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| **COURSE SCHEDULE**(Intended as an overview; full citations and assignment details are on course Website) |
| ***Week 1-* *Curriculum Overview (Mission, Vision, Ethical and Legal)*** | **Points** | **Due** |
| **Reading** | Diamond: 1-5, & 7-8 Pages 292-294, 377-381, 379-380<http://www.ed.gov/> U.S. Department of EducationAdd this NMC website – link to catalog <http://www.methodistcollege.edu/student-life/registrar/catalog/archived-college-catalogs>Page 6 in the text contains four important relationships that need to be considered throughout the development process. Diamond does a wonderful job drilling down to four critical focuses.The model page 6….pay specific attention to the information regarding the model presented in Chapter 1. Chapter 5 presents a deeper explanation of the model. Table 2 in this article shows an example of mission, comparing program and college/university mission components. Davenport, N., Spath, M., & Blauvelt, M. (2009). A step-by-step approach to nursing curriculum review.  *Nurse Educato*r, *34* (4), 181-185.http://ezproxy.methodistcollege.edu/login?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&NEWS=N&PAGE=fulltext&AN=00006223-200907000-00017&LSLINK=80&D=ovft |  |  |
| **Discussion Board Question or Topic** |  **DF1.1: Introduction and questions (Participation is not required) Put with Questions -ask here!****1a/DF 1.2:** **Mission and Vision (CC)** **1b/DF 1.3: Ethical and Legal** | 5 bonus3030 | **Initial post for 1.1 due****Tuesday 11:55 pm**All other DB initial posts are due Thursday 11:55 pmReplies dueSunday 11:55 pm |
| **Assignment/Group Project** | **Assignment 1.1: Program Proposal** **GROUP PROJECT:****Week One - Please refer to the GROUP PROJECT file in the course.**  | 100 | Sunday 11:55 pm |
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| ***Week 2-* *Philosophy, Design, and Sequencing*** | **Points** | **Due** |
| **Reading** | Chapters 9 – 13 (Diamond) Browse Chapter 6 -Diagramming (Diamond) for example of program/course sequencingGo to [www.degreeprofile.org](http://www.degreeprofile.org) and print off the Degree Qualifications Profile 2.0 document. You will use this document throughout this course. This is a wonderful tool to keep and refer to as you are creating and developing courses in your current position or future position. In addition, you will need to print off the PDF file Blooms Taxonomy located in the handouts section of this week. This is a tool that will provide assistance with creation of course objectives and program outcomes. This article provides an example of nursing program outcomes, design, and curricular sequencing. Mailloux, C. G. (2011).  Using the essentials of Baccalaureate education for professional nursing practice(2008) as a framework for curriculum revision.  *Journal of Professional Nursing, 27* (6), 385-389.  dx.doi.org/doi:10.1016http://ezproxy.methodistcollege.edu/login?url=http://dx.doi.org/doi:10.1016/j.profnurs.2011.04.009 |  |  |
| **Discussion Board Question or Topic** | **2.1 DF: Philosophy and Concepts (CC)****2.2 DF: Course Sequencing and Liberal Education (CC)** | 3030 | Initial posts dueThursday 11:55 pmReplies dueSunday 11:55 pm |
| **Assignment** | **2.1 Assignment: Create Program Outcomes****GROUP PROJECT:****Week Two – Please refer to the GROUP PROJECT file in the course.**  | 100 | Sunday 11:55 pm |
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| ***Week 3* - *Program Outcomes and Professional Competencies*** | **Points** | **Due** |
| **Reading** | Chapters 16-19 (Diamond)Resources L & M  <https://www.aacu.org/leap/what-is-a-liberal-education>NLN Competencies for Graduates of Baccalaureate Nursing Programs - National League for Nursing (n.d.)  Competencies for Graduates of Baccalaureate Programs.  Retrieved September 15, 2014, from  http://www.nln.org/facultyprograms/competencies/comp\_bacc.htm The American Association of Colleges of Nursing has identified Essentials of Baccalaureate Nursing (2008), which contain competencies expected of baccalaureate nursing graduates. Page 10 identifies components of and courses from a liberal education that should be included. This is another great resource for downloading and future reference. Retrieved from http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdfThe American Association of Colleges of Nursing (2009) discusses importance of liberal education in their faculty toolkit. American Association of Colleges of Nursing Faculty tool kit. Retrieved from http://www.aacn.nche.edu/Education/pdf/BacEssToolkit.pdf Daggett, L., Butts, J., & Smith, K. (2002). The development of an organizing framework to implement AACN guidelines for nursing education. *Journal of Nursing Education*, 41,34-37. This article has an example of a visual diagram of competencies from liberal education and nursing education and thus is included here as a reference, though the AACN guidelines have been updated since this article was published. <http://ezproxy.methodistcollege.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2002036653&site=ehost-live&scope=site>Webber, P. (2002). A curriculum framework for nursing. *J*ournal of Nursing Education, 41, 15-24. Provides an example of the KSVME model and desired program outcomes by nursing degree level.  <http://ezproxy.methodistcollege.edu/login?url=http://search.proquest.com/docview/203971470/135C48261CE32E4A4E5/5?accountid=58689> |  |  |
| **Discussion Board Question or Topic** | **3a/DF 3.1: Program Outcomes and Competencies(CC)**  | 30 | Initial posts dueThursday 11:55 pmReplies dueSunday 11:55 pm |
| **Assignment** | **I have a Liber Arts Education Assignment in 515 listed as Assignment 3.1 for both groups.****Week Three - Please refer to the GROUP PROJECT file in the course.**  | **40** |  |

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| ***Week 4 – Course Syllabus***  |  | **Due** |
| **Reading** | Chapters 20-22 (Diamond) |  |  |
| **Discussion Board Question or Topic** | **4a/DF 4.1:** **Course Syllabus**  | 30 | Initial posts dueThursday 11:55pmReplies dueSunday 11:55 pm |
| **Assignment** | **4b/Assignment 4.1: Critical Analysis of a Syllabus****Week Four - Please refer to the GROUP PROJECT file in the course.**  | 150 | Sunday 11:55 pm |
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| ***Week 5 - Course Outcomes*** | **Points** | **Due** |
| **Reading** | **Chapter 24 (Diamond)** [**https://www.aacu.org/value**](https://www.aacu.org/value)As you complete this week's readings, reflect back to and consider course outcomes in the syllabi reviewed last week |  |  |
| **Discussion Board Question or Topic** | **5.1 DF: Critical Competencies** **I also have a Discussion 5.2: Creating Course Outcomes for both groups.**  | 3030 | Initial post dueThursday 11:55 pmReplies dueSunday 11:55 pm |
| **Assignment** | **5.1 Assignment:  Team Project Peer Assessment** **Week Five - Please refer to the GROUP PROJECT file in the course.** **Assignment 5.2: Course Survey** **Assignment 5.3:** Midway Progress on Group Project: The instructor will evaluate the participation, collaboration and contribution of the group members within the representative team folder within Google Docs. The instructor will assess the Team progress related to the Curriculum Project for presence of Mission, Vision, Philosophy, Program Outcomes and Competencies, and Course Sequence for Degree Plan. The project may be in draft format though needs to show substantive work of the Team.  | 500 | Sunday 11:55 pmSunday 11:55 pm |

**Interterm Break Week occurs between Week 5 and Week 6**

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| ***Week 6* *Assessment and Accreditation*** | **Points** | **Due** |
| **Reading** | Banta & Palomba: Chapters 1 & 2Accreditation sources – HLC, NRS, ABHES, CAHEP, including State agencies etc.Diamond: Reference B, E, and Chapter 2There are two specialized nursing accreditation organizations. CCNE and ACEN both accredit baccalaureate and higher degree programs. ACEN also accredits associate and practical nursing programs.* Collegiate Commission on Nursing Education (CCNE) (2013) accreditation standards document. Retrieved from http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate/standards .
* Accreditation Commission for Education in Nursing (ACEN) has assumed much of what was the National League for Nursing Accreditation Commission (NLNAC) for Baccalaureate Programs. The ACEN Accreditation Manual effective 2014 is retrieved from http://www.acenursing.net/manuals/SC2013.pdf   These standards are quite similar to the former NLNAC Standards for other program levels. Depress shift key and click on mouse if you wish to open links in a new window.

This article discusses assessment for continuous quality improvement (CQI) in higher education and in nursing, providing a visual example of factors that may be considered in assessment of a program. Brown, J.F., & Marshall, B.L. (2008, July-August). Continuous quality improvement: an effective strategy for improvement of program outcomes in a higher education setting. Nursing Education Perspectives, 29 (4), 205-11.<http://ezproxy.methodistcollege.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&an=2009987206&site=ehost-live> |  |  |
| **Discussion Board Question or Topic** | **6.1 DF 1.1: Personal Learning Reflection****6.2 DF 1.2: Assessment Help** **6.3 DF 1.3 Effective Assessment**  | 5 bonus/optional for NRS3030 | **Initial post for 1.1 due****Tuesday 11:55 pm**All other DB initial posts are due Thursday 11:55 pmReplies dueSunday 11:55 pm |
| **Assignment** |   |  |  |

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| ***Week 7* *Program/Course Mapping Program Evaluation*** | **Points** | **Due** |
| **Reading** | Banta & Palomba: Chapters 3-4Uchiyama, K. P., & Radin, J. L. (2009). Curriculum mapping in higher education: A vehicle for collaboration. *Innovative Higher Education, 33*(4), 271-280. doi: 10.1007/s10755-008-9078-8<http://ezproxy.methodistcollege.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=508029915&site=ehost-live&scope=site>Heinrich, C., Karner, K., Gaglione, B., & Lambert, L. (2002). Order out of chaos: The use of a matrix to validate curriculum integrity. Nurse Educator, 27, 136-140. This article, though somewhat outdated, provides an visual example of a matrix. <http://ezproxy.methodistcollege.edu/login?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00006223-200205000-00012&LSLINK=80&D=ovft>This article provides an example of mapping course outcomes to program and professional outcomes. Mailloux, C. G. (2011).  UsingThe Essentials of Baccalaureate Education for Professional Nursing Practice(2008) as a Framework for Curriculum Revision.  Journal of Professional Nursing, 27 (6), 385-389.  dx.doi.org/doi:10.1016http://ezproxy.methodistcollege.edu/login?url=http://dx.doi.org/doi:10.1016/j.profnurs.2011.04.009Giddens, J. F., & Morton, N. (2010). Report card: an evaluation of a concept-based curriculum. Nursing Education Perspectives, 31 (6), 372-7. doi: 10.1043/1536-5026-31.6.372 http://ezproxy.methodistcollege.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2010880861&site=ehost-live&scope=site |  |  |
| **Discussion Board Question or Topic** | **7.1/DF 2.1: Accreditation and Program Evaluation****7.2/DF 2.2: Outcomes and Course Assessment Influencing Program Evaluation** | 3030 | Initial posts dueThursday 11:55 pmReplies dueSunday 11:55 pm |
| **Assignment** | **7.1 Assignment 2.1: Direct and Indirect Measures****GROUP PROJECT:****Week Seven - Please refer to the GROUP PROJECT file in the course.**  | 30 | Sunday 11:55 pm |

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| ***Week 8* *Curriculum Critique*** | **Points** | **Due** |
| **Reading** | Banta & Palomba : Chapters 5 -6 Diamond: Re-visit chapter 12 |  |  |
| **Discussion Board Question or Topic** | **8.1 DF Team’s Curriculum Project Update: (There are two components for this DF)**  | 18030 | Initial posts dueThursday 11:55 pmReplies dueSunday 11:55 pm |
| **Assignment** | NONE |  |  |

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| ***Week 9* *Partnerships, Collaboration, Interprofessional(IPE)***  |  | **Due** |
| **Reading** | The education arena in healthcare is experiencing a strong shift to IPE. When constructing curricula and or courses IPE should be considered as another way to enhance the learning experience of students. IPE is especially effective in healthcare programs because of the ongoing need in the field to treat patients from a team perspective. The team perspective embraces the goals surrounding the best care by providing a continuum of care. Banta & Palomba: Chapter 7 & 10  Team-Based Competencies Building a Shared Foundation For Education and Clinical Practice<http://www.aacn.nche.edu/leading-initiatives/IPECProceedings.pdf>Core Competencies for Interprofessional Collaborative Practice<http://www.aacn.nche.edu/education-resources/ipecreport.pdf>Buring, S. M., Bhushan, A., Brazeau, G., Conway, S., Hansen, L., & Westberg, S. (2009). Keys to successful implementation of interprofessional education: Learning location, faculty development, and curricular themes. *American Journal of Pharmaceutical Education, 73*(4), 1-12. |  |  |
| **Discussion Board Question or Topic** |  **DF 9.1: Community Partnerships and IPE**  | 30 | Initial posts dueThursday 11:55pmReplies dueSunday 11:55 pm |
| **Assignment** | **I have an Assignment 9.1 Implementation for both groups.****GROUP PROJECT:****Week Nine - Please refer to the GROUP PROJECT file in the course.**  |  |  |

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| ***Week 10* *Curriculum Presentation*** | **Points** | **Due** |
| **Reading** |  |  |  |
| **Discussion Board Question or Topic** | **DF 10.1: Curriculum Team Project Presentation and Feedback** . **There are 30 points possible for the discussion portion of the assignment.** | 15030 | Initial post dueThursday 11:55 pmReplies dueSunday 11:55 pm |
| **Assignment** | **10.1 Assignment:**  **Peer Assessment of Participation****10.2 Final assessment of progress on Team Project****Assignment 10.3: Course Evaluation**  | 50300 | Sunday 11:55 pmSunday 11:55 pm |

**\*\*Please be sure to submit these assignments to Turnitin.**