

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

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.



Department Chair

2/25/19

Date



School Curriculum Committee

2/25/19

Date



Dean

2/25/19

Date

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.

Debra Whalen
Curriculum Committee

2/25/19
Date

Carole Kerner
Dean

2/25/19
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:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.
- Billings, M. & Halstead, J. (Eds.) (2016). *Teaching in nursing*. (5th ed). St. Louis, MO: Elsevier Saunders.
- Canon, S Boswell, C. (2016). *Evidence-Based teaching in nursing: A foundation for educators*. Burling, MA: Jones and Bartlett Learning.

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

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

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)*.

COURSE SCHEDULE

Date	Topic	Assignments Due
Week 1 In class Location:	Course Overview APA Format Class Introductions Evidence-Based Teaching	Reading: Billings & Halstead Chapter 1 Cannon & Boswell Chapter 1
Week 2	Beliefs about Teaching Diverse Learning Needs Teaching Students about Disabilities	Readings: Billings & Halstead Chapter 2 Discussion Board 1
Week 3 In class Location:	Legal and Ethical Issues in Nursing Education Class Discussion	Reading: Billings & Halstead Chapter 3 Cannon & Boswell Chapter 4 Ethical Issue Paper Due
Week 4	Theoretical Foundations: From Teaching to Learning	Reading: Billings & Halstead Chapter 13 Cannon & Boswell Chapter 3 Discussion Board 2
Week 5	Strategies to Promote Critical Thinking and Clinical Reasoning	Reading: Billings & Halstead Chapter 15
Week 6 In class Location:	Cultural Competency/Cultural Humility	Readings: Billings & Halstead Chapter 17 Assigned Articles Case Study Due
Week 7	Multicultural Education in Nursing	Readings: Article and Video
Week 8 In class Location:	Teaching in the Clinical Setting	Readings: Billings & Halstead Chapter 18 Cannon & Boswell Chapter 9 Discussion Board #3
Week 9	Teaching and Learning at a Distance: Online Communities	Readings: Billings & Halstead Chapter 22 & 23; Cannon & Boswell Chapter 8 Discussion Board #4
Week 10 In class Location:	Classroom Teaching Approaches	Readings: Cannon & Boswell Chapter 7 Reflection Due
Week 11	Clinical Teaching Approaches	Readings: Billings & Halstead
Week 12	Clinical Simulation/ Information Technology	Readings: Billings & Halstead Chapter 20 Discussion #5
Week 13	<i>No Class: Thanksgiving Break</i>	
Week 14	Assessing & Evaluating Learning Outcomes, Evaluation Strategies	Readings: Billings & Halstead Chapter 24 & 25 Cannon & Boswell Chapter 10 Discussion Board #6

	Future Perspectives	
Week 15 In class Location:	Final Presentations	DUE: Poster Presentation with Reference List

GRADING

A	95 – 100	C+	78 – 79
A-	90 – 94	C	75 – 77
B+	87 – 89	C-	72 – 74
B	83 – 86	F	< 71
B-	80 – 82		

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
<hr/>	
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

- Deactivate course
- Modify Course

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

Term effective 8/2019 date:

- School (select one)
- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Arts and Communication | <input type="checkbox"/> Business | <input type="checkbox"/> Humanities & Social Sciences | <input type="checkbox"/> Education |
| <input type="checkbox"/> Engineering | <input checked="" type="checkbox"/> Nursing/HES | <input type="checkbox"/> Science | <input type="checkbox"/> No school (explain in comment box) |

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

- Proposed units: (if undergraduate) 1 =4 SH .75 =3 SH .5 =2 SH .25 = 1 SH 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 letter grade (GR) Pass/Unsatisfactory with credit (PU) Pass/Unsatisfactory no credit (DC) Other (explain in comment box) Grade

- Offering schedule:
- | | | |
|---|--------------------------------------|--|
| <input checked="" type="checkbox"/> fall only | <input type="checkbox"/> spring only | <input type="checkbox"/> fall and spring |
| <input type="checkbox"/> summer only | <input type="checkbox"/> all terms | <input type="checkbox"/> occasionally |

- Activity code for primary activity:
- | | | | |
|--|---|--|---|
| <input checked="" type="checkbox"/> Lecture/discussion (LDI) | <input type="checkbox"/> Lecture (LEC) | <input type="checkbox"/> Seminar (SEM) | <input type="checkbox"/> Lecture/Studio (LSU) |
| <input type="checkbox"/> Interactive Proficiency (INA) | <input type="checkbox"/> Independent Research (INR) | <input type="checkbox"/> Independent Study (IND) | <input type="checkbox"/> Advance Tutorial/Group Study (GPS) |
| <input type="checkbox"/> Group Research (RES) | <input type="checkbox"/> Large Ensemble (ENL) | <input type="checkbox"/> Moderate Sized Ensemble (ENS) | <input type="checkbox"/> Private Music Lessons (PVT) |
| <input type="checkbox"/> Internship (INT) | <input type="checkbox"/> Clinical (CNL) | <input type="checkbox"/> Practicum (PRA) | <input type="checkbox"/> Study Abroad Seminar |
| <input type="checkbox"/> Study Abroad Independent | <input type="checkbox"/> LDW | | |

Activity code for secondary activity: No secondary activity 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: Yelle, 3/13/2019
 Program Faculty Date
[Signature], 3/13/2019
 Appropriate Comm. Date
 (Optional)
Candy Kern, 3/13/19
 Dean Date

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

Cover Sheet for Connecting Courses to Program
NURS 571 Curriculum Development and Learning Theory

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)*.

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 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:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Billings, D.M. & Halstead, J. (Eds.) (2019). *Teaching in nursing: A Guide for Faculty* (6th ed). St. Louis, MO: Elsevier Saunders

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.

COURSE PURPOSE & LEARNING GOALS

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

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

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

*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

A	95 – 100	C+	78 – 79
A-	90 – 94	C	75 – 77
B+	87 – 89	C-	72 – 74
B	83 – 86	F	< 71
B-	80 – 82		

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> 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> 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 \(ADA\)](#)

THE COLLEGE OF NEW JERSEY
COURSE APPROVAL/CHANGE FORM

- New Course
- Deactivate course
- Modify Course

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

Course name: Curriculum Development and Learning theory

(30 characters, including spaces, maximum)

Course number (with NURS 571 number (If NEW, number may be suggested, but final prefix): assigned by Scheduling)

Term effective Fall 2019 or Spring 2020 date:

- School (select one)
- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Arts and Communication | <input type="checkbox"/> Business | <input type="checkbox"/> Humanities & Social Sciences | <input type="checkbox"/> Education |
| <input type="checkbox"/> Engineering | <input checked="" type="checkbox"/> Nursing/HES | <input type="checkbox"/> Science | <input type="checkbox"/> No school (explain in comment box) |

- Course level (if undergraduate) (if graduate)
- | | | | | |
|---|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> 100 | <input type="checkbox"/> 200 | <input type="checkbox"/> 300 | <input type="checkbox"/> 400 | <input type="checkbox"/> 09x |
| <input checked="" type="checkbox"/> 500 | <input type="checkbox"/> 600 | <input type="checkbox"/> 700 | | |

Proposed units: (if undergraduate) 1 =4 SH .75 =3 SH .5 =2 SH .25 = 1 SH 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 letter grade (GR) Pass/Unsatisfactory with credit (PU) Pass/Unsatisfactory no credit (DC) Other (explain in comment box) Grade

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

- Activity code for primary activity:
- | | | | |
|--|---|--|---|
| <input checked="" type="checkbox"/> Lecture/discussion (LDI) | <input type="checkbox"/> Lecture (LEC) | <input type="checkbox"/> Seminar (SEM) | <input type="checkbox"/> Lecture/Studio (LSU) |
| <input type="checkbox"/> Interactive Proficiency (INA) | <input type="checkbox"/> Independent Research (INR) | <input type="checkbox"/> Independent Study (IND) | <input type="checkbox"/> Advance Tutorial/Group Study (GPS) |
| <input type="checkbox"/> Group Research (RES) | <input type="checkbox"/> Large Ensemble (ENL) | <input type="checkbox"/> Moderate Sized Ensemble (ENS) | <input type="checkbox"/> Private Music Lessons (PVT) |
| <input type="checkbox"/> Internship (INT) | <input type="checkbox"/> Clinical (CNL) | <input type="checkbox"/> Practicum (PRA) | <input type="checkbox"/> Study Abroad Seminar |
| <input type="checkbox"/> Study Abroad Independent | <input type="checkbox"/> LDW | | |

Activity code for secondary activity: Non secondary activity

Laboratory (LAB) Practicum (PRA)

Design (DES) Conversation Hour (CHR)

Recitation (RCT) 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: Y. Orke, 3/13/2019
 Program Faculty Date
[Signature] 3/13/2019
 Appropriate Comm. Date
 (Optional)
Carole Kenna 03-13-19
 Dean Date

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.

Cover Sheet for Connecting Courses to Programs

NURS 572 Teaching with Technology for Health Professionals

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

- Bonnel, W. (2018). Teaching with technologies in nursing and the health professions (2nd ed). New York: Springer Publishing. ISBN-13: 9780826142795.
- 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.

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

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

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

Course Schedule		
Date	Topic	Readings/Assignments
Week 1	Introduction to the course	Reading due: None Mini Assignments due: 1-Course Readiness Survey 2-Annotate the Syllabus Assignment 3-Pair and Share Video Introduction (Kaltura)
Week 2	Teaching and learning with technology	Readings due: Bonnel Ch. 1-3 Mini Assignment due: 4-Personal Technology Skills Inventory
Week 3	Models and theories for educational technology Part 1: Backwards Design	Readings due: Bonnel Ch. 4-6 Wiggins & McTighe (2005). Understanding by design. Association for Supervision and Curriculum Development. Retrieved from: http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf Mini Assignment due: 5-Creating Learning Objectives
Week 4	Models and theories for educational technology Part II: SAMR and ADDIE	Reading: Bonnel Ch. 7-9 Instructional design/SAMR Model/What is the SAMR Model? Retrieved from: https://en.wikiversity.org/wiki/Instructional_design/SAMR_Model/What_is_the_SAMR_Model%3F McGriff, S. (2000). Instructional system design (ISD) Using the ADDIE model. Penn State University. Retrieved from https://www.lib.purdue.edu/sites/default/files/directory/butler38/ADDIE.pdf 6-Assignment due: Online Tutorial Critique
Week 5	Digital storytelling and infographics	Reading: Bonnel Ch. 10-12 Bradshaw, Molly & Porter, Sallie. (2017). Infographics: A New Tool for the Nursing Classroom. <i>Nurse Educator</i> . 42. 1. 10.1097/NNE.0000000000000316. Mini Assignment due: 7-Infographic Plan
Week 6	Health literacy and Information Literacy	Readings: Bonnel Ch. 13-15 America's health literacy: Why we need accessible health information. U.S. Department of Health and Human Services. Retrieved from https://health.gov/communication/literacy/issuebrief/

COURSE SCHEDULE

		Assignment due: Infographic
Week 7	Communication etiquette and best practices	<p>Readings: Bonnel Ch 16-17</p> <p>Malka, S.T., Kessler, C.S., Abraham, J. Emmet, T.W., & Wilbur. L. (2015). Professional e-mail communication among health care providers: proposing evidence-based guidelines. <i>Academic Medicine</i>, 90 (1): 25-9. Retrieved from: https://www.mcgaw.northwestern.edu/docs/Email-Communication-Among-Providers-Guidelines.pdf</p> <p>Mini Assignment due: 8-Peer Evaluation of Infographic</p>
Week 8	Online tutorials	<p>Readings: Pages 1-21: Treadgold, P. & Grant, C. (2014). Evidence Review: what does good health information look like? <i>Patient Information Forum</i>. Retrieved from: https://www.pifonline.org.uk/wp-content/uploads/2015/03/What-does-good-health-information-look-like-October-2014.pdf</p> <p>Mini Assignment due: 10-Screen capture video</p>
Week 9	Collaboration	<p>Readings: Pages 22-end: Treadgold, P. & Grant, C. (2014). Evidence Review: what does good health information look like? <i>Patient Information Forum</i>. Retrieved from: https://www.pifonline.org.uk/wp-content/uploads/2015/03/What-does-good-health-information-look-like-October-2014.pdf</p> <p>Mini Assignment due: 11-Google docs creation</p>
Week 10	Simulations, animations and video	<p>Readings: Llynne, K. (2018). Evaluating competence and confidence using simulation technology. <i>Nursing 2018</i>. 48 (10), p 45.52. Retrieved from https://journals.lww.com/nursing/Fulltext/2018/10000/Evaluating_competence_and_confidence_using.12.aspx</p> <p>Mini Assignment due: 12-Simulation Critique</p>
Week 11	Content curation and search strategies	Readings:

COURSE SCHEDULE

		<p>O'Connor, M.E. (2016). The power of content creation for healthcare communities. Patient Empowerment Network. Retrieved from: https://powerfulpatients.org/2016/04/28/the-power-of-content-curation-for-healthcare-communities/</p> <p>Mini Assignment due: 13-Google Sites Resource Page Creation</p>
Week 12	Assessing the effectiveness of technology education projects	<p>Reading: Quality Matters rubric See Canvas for access.</p> <p>Mini Assignment due: 14- Google Forms Survey Creation</p>
Week 13	Research and future directions	<p>Readings: Determined by class submission. See Canvas for details.</p> <p>Assignment due: Journal Article Critique</p>
Week 14	Accessibility and Universal Design	<p>Readings:</p> <p>P. 14-22 in Effective communication for health care providers: A guide to caring for people with disabilities. University of Delaware (2017). Retrieved from http://www.cds.udel.edu/wp-content/uploads/2017/02/effective-communication.pdf</p> <p>Ratcliff, Christopher. (2018). How to design websites for blind and partially sighted people. Retrieved from https://www.userzoom.com/blog/how-to-design-websites-for-blind-and-partially-sighted-people/</p> <p>Mini Assignment due: 15- Captioning Assignment</p>
Week 15	Ethical and legal considerations	<p>Readings: Determined by class submission. See Canvas for details.</p> <p>Mini Assignment due: 16- Current Event/Case Study Submission</p> <p>Assignment due: Webinar Group Presentation</p>

GRADING

A	95 – 100%	C+	78 – 79%
A-	90 – 94%	C	75 – 77%
B+	87 – 89%	C-	72 – 74%
B	83 – 86%	F	71% and below
B-	80 – 82%		

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%
<hr/>	
	100%

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

COURSE APPROVAL/CHANGE FORM

- New Course
- Deactivate course
- Modify Course

Does this replace a previous course? No Yes, course number

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

Course name:

(30 characters, including spaces, maximum)

Course number (with number (If NEW, number may be suggested, but final prefix): 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
 - 09x
- (if graduate)
- 500
 - 600
 - 700

Proposed units: (if undergraduate)

- 1 =4 SH
- .75 =3 SH
- .5 =2 SH
- .25 = 1 SH
- 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?

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/Unsatisfactory with credit (PU) Pass/Unsatisfactory no credit (DC) Other (explain in comment box) Grade

Offering schedule:

- fall only
- spring only
- fall and spring
- summer only
- all terms
- occasionally

- Activity code for primary activity:
- Lecture/discussion (LDI)
 - Interactive Proficiency (INA)
 - Group Research (RES)
 - Internship (INT)
 - Study Abroad Independent
 - Lecture (LEC)
 - Independent Research (INR)
 - Large Ensemble (ENL)
 - Clinical (CNL)
 - LDW
 - Seminar (SEM)
 - Independent Study (IND)
 - Moderate Sized Ensemble (ENS)
 - Practicum (PRA)
 - Lecture/Studio (LSU)
 - Advance Tutorial/Group Study (GPS)
 - Private Music Lessons (PVT)
 - Study Abroad Seminar

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:

Y. Chen, 3/13/2019
Program Faculty Date
[Signature], 3/13/2019
Appropriate Comm. Date
(Optional)
[Signature], 3/13/19
Dean Date

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.

Cover Sheet for Connecting Courses to Programs

NURS 573 Assessment and Evaluation Methods

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:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

McDonald, M. E. (2018). *Nurse educator's guide to assessing learning outcomes* (4th ed.). Sudbury, MA: Jones & Barlett. ISBN-13: 9781284113365

Oermann, M. H., & Gaberson, K. B. (2017). *Evaluation and testing in nursing education*. New York, NY: Springer Publishing Inc. ISBN-13: 978-0826194886

Recommended/Optional Materials:

Billings, D. M. & Halstead, J. A. (2015). *Teaching in Nursing: A Guide for Faculty* (5th ed.). St. Louis, MO: Elsevier. ISBN-13: 978-0323290548

Iwasiw, C. L. & Goldenberg, D. (2020). *Curriculum development in nursing education* (4th ed.). Sudbury, MA: Jones & Barlett. ISBN-13: 97812143584

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:

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

#	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

Class/Date Location	Topic	Readings
Week 1 <i>In class</i>	<ul style="list-style-type: none"> ▪ Orientation to the course/ course overview and expectations ▪ Introduction & overview of assessing learning outcomes and evaluation methods 	Reading: None
Week 2	<ul style="list-style-type: none"> ▪ Assessment Basics & Social, Legal & Ethical Issues 	Readings: Case Study/Discussion Board 1
Week 3 <i>In class</i>	<ul style="list-style-type: none"> ▪ Measurement: Instructional Objectives, Learning Outcomes and Blueprints 	Reading: Practicum
Week 4	<ul style="list-style-type: none"> ▪ Test Construction: Selected Response and Constructed Response Formats 	Reading: Paper 1: Course Analysis
Week 5	<ul style="list-style-type: none"> ▪ Test Construction: Assembly & Administration 	Reading: Practicum
Week 6	<ul style="list-style-type: none"> ▪ Interpreting Test Scores: Criterion- referenced and norm-referenced 	Readings:
Week 7 <i>In class</i>	<ul style="list-style-type: none"> ▪ Interpreting Test Scores: Bias, Reliability, Validity 	Readings Case Study/Discussion Board 2
Week 8	<ul style="list-style-type: none"> ▪ Basic Test Statistics & Overall Test Data Analysis 	Readings: Practicum
Week 9	<ul style="list-style-type: none"> ▪ Test Banks and Software ▪ High Stakes Testing 	Readings: Paper 2: Exam Analysis
Week 10	<ul style="list-style-type: none"> ▪ Evaluation: Formative & Summative 	Readings:
Week 11 <i>In class</i>	<ul style="list-style-type: none"> ▪ Preparing for Classroom Teaching 	Readings:

Week 12	▪ Classroom Teaching	Practicum
Week 13	▪ No Class-Thanksgiving Break	
Week 14	▪ Evaluating the Clinical Experience	Readings: Case Study/Discussion Board 3
Week 15 <i>In class</i>	▪ Final Presentations	Presentation: Evidence-based Assessment, Measurement & Evaluation in Nursing Education

GRADING

A	95 – 100	C+	78 – 79
A-	90 – 94	C	75 – 77
B+	87 – 89	C-	72 – 74
B	83 – 86	F	< 71
B-	80 – 82		

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

Case Study/Discussion Board (3)	30% (10% each)	30% (10% each)
Paper 1: Course Analysis	20%	20%
Paper 2: Exam Analysis	20%	20%
Presentation: Evidence-based Assessment, Measurement & Evaluation in Nursing Education	30%	30%
Practicum	P/F	P/F
	100%	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

- Deactivate course
- Modify Course

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

(30 characters, including spaces, maximum)

Course number (with NURS 573 number (If NEW, number may be suggested, but final prefix): assigned by Scheduling)

Term effective Spring 2020 / Summer 2020 date:

- School (select one)
- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Arts and Communication | <input type="checkbox"/> Business | <input type="checkbox"/> Humanities & Social Sciences | <input type="checkbox"/> Education |
| <input type="checkbox"/> Engineering | <input checked="" type="checkbox"/> Nursing/HES | <input type="checkbox"/> Science | <input type="checkbox"/> No school (explain in comment box) |

- Course level (if undergraduate)
- (if graduate)
- | | | | | |
|---|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> 100 | <input type="checkbox"/> 200 | <input type="checkbox"/> 300 | <input type="checkbox"/> 400 | <input type="checkbox"/> 09x |
| <input checked="" type="checkbox"/> 500 | <input type="checkbox"/> 600 | <input type="checkbox"/> 700 | | |

Proposed units: (if undergraduate)

<input type="checkbox"/> 1 =4 SH	<input type="checkbox"/> .75 =3 SH	<input type="checkbox"/> .5 =2 SH	<input type="checkbox"/> .25 = 1 SH	<input type="checkbox"/> variable (explain in comment box)
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(if graduate)

<input type="checkbox"/> 1 credit	<input type="checkbox"/> 2 credits	<input type="checkbox"/> 3 credits	<input type="checkbox"/> 4 credits	<input checked="" type="checkbox"/> 5 credits	<input type="checkbox"/> 6 credits	<input type="checkbox"/> variable (explain in comment box)
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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 grade (GR) Pass/Unsatisf with credit (PU) Pass/Unsatisf no credit (DC) Other (explain in comment box) Grade

Offering schedule:

<input type="checkbox"/> fall only	<input type="checkbox"/> spring only	<input type="checkbox"/> fall and spring
<input type="checkbox"/> summer only	<input checked="" type="checkbox"/> all terms	<input type="checkbox"/> occasionally

- Activity code for primary activity:
- | | | | |
|---|---|--|--|
| <input checked="" type="checkbox"/> Lecture /discussion (LDI) | <input type="checkbox"/> Lecture (LEC) | <input type="checkbox"/> Seminar (SEM) | <input type="checkbox"/> Lecture/ Studio (LSU) |
| <input type="checkbox"/> Interactive Proficiency (INA) | <input type="checkbox"/> Independent Research (INR) | <input type="checkbox"/> Independent Study (IND) | <input type="checkbox"/> Advance Tutorial/ Group Study (GPS) |
| <input type="checkbox"/> Group Research (RES) | <input type="checkbox"/> Large Ensemble (ENL) | <input type="checkbox"/> Moderate Sized Ensemble (ENS) | <input type="checkbox"/> Private Music Lessons (PVT) |
| <input type="checkbox"/> Internship (INT) | <input type="checkbox"/> Clinical (CNL) | <input type="checkbox"/> Practicum (PRA) | <input type="checkbox"/> Study Abroad Seminar |
| <input type="checkbox"/> Study Abroad Independent | <input type="checkbox"/> LDW | | |

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:

Practicum Hours: 150 hours
 1 credit = 75 hours
 3 credits (course) + 2 credits (clinical/practicum component)

Approvals:

[Signature], 3/13/2019
 Program Faculty Date

[Signature], 3/13/2019
 Appropriate Comm. Date
 (Optional)

[Signature], 03-13-19
 Dean Date

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.