculty Date 
[Signature] 3/13/2019

Appropriate Comm. Date (Optional)
[Signature] 3/13/19

Dean Date
[Signature] 3/13/19

Once completed and approved, please forward an electronic copy of this form from the office of the dean to schedule@bcnj.edu AND attach a Word document with a short course description (approximately 50-100 words) as it will appear in the Bulletin.

Revised September, 2013
I. Learning goal
This course is the last of four courses that support the proposed non-degree Nurse Educator Certificate program, which includes a 14-credit sequence of graduate courses to prepare future nurse educators to teach in academic and/or healthcare settings. NURS 573 emphasizes developing a systematic assessment plan, generating learning objectives and outcomes, developing blueprints and examinations, and analyzing statistical test data. Measurement theory related to norm referenced and criterion referenced evaluation methods will be reviewed. After eligible participants have completed the four course (14 credit) sequence, they will obtain their certificate: a Nurse Educator Certificate. Upon completion of the certificate program, if students meet all other eligibility requirements, students will be prepared to take the Certified Nurse Educator Exam. Course objectives are aimed at meeting the TCNJ Graduate Department of Nursing End of Program Objectives, (DON), (AACN), the American Nurses Association Code of Ethics, (Code of Ethics Provision), and the 2012 NLN Scope of Practice for Academic Nurse Educators (NLN Competency).

II. Student assessment
Providing student feedback and assisting students build self-assessment abilities in relation to their thinking is imperative. It is the belief that ongoing dialogue helps to shape students’ knowledge and assists in program improvement. Assessment of the course throughout the semester will be a valuable resource to determine if students are understanding material and have the skills to succeed. Student achievement will be determined throughout the course assignments (discussions, projects, papers, and exam). Student success is our top priority. The indicators for success of the course and indicators of progress in achieving program goals include retention rates, course completion rates, certificate exam rates, and program evaluations.

III. Learning activities
Students will explore measurement tools for evaluation of cognitive, affective, and psychomotor domains, and gain experience in computer analysis of measurement tools. Use and interpretation of standardized tests will be explored. The principles and practices of assessment along with current issues and research related to educational measurement will be discussed. Practicum component is also included in this course. This type of learning experience is an example of applying Kolb’s Learning Cycle in which the students will have opportunities to have concrete experiences (reading), reflective observation (discussion boards), abstract conceptualization (lecture & paper assignments), and active experimentation (practicum, homework, projects, and case studies). The learning activities align with the overall learning goals of the program. Those goals include:

1. Synthesize theoretical knowledge from nursing, organizational, social, and biological sciences and apply to advanced nursing practice in the areas of health promotion, illness prevention and management, and maintenance of
function across the health-illness continuum and across health care systems with individuals, families, and aggregates/identified populations.

2. Analyze research knowledge and utilize scientific evidence as a basis for advanced nursing practice.

3. Analyze individual, societal, political and health care system forces that affect the health of individuals and families in the community and advanced nursing practice roles in providing quality, safe, cost effective, and ethical care.

4. Utilize holistic health assessment, critical thinking and clinical decision making tools and skills to develop, monitor, and evaluate comprehensive, client-based, culturally competent and holistic plans of care.

5. Demonstrate increasing competency in transitioning to the advanced practice role of health care provider, interprofessional collaborator, care coordinator, consultant, advocate, teacher and professional nursing leader. Where possible, link the rationale for these learning activities with the learning goals of the program.
NURS 573 Assessment and Evaluation Methods
Dr. Sharon Byrne, DrNP, APN, NP-C, AOCNP, CNE and Professor Deirdre Jackson MSN, RN, APN, CNL, CPN
Trenton Hall
byrnes@tcnj.edu and jacksond@tcnj.edu
Office hours by Appointment

COURSE DESCRIPTION: This course emphasizes developing a systematic assessment plan, generating learning objectives and outcomes, developing blueprints and examinations, and analyzing statistical test data. Measurement theory related to norm referenced and criterion referenced evaluation methods will be reviewed. Students will explore measurement tools for evaluation of cognitive, affective, and psychomotor domains, and gain experience in computer analysis of measurement tools. Use and interpretation of standardized tests will be explored. The principles and practices of assessment along with current issues and research related to educational measurement will be discussed. Practicum component is also included in this course.

COURSE MATERIALS:


Recommended/Optional Materials:


Additional reading assignments outside of the textbooks are indicated in Canvas. In addition, readings and/or research may be assigned or suggested throughout the course. Additional materials assigned or suggested are intended to augment the student's understanding of topics, to clarify areas, and/or to provide additional important or updated information on various topics.

COURSE REQUIREMENTS:
- Attending face-to-face lecture
- Independent reading
- Online assignments
- Writing assignments
- Student presentation
- Faculty mentored student practicum.

COURSE PURPOSE & LEARNING GOALS

Purpose Statement: This course is the fourth of four courses that support the proposed non-degree Nurse Educator certificate program, which includes a 14-credit sequence of graduate courses to prepare future nurse educators to teach in academic and/or healthcare settings. After eligible participants have completed the four course (14 credit) sequence, they will obtain their certificate: a Nurse Educator certificate. The proposed program is aligned with the National League for Nursing (NLN) Competencies for Academic Nurse Educator and the American Association of Colleges of Nursing (AACN). NURS 573 designed for students to develop a systematic assessment plan, generating learning objectives and outcomes, developing blueprints and examinations, and analyzing statistical test data.

Upon completion of the course, the student will be able to:

<table>
<thead>
<tr>
<th>#</th>
<th>LEARNING OBJECTIVE</th>
<th>DEGREE COMPETENCIES Addressed</th>
<th>DIRECT/INDIRECT ASSESSMENT TOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describe the interaction of planning, teaching, and assessment in educational instruction.</td>
<td>AACN 9.12; NLN Competency III</td>
<td>Case Study/Discussion Board; Practicum</td>
</tr>
<tr>
<td>2</td>
<td>Interpret the results of assessment methods.</td>
<td>NLN Competency III</td>
<td>Case Study/Discussion Board; Practicum</td>
</tr>
<tr>
<td>3</td>
<td>Apply appropriate measurement theory in a variety of educational evaluation contexts.</td>
<td>AACN 1.1, 9.2; NLN Competency III</td>
<td>Practicum</td>
</tr>
<tr>
<td>4</td>
<td>Develop reliable and valid norm-referenced and criterion-referenced evaluation tools.</td>
<td>NLN Competency III</td>
<td>Paper 1: Course Analysis; Practicum</td>
</tr>
<tr>
<td>5</td>
<td>Evaluate appropriateness of standardized tests in a variety of educational contexts.</td>
<td>NLN Competency III</td>
<td>Paper 2: Exam Analysis</td>
</tr>
<tr>
<td>6</td>
<td>Discuss relevant research concerning measurement in nursing education.</td>
<td>DON #2; Code 7.1; NLN Competency III &amp; IV</td>
<td>Case Study/Discussion Board</td>
</tr>
<tr>
<td>7</td>
<td>Synthesize creative solutions to current problems in educational assessment, measurement, and evaluation.</td>
<td>NLN Competency III</td>
<td>Presentation: Evidence-based Assessment, Measurement &amp; Evaluation in Nursing Education</td>
</tr>
<tr>
<td>8</td>
<td>Evaluate the practicum in terms of knowledge gained and contribution to professional development.</td>
<td>DON #5; AACN 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 9.12; Code 3.3, 5.5; NLN Competency III, IV &amp; VIII</td>
<td>Case Study/Discussion Board; Practicum</td>
</tr>
</tbody>
</table>
# LEARNING OBJECTIVE | DEGREE COMPETENCIES ADDRESSED | DIRECT/INDIRECT ASSESSMENT TOOL
---|---|---

Course objectives are aimed at meeting the *TCNJ Graduate Department of Nursing End of Program Objectives*, (DON), the *2011 AACN Essentials of Master’s Education in Nursing*, (AACN), the *American Nurses Association Code of Ethics*, (Code of Ethics Provision), and the *2012 NLN Scope of Practice for Academic Nurse Educators* (NLN Competency).

## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class/Date Location</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| **Week 1**  
*In class* | • Orientation to the course/ course overview and expectations  
• Introduction & overview of assessing learning outcomes and evaluation methods | Reading: None |
| **Week 2**  
*In class* | • Assessment Basics & Social, Legal & Ethical Issues | Readings:  
**Case Study/Discussion Board 1** |
| **Week 3**  
*In class* | • Measurement: Instructional Objectives, Learning Outcomes and Blueprints | Reading:  
**Practicum** |
| **Week 4**  
*In class* | • Test Construction: Selected Response and Constructed Response Formats | Reading:  
**Paper 1: Course Analysis** |
| **Week 5**  
*In class* | • Test Construction: Assembly & Administration | Reading:  
**Practicum** |
| **Week 6**  
*In class* | • Interpreting Test Scores: Criterion- referenced and norm-referenced | Readings:  
--- |
| **Week 7**  
*In class* | • Interpreting Test Scores: Bias, Reliability, Validity | Readings  
**Case Study/Discussion Board 2** |
| **Week 8**  
*In class* | • Basic Test Statistics & Overall Test Data Analysis | Readings:  
**Practicum** |
| **Week 9**  
*In class* | • Test Banks and Software  
• High Stakes Testing | Readings:  
**Paper 2: Exam Analysis** |
| **Week 10**  
*In class* | • Evaluation: Formative & Summative | Readings:  
--- |
| **Week 11**  
*In class* | • Preparing for Classroom Teaching | Readings:  
--- |
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Classroom Teaching</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>No Class-Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Evaluating the Clinical Experience</td>
<td>Readings: Case Study/Discussion Board 3</td>
</tr>
<tr>
<td>Week 15 In class</td>
<td>Final Presentations</td>
<td>Presentation: Evidence-based Assessment, Measurement &amp; Evaluation in Nursing Education</td>
</tr>
</tbody>
</table>

**GRADING**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
<td>C+</td>
<td>78 – 79</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
<td>C</td>
<td>75 – 77</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>C-</td>
<td>72 – 74</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
<td>F</td>
<td>&lt; 71</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Passing Grade: Please refer to the *Graduate Bulletin* of The College of New Jersey for grade grievance procedures. Refer to the *Graduate Student Nursing Handbook* for the academic statement on minimum passing grade and academic clinical progression, and guidelines for clinical rotations. Questions regarding grades for assignments should be raised within 7 working days after assignment is returned to student. No grade revisions will be made after 7 days.

**ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study/Discussion Board (3)</td>
<td>30% (10% each)</td>
</tr>
<tr>
<td>Paper 1: Course Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Paper 2: Exam Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation: Evidence-based Assessment, Measurement &amp; Evaluation in Nursing Education</td>
<td>30%</td>
</tr>
<tr>
<td>Practicum</td>
<td>P/F</td>
</tr>
</tbody>
</table>

100%

*NOTE: To pass this course, students must complete ALL assignments.*

**LINKS TO SELECTED TCNJ POLICIES**

- Final Examination
- Evaluation-Reading
- Days Absence and Attendance
- Academic Integrity
- Americans with Disabilities Act (ADA)
COURSE APPROVAL/CHANGE FORM

Does this replace a previous course? □ No □ Yes, course number
(A previous course may be replaced by one new course.)

Course name: Assessment and Evaluation Methods

Course number (with prefix): Nurs 573
(The prefix may be required, but final number is suggested by course number)

Term effective: Spring 2020

School (select one):
□ Arts and Communication □ Business □ Humanities & Social Sciences □ Education
□ Engineering □ Nursing/HES □ Science □ No school (explain in comment box)

Course level (if undergraduate):
□ 100 □ 200 □ 300 □ 400 □ 09x
□ 500 □ 600 □ 700

Course level (if graduate):
□ 1 credit □ 2 credits □ 3 credits □ 4 credits □ 5 credits □ 6 credits
□ variable (explain in comment box)

Proposed units:
(if undergraduate) □ 1 □ .75 □ .5 □ .25 □ variable (explain in comment box)

(if graduate) □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ variable (explain in comment box)

Is course repeatable for credit? □ Yes □ No If yes, how many times?

Are there pre-requisites? □ Yes □ No If yes, specify using “and”, “or” to clarify:

Are there co-requisites? □ Yes □ No If yes, specify using “and”, “or” to clarify:

Type: □ Standard letter □ Pass/Unsat □ Pass/Unsat □ Other /explain Grade
□ grade (GR) □ with credit (FU) □ no credit (DC) □ in comment box

Offering schedule:
□ fall only □ spring only □ fall and spring
□ summer only □ all terms □ occasionally

Activity code for primary activity:
□ Lecture □ Interactive Research (IR)
□ Discussion (LDI) □ Independent Study (IND)
□ Proficiency (INA) □ Independent Research (INR)
□ Group Research (RES) □ Independent Study (IND)
□ Internship (INT) □ Practice (PRA)
□ Study Abroad □ LDW
□ Independent Study (IND)
□ Private Music Lessons (PVL)
□ Study Abroad Seminar
Activity code for secondary activity:
- No secondary activity
- Laboratory (LAB)
- Design (DES)
- Recitation (REC)
- Practicum (PRA)
- Conversation Hour (CHR)
- Conference Hour (CON)

Is this course equivalent to any other? □ Yes □ No
If yes, list course number(s) and name(s):

Is this a topics course? □ Yes □ No
If yes, what are the anticipated topic names? (This list can be added to as more topics become available.)

Are there any known Liberal Learning course attributes? □ Yes □ No
If yes, please list. (This list can be altered as needed.)

Notes:
- Faculty weighted hours are determined by activity and weekly contact hours.
- Weekly contact hours are determined by the activity unless otherwise requested in the comment box below.
- Standard course cap is determined by the activity unless otherwise requested in the comment box below.

Comments:

Practicum Hours: 150 hours
1 credit = 75 hours

3 credits (course) + 2 credits (clinical/Practicum component)

Approvals:
- Program Faculty: [Signature] 3/13/2019
- Appropriate Comm. (Optional): [Signature] 3/13/2019
- Dean: [Signature] 3/13/19

Once completed and approved, please forward an electronic copy of this form from the office of the dean to schedule@xenj.edu AND attach a Word document with a short course description (approximately 50-100 words) as it will appear in the Bulletin.

Revised September, 2013