ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.

Faculty Contact Information
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Office Hours: Monday 1000-1200
Tuesday 1100-1200
Wednesday 1000-1200
*Please email for an appointment.*
Additional times are available upon request.

**Faculty will respond to emails and questions within 24 hours M-F and within 48 hours on the weekend.**

**Class Meeting Time and Place:** This course is taught in an online format. Calendar to follow and also available in Brightspace.

**Required Textbooks**

**Technology Requirements**
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here: https://www.sfasu.edu/docs/nursing/technology-requirements.pdf

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

**Course Description:** This course provides in-depth knowledge of the curriculum design process specific to nursing education. The student will examine conceptual frameworks, the curriculum development process, and the role of the faculty. Learning theories and educational taxonomies will be applied to curriculum planning and development. Issues and trends in curriculum development and evaluation are explored.

**Credit hours:** (3 credits; fully online graduate course) This course spans 15 weeks. The course contains extensive written content requiring students to engage in online module for at least 12 hours a week. Required readings and external resources are woven into the content to support
key concepts and provide advanced nursing perspectives. In addition, students are expected to participate in weekly discussions and/or submit substantive reflective journals, are required to participate in case studies, synthesize information for written work, design a basic undergraduate nursing curriculum, and critique a nursing syllabus.

Prerequisites: Admission to SON Graduate Program

End of Program Student Learning Outcomes
Graduates of the MSN-Nurse Educator Program will:

1. Synthesize nursing science with knowledge from other disciplines as the basis for the advanced level of nursing practice.
2. Evaluate effective strategies for managing the ethical and legal dilemmas inherent in patient care, the health care organization, and research.
3. Employ effective communication and collaborative skills in interdisciplinary teams for creating change in health care.
4. Analyze concepts of health promotion and culturally competent care across the lifespan.
5. Assume responsibility for the use of health care information systems and patient care technology to improve patient outcomes.
6. Demonstrate leadership and accountability in the development and implementation of health care policy.
7. Critically appraise existing literature from nursing and other disciplines to determine and implement the best evidence for practice.
8. Advocate for the advanced practice role within the policy related to access and health care communities.
9. Value continuing competence, growth, and development in the profession.

NLN Core Competencies for Nurse Educators

1. Facilitate learning
2. Facilitate learner development and socialization
3. Use assessment and evaluation strategies
4. Participate in curriculum design and evaluation of program outcomes
5. Function as a change agent and leader
6. Pursue continuous quality improvement in the nurse educator role
7. Engage in scholarship
8. Function within the educational environment

Course Student Learning Outcomes
At the completion of this course, the student will:

1. Synthesize nursing science with the knowledge of educational strategies specific to the design of a nursing curriculum.
2. Analyze state and national standards that guide and direct nursing curricular design.
3. Implement teaching strategies, evaluation methods, educational philosophies, and design principles for achieving educational outcomes based on evidence-based practice.

NURS 5360 F’23
4. Evaluate the role of interdisciplinary theories in the development of nursing curricular design.
5. Employ effective communication skills and collaborative practices in developing a nursing curriculum.
7. Integrate consistent professionalism in performance and communication within curriculum design.

Unit/Module Objectives

Module 1: Introduction to curriculum development: History and significance.
1. The student will examine the history of nursing education.
2. The student will examine the historical underpinning of curriculum development and its significance to nursing education.
3. The student will evaluate the impact of curriculum development on nursing education.

Module 2: Faculty development to support curricular design and/or change.
1. The student will examine the faculty role in curriculum design and/or change.
2. The student will examine the relationship of faculty development in designing a nursing curriculum and/or changing an existing curriculum.
3. The student will appraise various change theories and their impact on curriculum design and/or change.

Module 3: Continuous curriculum appraisal and quality improvement.
1. The student will examine the purpose of continuous curriculum appraisal.
2. The student will evaluate the factors associated with continuous curriculum appraisal.
3. The student will discuss the faculty responsibility of scholarship in curriculum design and redesign.
4. The student will appraise Boyer’s model of scholarship as it applies to curriculum design.

Module 4: Preparing for curriculum development or redesign.
1. The student will examine the reasons for curriculum development.
2. The student will evaluate the impact of effective preparation on implementing curriculum development or redesign.
3. The student will appraise the value of gaining stakeholders input on curriculum development.

Module 5: Leading and organizing curriculum development or redesign.
1. The student will analyze the characteristics associated with effective curriculum leadership.
2. The student will appraise the value of using theoretical frameworks for selecting leadership and promoting organizational change.
3. The student will evaluate the impact of effective planning in curriculum development.
4. The student will examine the benefits of using a Gantt chart in curriculum planning.
Module 6: Gathering data: Internal and external factors that influence the curriculum.
1. The student will analyze the internal factors affecting curriculum development.
2. The student will analyze the external factors affecting curriculum development.
3. The student will evaluate the impact of gathering data related to all factors affecting the nursing curriculum.

Module 7: Analyzing and interpreting data: Synthesizing curriculum meaning.
1. The student will examine the need for analyzing and interpreting contextual data necessary for curriculum development.
2. The student will synthesize curriculum meaning based on contextual data.

Module 8: Establishing philosophies and educational frameworks.
1. The student will analyze the process for constructing a philosophy statement.
2. The student will develop a beginning philosophy statement.
3. The student will examine various learning theories and pedagogies.
4. The student will analyze the influence of learning theories and pedagogies on the process of teaching and learning.

Module 9: Formulating curriculum goals and outcome statements.
1. The student will differentiate between goals, outcomes, competencies, and objectives.
2. The student will compare and contrast the various levels of outcomes necessary for curriculum development and student learning.
3. The student will examine the three domains of learning and the associated taxonomies.
4. The student will evaluate the importance of formulating well-written goals and outcomes for program success.

Module 10 & 11: Curriculum design.
1. The student will analyze the process involved with curriculum design.
2. The student will examine each of the critical elements associated with curriculum design.
3. The student will evaluate the importance of creating a unified curriculum.
4. The student will appraise the value of interprofessional education.
5. The student will evaluate the curriculum design elements of the undergraduate nursing program of choice.

Module 12 & 13: Course design within the curriculum.
1. The student will analyze the process involved with course design.
2. The student will examine each of the essential components of course design.
3. The student will value the importance of linking course outcomes with end-of-program student learning outcomes.
4. The student will appraise a course syllabus.
5. The student will create the major curriculum design project.

Module 14: Planning curriculum evaluation.
1. The student will compare and contrast the various types of evaluations that occur in and around nursing curriculum.
2. The student will appraise the value of curriculum evaluation.
3. The student will examine each of the critical components of curriculum evaluation.
4. The student will evaluate the importance of formulating well-written plan for curriculum evaluation.

Module 15: Wrap-up.

Instructional Methods
Discussion board, online presentations

Teaching Strategies
Discussion, reading/resources, online content delivery/presentation, video

Course Requirements
Faculty developed coursework to provide students with a foundation to meet the program outcome objectives which are consistent with the Essentials of Master of Science in Nursing and the National League for Nursing’s Nurse Educator Core Competency expected outcomes. The course requirements for this course are:
- Complete all course assignments by the assigned due date/time. Late work will not be accepted without prior faculty approval and a 10% late penalty will apply.
- Communication should be professional, respectful of other views, and have a positive and polite tone.
- All assignments are to be completed by the individual student unless assigned as a group project.

Additional Course Requirements for the online forum:
- The electronic week begins on Monday at 0000 CST (12:00 AM) and ends on Sunday at 2359 CST (11:59 PM).
- The weekly posts consist of **one Main (Initial) post and one response to a different peer each week. All will be posted on separate days.**
- There are no “make-ups” for not posting to the Weekly Discussions and late posts will not be accepted at the close of the module week.
- Students must post a Main/Initial post to the Discussion board each week on or before Thursday at 2359.
- Points will be deducted for not having the Initial post completed on or before Thursday to ensure active learning and engagement with peers and course faculty. See the grading rubric for details.
- Students must read and respond to **a peer post** each week unless otherwise specified. Please make every effort to select a different peer each week.
- Students **must provide references in current APA format for all posts.**
- It is recommended that you prepare your weekly discussion posts in Microsoft Word and then cut and paste into the Brightspace discussion.
- All discussions posted must reflect scholarly writing.
- Posts must be in the correct Weekly Discussion board or no points will be awarded.
Grades and Grading

**Assignments and the associated grading rubrics are available in Brightspace**

Weekly Discussion Board 20% (x8 = 2.5% each)
Reflective Journals 15% (x2 = 7.5% each)
Short Paper 15%
Critique nursing course syllabus 15%
Design/redesign nursing curriculum 35%
Total 100%

SON Rounding Policy:

SON Grades Policy 1.7:
1. Rounding is confined to the final course grade.
   Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (Brightspace) in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

MSN GRADING SCALE:
90-100 = A
80-89 = B
Less than 80 = F
No course with a grade below B can be used to satisfy MSN degree requirements. A student may repeat one course one time.

Students have the responsibility for monitoring grades in Brightspace throughout the semester and to communicate with course instructors regarding grade status.

In the event of course failure, the student must contact the MSN Coordinator for further instructions concerning program progression.

POLICIES

Attendance Policy: Your participation in class is expected and it is essential to the learning experience and your contribution valued. Refer to SON Policies. Students are adult learners. Therefore, it is up to the student to make the decision to attend/participate in class or not. However, we recommend that students participate and actively engage with the course material regularly. Students are responsible for all materials assigned and/or presented in each class, any information presented by your classmates, and all announcements (email/Brightspace).
Mid-term and Drop Dates: Refer to University Calendar

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/policies/10.4.pdf). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. Content will be delivered in a variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom sessions, and face-to-face active learning activities. Please check Brightspace regularly for course updates. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Evaluations
At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and Typhon Evaluations. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

Brightspace
Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password
http://d2l.sfasu.edu

What are the technical requirements to use the system?
You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

How do I get technical help?
Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

Communication with Instructor: The Instructor will communicate with students about the course through the use of Brightspace learning management system. Students are required to check this site at least three times a week (daily is recommended) for announcements and posted material and are responsible for information posted in Brightspace. Grades will be posted
electronically. Students are highly recommended to make appoints to speak with instructor if making less than 80 on any assignment.

**Online Resources:**
Graduate School Student Handbook on the SFA School of Nursing website: [http://www.sfasu.edu/academics/colleges/sciences-math/nursing](http://www.sfasu.edu/academics/colleges/sciences-math/nursing)
Purdue Owl: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)
Brightspace Course Platform: [https://d2l.sfasu.edu](https://d2l.sfasu.edu/)

**Academic Integrity**

*The Code of Student Conduct and Academic Integrity* outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

DeWitt School of Nursing Policies
To access the SON’s student policies, follow this link:
http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu
SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

Course Calendar/Timeline: See next page. A copy of this syllabus will also be provided within the Brightspace course. Students will be notified in writing should any changes occur.
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Content/Concept</th>
<th>Reading</th>
<th>Assignments</th>
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| 08/28/23-09/03/23 | 1      | Introduction to curriculum development: History and significance. | • Iwasiw et al. Ch.1  
• Billings & Hallstead Ch. 6  | DB 1-1                |
| 09/04/23-09/10/23 | 2      | Faculty development to support curricular design and/or change. | • Iwasiw et al. Ch.2  | DB 2-1                |
| 09/11/23-09/17/23 | 3      | Continuous curriculum appraisal and quality improvement. | • Iwasiw et al. Ch.3 & 4  | DB 3-1                |
| 09/18/23-09/24/23 | 4      | Preparing for curriculum development or redesign. | • Iwasiw et al. Ch.5  | DB 4-1                |
| 09/25/23-10/01/23 | 5      | Leading and organizing curriculum development or redesign. | • Iwasiw et al. Ch.6 & 7  | DB 5-1                |
| 10/02/23-10/08/23 | 6      | Gathering data: Internal and external factors that influence the curriculum. | • Iwasiw et al. Ch.8  
• Billings & Hallstead Ch. 5  | Reflective Journal #1 DUE 10/02/22 |
| 10/09/23-10/15/23 | 7      | Analyzing and interpreting data: Synthesizing curriculum meaning. | • Iwasiw et al. Ch.9  
• Review AACN The Essentials  | DB 7-1                |
| 10/16/23-10/22/23 | 8      | Establishing philosophies and educational frameworks. | • Iwasiw et al. Ch.10  
• Billings & Hallstead Ch. 7 & 14  | Short Paper DUE 10/16/22 |
| 10/23/23-10/29/23 | 9      | Formulating curriculum goals and outcome statements. | • Iwasiw et al. Ch.11  
• Billings & Hallstead Ch. 10 pp. 188-190  
• Review Lease’s link and Wilson’s links  | DB 9-1                |
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Week</th>
<th>Assignment</th>
<th>Reading Material</th>
<th>Notes</th>
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</table>
| 10/30/23-11/05/23  | 10   | Curriculum design.                                                         | • Iwasiw et al. Ch. 12  
• Billings & Hallstead Ch. 8                                             | DB 10-1                                                                |
| 11/06/23-11/12/23  | 11   | Curriculum design: Continued                                              | • Billings & Hallstead Ch. 9  
• Review ACEN Accreditation Manual, Section III, Standards & Criteria, Baccalaureate  
• Review AACN *The Essentials* | No written assignments. Introduction to the Major Curriculum Development Assignment in Module 13. Begin gathering data. |
| 11/13/23-11/17/23  | 12   | Course design within the curriculum.                                       | • Iwasiw et al. Ch. 13 & 14  
• Billings & Hallstead Ch. 10                                                | Syllabus Critique DUE 11/17/23                                         |
| 11/27/23-12/03/23  | 13   | Course design within the curriculum: Continued.                           |  
*Note the comprehensiveness of this assignment and plan accordingly.* | Major Curriculum Development Assignment DUE 12/03/23                      |
| 12/04/23-12/10/23  | 14   | Planning curriculum evaluation.                                            | • Iwasiw et al. Ch. 15                                                    | Reflective Journal #2 DUE 12/10/23                                   |
| 12/11/23-12/15/23  | 15   | Wrap-up: Time of self-reflection related to learning experiences this semester. What was your greatest accomplishment? What was your most significant barrier? What surprised you the most about curriculum design? | • Iwasiw et al. Ch. 16                                                  | Contact faculty for any questions moving forward. No written assignments. This is a time of true self-reflection. |