Instructor Information:
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Office Hours: Wed. 1-4 pm and by appt.

Course Title: NUR 531 Curricula in Nursing Education

Course Prerequisites: Successful completion of Core and Clinical courses (NUR 510, NUR 512, NUR 514, NUR 516, NUR 520, NUR 522).

Course Co-requisites: NUR 525

Classroom Work Hours: 42 hours: includes classroom work and distance learning

Course Description: This course is designed to introduce the student to traditional and contemporary considerations for curriculum planning and design as applied to nursing education. The primary focus is the process of curriculum development and program evaluation. Historical, social, and theoretical issues related to curricula planning will be examined.

Corresponding Program Goals: 1, 3, 4, 5.

Course Format: Lecture, discussion, guest speakers, presentations, web-enhanced assignments.

Course Objectives:
1. Discuss the history and philosophy of curricula development in a variety of practice settings.
2. Examine methods used to evaluate curricular and program outcomes.
3. Design and evaluate curricula for educational programs in various practice settings.
4. Compare and contrast theoretical perspectives of curricula with application to various practice settings.
5. Analyze current issues in curricula development.
6. Evaluate the impact of ethical, legal, and political processes of curriculum.

Course Outcomes:
At the completion of this course the student will be able to plan, develop, implement, and evaluate curricula for academic programs in nursing education and educational programs in clinical practice settings.

Proposed Outline of Topics:
1. Historical, philosophical, and theoretical foundations of curriculum

      a. Purposes of curriculum
      b. Nursing theories

2. Curriculum design and development
      a. Curriculum based needs assessment
      b. Major tasks
      c. Goals and objectives
      d. Role of administrator, faculty, students, and society

3. Curriculum implementation
      a. Challenges
      b. Facilitating factors
      c. Role of administrator, faculty, students, and society

4. Curriculum and program evaluation
      a. Internal evaluation methods
      b. External evaluation methods

5. Curriculum issues and trends
      a. Distance and on-line learning
      b. Vendor products

6. Social, political, financial, and ethical considerations

Required Text:
Iwasiw, C., Goldenberg, D., Andrusyszyn, M. (2009). Curriculum Development in Nursing Education. Sudbury, Massachusetts: Jones and Bartlett.

Suggested References:
Bevis, E. M., & Watson, J. (1989). *Toward a caring curriculum: A new pedagogy for nursing.* New York: NLN.

Billings, D. M., & Halstead, J. A. (2005). *Teaching in nursing: A guide for faculty* (2nd ed.). St. Louis: Elsevier.

Keating, S. B. (2006). *Curriculum development and evaluation in nursing.* Philadelphia: Lippincott, Williams & Wilkins.

Ornstein, A. C., & Hunkins, F. P. (2004). *Curriculum: Foundations, principles and issues* (4th ed.). New York: Allyn & Bacon.

Course Assessment:

Personal philosophy of nursing statement	20%
Curriculum Plan	35%
Seminar Presentation	30%
Attendance/Participation	15%

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	60 - 66
F	below 60

A minimum grade of C (73%) is required for passing of this course.

Attendance
Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up missed work. However, due to the interactive nature of this course, there will be assignments that you will not be able to make up if you are absent. Class attendance and participation is part of your final grade.

Community Standards for Academic Conduct
Academic integrity and ethics remain steadfast, withstanding technological change. Cedar Crest College academic standards therefore apply to all academic work, including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications.

As a student at Cedar Crest College, each student shall:
• Only submit work which is his/her own.
• Adhere to the rules of acknowledging outside sources, as defined by the instructor, never plagiarizing or misrepresenting intellectual property.
• Neither seek nor receive aid from another student, converse with one another when inappropriate, nor use materials not authorized by the instructor.

• Follow the instructions of the professor in any academic situation or environment, including taking of examinations, laboratory procedures, the preparation of papers, properly and respectfully using College facilities and resources, including library and computing resources, to ensure that these resources may be effectively shared by all members of the College community.
• Abide by the Cedar Crest Computer Use Policy.
• If a student witnesses a violation of the Academic Standards, he/she will go to their instructor.
• If you are unable to resolve the problem with the instructor, you should go to the chair of the department. If you need further assistance after consultation with the instructor and the chair, you should see the Provost.

Classroom Protocol
Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. The classroom environment must be free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to the Cedar Crest College education.

Attendance in class is imperative. It is understood that students may need to miss class or laboratory due to illness or personal obligations. Students needing to be absent from class must contact the instructor prior to class or laboratory. In all cases, students will be responsible for all material covered in the missed class.

Honor Philosophy
The Cedar Crest College Honor Philosophy states that students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor or membership in the Cedar Crest College community of scholars pledge to accept responsibility for their actions in all academic and social situations and for the effect their actions may have on other members of the College community.

Disability Accommodation
Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.