

**The University of Texas at Arlington College of Nursing and Health Innovation**

**N 5302**

**Curriculum Development in Nursing Education**

**Course Description:**
Curriculum Development in Nursing Education explores the nature of nursing education with a focus on the curriculum development process and its application to nursing education programs.

**Course Outcomes:**
At the conclusion of this study, the learner will be able to:

- ***Analyze*** current trends that influence nursing education and curriculum development;
- ***Relate*** a philosophy of nursing and nursing education to the to the curriculum organizing framework;
- ***Critique*** structures of selected curricula;
- ***Apply*** relevant research findings in creating a new curriculum;
- ***Design*** a curriculum based on specific learner outcomes; and
- ***Evaluate*** the effectiveness of an educational curriculum.

**Credit Hours**: Three credit hours. This is a didactic course.

**Pre and Co-requisite Courses:**
**None**

**Section:**
NURS 5302-400

**Lead Faculty Instructor(s):**
**Margarita C. Treviño, PhD, MS, RN, CHN**
Clinical Associate Professor
Associate Chair, MSN Administration, MSN Education, DNP, and PhD Nursing Programs
Director, Certificate Program in Latin America
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**Faculty Profile:** https://www.uta.edu/profiles/margarita-trevino

**Academic Coach(es):**
Refer to the Welcome Letter from your Academic Coach for this course. Your Coach emailed this to you.

## Textbooks and Equipment

**Required Textbook:**

- Keating, Sarah B., (2015*) Curriculum Development and Evaluation in Nursing*, (3rd ed.). New York: Springer Publishing Company, ISBN: 978-0-8261-3027-3

**Recommended Textbooks:**

- Billings, D. & Halstead, J. (2016), Teaching in Nursing: A Guide for Faculty, (5th ed.). St. Louis, Missouri: Elsevier, ISBN: 978-0-323-29054-8
- UTA College of Nursing Graduate Program Student Handbook. UTA, Arlington, Texas as found on the UTA CONHI web page.
- American Psychological Association. (2010) Publication Manual of the American Psychological Association. (APA) 6th Edition. Washington, DC: Author. ISBN: 155-7-9879-12

**APA 6th Edition**

- Students are expected to use APA style to document resources. Numerous resources can be found through the UTA Library at the following links:
  - APA tutorial link: http/www.apastyle.org/learn/tutorials/basics-tutorial.aspx
  - UTA CONHI Cover page link: http://www.uta.edu/conhi/_doc/msn-resources/APAFormat.pdf
  - http://library.uta.edu/sites/defalut/files/apa2014.pdf
  - http://libguides.uta.edu/apa
  - http://library.uta.edu/how-to/paper-formatting-apa-st

**Tripod and Webcam:**

- In order to meet program requirements you will need an external high definition (HD 720p or 1080p) webcam with a tripod. An external webcam with a tripod is required to allow you to meet the requirements of the video monitoring for each quiz, test and projects in specified courses. An external webcam is one which is separate from your computer or laptop. Please note there is NO specific brand of webcam required only that it is HD 720p or 1080p with a tabletop/mini tripod. **Built-in cameras (on laptops or desktop monitors) are *not* acceptable.**

In addition, it is the student's responsibility to be familiar with his/ her web cam as instructors are not the technology experts for all webcams. If you foresee difficulties with the use of this technology, please test out your webcam in advance and research support options for specific webcam brand or source of purchase.

The purchase of a web cam is an investment that will allow for academic success and it is your obligation to be prepared. There is an ease of accessibility to HD 720p or 1080p web cameras on the Internet. The value and quality of online purchases may be comparable to student budgets.

**Technology Requirements:**

- Students must have an up-to-date computer system with wired (not wireless), high-speed Internet, in addition to e-mail and internet skills. The entire course will be delivered in an online format.

● **Communication:**

● **Preferred Contact Method: Chain of Communication for this Course**

- Contact your Academic Coach as your first line-of-contact. The Academic Coach will contact the Faculty, as needed.

- **Student E-mail:**
  Students enrolled in online UTA MSN Nurse Educator courses are expected to check their UTA email daily. Students waiting for their next course to start are expected to check their UTA email ***a minimum of twice weekly***.

- **Faculty and Students – E-mail:**
  For reasons of web security, faculty, staff, and students must use their official UT Arlington e-mail address for all University related business. As a security measure, and in order to protect student privacy, only e-mails received through the UTA e-mail system will receive a response. Emails received from any student's personal e-mail address will be deleted without a response.

- **Department Telephone Number:**
  Christina Gale, Program Coordinator-Accelerated Online MSN Nursing Education Program, Telephone: (817) 272-1039, Email: Christina.gale@uta.edu
  Coordinator- Accelerated Online MSN Nursing Education Program

● **Preferred Methods for Reaching Course Faculty:**
E-mail correspondence should be sent to me via your UTA e-mail. E-mails are checked at least once daily on weekdays and weekend days. Should we need to communicate further by telephone or virtual conferencing, that may be arranged after the initial e-mail correspondence. Please check with your Academic Coach for their preferred method of communication.

● **Maximum Timeframe for Responding to Student Communication:**

- Response to student e-mails can generally be expected within 24 hours with a 48 hour maximum time frame.
- Response to student assignments may be expected within 72 hours.

● **Virtual Office Hours:**

● Virtual office hours are **scheduled by appointment**. Please email the professor to schedule virtual work session. In your email, include the purpose of the meeting, what you hope to learn as a result of this meeting, and who will be participating.

The purpose of virtual office hours is to address those unique instructional challenges or questions that require a response that ***cannot be answered via email***, an announcement, or the question and answer forum provided within the course.

● If the above resources are not appropriate, please email the course Faculty to schedule an individual virtual work session. Include the purpose of the meeting, what you hope to learn as a result of this meeting, and who will be participating (for example, Coach and/or Lead Faculty).

**Zoom:**

● Zoom is a user-friendly, online, video-conferencing, screen-share tool. It operates outside of Blackboard. If invited to attend a Zoom conference, students simply need to:

- ● Use a computer with video and audio features
- ● Download Zoom to their computer the first time they receive a Zoom link (you will do this simply by clicking on the link)
- ● Check their video and audio features via the cues provided in Zoom.

● The Zoom link can also be downloaded to your smart phone. Lastly, Zoom sessions can be saved and made available to all students through a link provided by the professor.

● Students do not need a Zoom account to join Zoom meetings hosted by a faculty member. Zoom tutorial can be found at the following link:
http://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials

**Attendance Policy:**

Student attendance in this online course is required virtually as needed to successfully complete course assignments and assessments within the required timelines.

**Grading and Evaluation:**

A = 90-100
B = 80-89.99
C = 70-79.99
D = 60-69.99 (cannot progress)
F = below 60.00 (cannot progress)

Students are required to maintain a GPA of 3.0**.** If you are at-risk of dropping below this GPA, please seek help immediately. Those ready to assist you are:

- ● Your Academic Coach
- ● Your Course Professor
- ● Your Academic Advisor
- ● UTA Student Success Coordinators

● Final grades are not rounded- off.

| Required Components for Course Credit | Weight / Percentage Value Within the Course |
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| Discussion Board Participation (Three Assignments) | 30%, (10% each assignment) |
| Parts I and II, Curriculum Development Project | 25% |
| Parts III and IV, Curriculum Development Project | 25% |
| Final Course Exam | 20% |
| **Total** | **100%** |
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**Late Assignments/Assessments:**

● Late assignments and/or quizzes and/or tests will normally not be accepted for a grade or reviewed for feedback and will be assigned a zero. In the case of emergent situations in which Faculty **may** consider late assignments, **it is the sole responsibility of the student** to notify their Academic Coach and/or Faculty of illness, or the emergency situation. Failure to do so does not guarantee a student the extension of a due date.

● Original documented evidence for absence will be required. Acceptable forms of documentation may include: 1) official statement of student or immediate family member being or having been under medical care during the period of time in question; 2) police report with the student's or immediate family members' name(s) during the period of time in question; and (3) any other documentation form an official source that explains an illness/emergency during the period of time in question. Any document appearing to be altered in any way or which lacks required information will not be accepted.

● Late Discussion Board Posts will result in a zero.

● Quizzes and tests must be started, completed, and submitted prior to the submission due date and time. Any quiz or test submitted after the due date and time will not be accepted.

● It is recommended that students start the quiz or test early, as technical difficulties will not be accepted as an excuse for late assignment submission.

**Course Format and Design:**

● This course is presented completely online and is administered at an accelerated pace. The course builds upon your undergraduate education and will cover a significant amount of content over a short period of time. It is designed to facilitate and guide your learning. As such, minimal written lecture content is provided. You will be required to read the textbooks and other course materials and to synthesize this information to complete all of the course assignments.

As a graduate student, the expectations of this course and curriculum are different than your undergraduate education. You are expected to synthesize the information from your readings and be able to apply it. As a graduate student, you are considered to be an independent learner and, if needed, identify additional resources to help you understand the concepts in this course.

This class utilizes multiple teaching/learning modalities in the delivery of the content. Supplemental videos and lectures have been provided over select concepts to enhance your learning. These videos and lectures are mandatory to view, and you will find them to be an integral part of learning in this particular course. For testing purposes, you are responsible for the content in the textbooks, lectures, videos, supplemental reading, and any of the other multimedia teaching/learning presentations utilized in this course.

**Course Expectations**

● **Students are expected to work independently on every assignment in this course, unless instructed otherwise**. Collusion or consulting with other students or health care

professionals concerning assignments is not permitted. Sharing your work or borrowing the work of others will prevent students from fully benefitting from the learning opportunities in this course. It is your work that we are interested in evaluating, not the work of others. Collusion or consulting with others is considered a matter of academic dishonesty and will be treated as such.

● The amount of time required by students to study and complete assignments in this course will vary according to students' previous professional experiences, prior learning, and, the pace at which one works. While having completed multiple years of practice generally provides students an advantage, these same students sometimes find themselves having to "unlearn" practices that are not supported by the most recent evidence or research. Students with fewer years of nursing experience will generally find themselves working more diligently to quickly increase their overall knowledge base – knowledge that their classmates may have developed over multiple years of working in healthcare settings.

It is recommended that students schedule a minimum of **15 hours per week** to study and complete their online content in this didactic (non-clinical) course, however, some weeks may require fewer hours and other works may require more hours.

## MSN Program Expectations:

● Grades of Incomplete are **NOT** automatically given when there are missing assignments at the end of the course. A student must discuss with the course faculty the reasons that an incomplete grade is being requested. This discussion must occur as soon as the student recognizes that a problem exists. With no prior discussion of the need for an incomplete, students not completing the required activities will receive the grade for the course based on the percentage of the required material submitted.

● **What the Student Can Expect from the Academic Team**

The student can expect:

- your assignments to be graded within 72 hours from the time of submission;
- your e-mail communications to be acknowledged within 24 to 48 hours, at the latest;
- assistance with your course work, as needed; and
- to be treated in a professional and respectful manner.

● **What the Academic Team Can Expect from the Student**

The Academic Team expects the student to:

- uphold University Code of Academic Honesty/Integrity;
- check your email pertinent to this course on a daily basis;
- be an active participant with the online learning community in this course;
- notify the Academic Coach in a timely manner of any unforeseen serious event that may occur which hampers successful participation in the course; and
- treat peers and Academic Team members in a professional and respectful manner.

**Course Topics / Lesson Titles:**

| Module | Module Topics / Titles | Lesson Titles/Lesson Topics |
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| **1** | **Overview of Nursing Education: History, Curriculum Development Processes, and the Role of Faculty** | **Lesson 1**: Why Curriculum Development?<br><br>**Lesson 2**: Curriculum Development and Approval Process in Changing Educational Environments<br>● Preparation and Support for Curricular Change<br><br>**Lesson 3**: Issues Related to Curricular Development of Redesign<br>● Amount of Curricular Content<br>● Technology<br>● Faculty Issues<br>● Essential Elements in Successful Curriculum Development and Redesign<br>**Lesson 4:**<br>● The Role of Faculty in Curriculum Development and Evaluation<br>● New Faculty and Orientation<br>● Mentorship<br>● Experienced Faculty in Leadership Roles<br>● Implementation of the Curriculum |
| **2** | **Learning Theories Applied to Curriculum Development** | **Lesson 1:**<br>● Definition of Key Terms in Education<br><br>**Lesson 2:**<br>● Review of Learning Theories and Application to Curriculum Development<br>● Behaviorist Learning Theory<br>● Social Cognitive Theory/Social Learning Theory<br>● Self-Efficacy<br>● Role Modeling<br>● Cognitive Learning Theory<br>● Metacognition |

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| | | ● Transformative Learning<br>● Constructivist Learning Theory<br>● Adult Learning Theory<br>● Humanistic Learning Theory<br><br>**<u>Lesson 3</u>: The Use of Models in Curriculum Design**<br>● Taxonomy Defined<br>● The Levels of Bloom's Taxonomy (Revised Version 2007)<br>● Modifications and Revisions: The Affective Domain of Krathwohl<br>● The Psychomotor Domain of Simpson, Harrow, and Dave<br><br>**<u>Lesson 4</u>: <u>The Use of Contextual Models for Aligning Curricular Courses</u>**<br>● Contextual Models Defined<br>● Critical Thinking and Taxonomy |
| **3** | **The Components of the Curriculum** | **<u>Lesson 1</u>: Definition of Terms and the Frame Factors Model**<br>● Definition of Terms<br>● Creating an Environment for Curriculum Development<br>● The Frame Factors Model<br>● Conducting a Needs Assessment<br>● External Factors and Curriculum Development<br>● Internal Factors and Curriculum Development<br><br>**<u>Lesson 2</u>: Classic Components of a Curriculum**<br>● Mission/Vision Statement<br>● Philosophy<br>● Scholarship, research, translational science, and evidence-based practice<br>● Organizational framework and concept mapping |

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| | | ● Overall program goal and purpose<br>● Implementation plan<br><br>**<u>Lesson 3</u>: Developing a Curriculum in Nursing Education as a Class Project**<br>● **<u>Part I</u>**<br>● Introduction<br>● Statement of Mission or Vision<br>● Statement of Philosophy<br>● Organizational Framework<br>● Conceptual Framework<br><br>● **<u>Part II</u>**<br>● Parent Institutional Logo<br>● College of Nursing/Healthcare Service Organization<br>● Type of Program<br>● Course Number and Title<br>● Course Description<br>● Teaching and Learning Strategies<br>● What Students Can Expect from the Instructor<br>● What the Instructor Can Expect from the Students<br>● Required Textbook(s)<br>● Recommended Textbook(s) |
| **4** | **The Humanization of Nursing Education, Organizational Frameworks, Program Goals, Objectives, and Outcomes** | **<u>Lesson 1</u>: The Humanization of Nursing Education**<br>● Quote by the National League for Nursing (1993) on Curriculum<br><br>**<u>Lesson 2</u>: The Program of Study**<br>● Program of Study Defined<br>● Program Goal or Purpose<br>● Learner Objectives and Outcomes<br><br>**<u>Lesson 3</u>: Attendance and Participation Requirements, Assignments, and Evaluation Measures**<br>● Attendance and Participation Requirements |

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| | | ● Assignments<br>● Evaluation Methods<br><br>**<u>Lesson 4: Part IV</u>: Course Content and Schedule, Statement on Academic Dishonesty, Statement on Disability, Plan for Curricular Evaluation, and Budget Considerations**<br>● Course Content and Schedule<br>● Statement of Academic Dishonesty<br>● Statement on Disability<br>● Plan for Curricular Evaluation<br>● Budget Considerations |
| **5** | **Finalization of Unfolding Teaching Plan**<br><br>**Course End Final Exam** | ● **Finalization of Unfolding Teaching Plan**<br><br>● **Completion of Course Final Exam, Fifty-Question Timed Exam** |

**<u>Course Schedule and Due Dates</u> <u>(Central Standard Time)</u>**

| Course or Module Activity | Due Date |
|---|---|
| **Pathway to Graduation – Orientation (Course One)** | |
| Personal Plan for Action | Week One, Monday 23:59 Access to Course One follows submission of a student's Personal Plan. |
| **Pathway to Graduation – Let's Get Clinical (Courses Two through Fourteen)** | |
| Items as Indicated Within "Let's Get Clinical." | Week Five, Saturday, 23:59 |
| **Module One (All Courses)** | |
| Attestation Statement | Wednesday 23:59 |
| Discussion Board, #1<br>● Development of an Unfolding Teaching Plan: "Brief Needs Assessment and Related Conceptual Framework" | Wednesday 23:59 – post discussion thread<br>Saturday 23:59 – post replies to 2 colleagues |
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| **Module Two** | |
| Discussion Board,#2<br>● Development of an Unfolding Teaching Plan: "Teaching Plan and Learner Objectives" | Wednesday 23:59 – post discussion thread<br>Saturday 23:59 – post replies to 2 colleagues |

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| **Module Three** | |
| Discussion Board, #3 :<br>● Finalization of Unfolding Teaching Plan: "Implementation and Evaluation." | Wednesday 23:59 – post discussion thread<br>Saturday 23:59 – post replies to 2 colleagues |
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| **Module Four** | |
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| Assignments : Curriculum Development Project, **Parts I and II** | Saturday 23:59 |
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| **Module Five** | |
| Assignments: Curriculum Development Project, **Parts III and IV** | Saturday 23:59 |
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| Final Exam | Friday 08:00 – Saturday 23:59 |
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**Schedule Adjustments**

*As the professor of this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. If any changes are made, they will be added to the Announcement Board. Dr. Margarita C. Treviño*

**Course Outcomes and Performance Measurement:**

| Course Objective(s) | Module Number and Objective(s) | Assessment Item |
|---|---|---|
| At the conclusion of this study, the learner will be able to:<br><br>● ***Analyze*** current trends that influence nursing education and curriculum development;<br>**AACN: I,II**<br>**NLN: 4,5,8** | **Module 1**: At the conclusion of this study, the learner will be able to:<br>● ***Review*** the National League for Nursing Competency 4: Participate in Curriculum Design and Evaluation of Program Outcomes;<br>● ***Discuss*** the historical roots of formal nursing education;<br>● ***Review*** the evolution of current educational pathways in nursing; | ● Final Course Exam |

| Course Objective(s) | Module Number and Objective(s) | Assessment Item |
|---|---|---|
| **AACN**: I, IV<br>**NLN**: 1,2,3,4,7 | ● ***Identify*** potential barriers to curriculum development and redesign;<br>● ***Discuss*** the critical role faculty plays in curriculum development and evaluation; and<br>● ***Personalize*** perspectives on the changing role of the nurse as changes(s) impact your current nursing practice.<br><br>**Module 2:** At the conclusion of this study, the learner will be able to:<br>● ***Develop*** a working knowledge of key terms in the field of education;<br>● ***Evaluate*** learning theories as possible foundations to guide the development of nursing education curricula, including learning objectives, strategies, and outcomes;<br><br>● ***Review*** the philosophy of nursing and nursing education within the framework of *essentials and competencies* by accreditation agencies of nursing education programs<br><br>● Develop a three part unfolding Teaching Plan as part of a nursing education curriculum | ● Class Project on Curriculum Development Project Proposal and related grading rubric<br><br>● Discussion Board Assignments 1-3 and related grading rubric<br><br>● Final Exam<br><br>● Class Project on Curriculum Development and related grading rubric<br><br>● Discussion Board Assignments 1-3 and related grading rubric<br><br>● Final Exam<br><br>● Discussion Board Assignments 1-3 and related grading rubric |

| Course Objective(s) | Module Number and Objective(s) | Assessment Item |
|---|---|---|
| ● ***Relate*** philosophy of nursing and nursing education to the curriculum organizing framework;<br>**AACN**: I-IX<br>**NLN**: 1-8 | ● ***Review*** the philosophy of nursing and nursing education within the framework of essentials and competencies by accreditation agencies of nursing education programs. | ● Final Exam<br>● Class Project on Curriculum Development and related grading rubric<br>● Discussion Board Assignments and related grading rubrics |
| ● ***Critique*** structures of selected curricula;<br>**AACN**: I-IX<br>**NLN**: 1-8 | ● ***Develop*** a three part unfolding Teaching Plan as part of a nursing education curriculum | ● Class Project on Curriculum Development and related grading rubric<br>● Discussion Board Assignments and related grading rubrics |
| ● ***Apply*** relevant research findings in creating a new curriculum;<br>**AACN**: I-IX<br>**NLN**: 1-8 | ● ***Analyze*** various learning theories for appropriateness and congruency with the philosophy and mission of educational institutions, schools of nursing, or health care agencies; | ● Final Exam<br>● Class Project on Curriculum Development and related grading rubric |
| ● ***Design*** a curriculum based on specific learner outcomes; and<br>**AACN**: I-IX<br>**NLN**: 1-8 | ● ***Explore*** the use of models to align curricular design; and<br>● ***Relate*** the preliminary components of curriculum development in this module to the beginning stages of constructing a curricula. | ● Final Exam |

| Course Objective(s) | Module Number and Objective(s) | Assessment Item |
|---|---|---|
| **AACN**: I-IX<br>**NLN**: 1-8<br><br>● ***Evaluate*** the effectiveness of an educational curriculum.<br><br>**AACN**: I-IX<br>**NLN**: 1-8 | **Module 3:** At the conclusion of this study, the learner will be able to:<br>● ***Identify*** external and internal factors that impact and influence curriculum development;<br>● ***Distinguish*** the difference between a formal and an informal curriculum;<br>● ***Analyze*** the components of curriculum development according to their role in the development of a curriculum;<br>● ***Apply*** the various components of curricular development to the class project; and<br>● ***Assess*** an existing curriculum or educational program for inclusivity and clarity of the key components in curriculum development. | ● Class Project on Curriculum Development and related grading rubric<br><br>● Final Exam<br><br>● Final Exam<br><br>● Class Project on Curriculum Development and related grading rubric<br><br>● Discussion Board assignments 1-3 and related grading rubric |
| ● ***Relate*** philosophy of nursing and nursing education to the curriculum **organizing framework;**<br><br>**AACN**: I-IX<br>**NLN**: 1-8 | **Module 4**: At the conclusion of this study, the learner will be able to:<br>● ***Examine*** the National League for Nursing's position on the humanization of nursing education;<br>● ***Define*** the role of the organizational framework in curriculum development;<br>● ***Integrate*** essentials and competencies in curriculum development;<br>● ***Identify*** the agencies that provide essentials and | ● Class Project on Curriculum Development Project Proposal and related grading rubric.<br><br>● Discussion Board assignments and related grading rubric |

| Course Objective(s) | Module Number and Objective(s) | Assessment Item |
|---|---|---|
| | competencies for nursing education programs;<br>● ***Identify*** the components of a Program of Study and the purpose they serve in curriculum development;<br>● ***Integrate*** attendance and participation requirements, assignments, and evaluation measure in curriculum development; and<br>● ***Identify*** budget considerations in curriculum development. | ● Final Exam |
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● **Description of Major Assignments**

For a description of major assignments and the corresponding grading rubrics, refer to the specific module and the **Course Overview tab** on the left side of the screen of the **Course Menu.** Be sure to check the **Templates Tab** on the left side of the screen of the **Course Menu**, as well as the lecture notes. **Title pages are not required** for any assignment in this course. However, you may add a Title page if you would like. You may use **Arial font**, **size 12.**

● **Blackboard Required**:

Only assignments submitted through Blackboard will be reviewed and accepted for a grade, regardless of the reason. Assignments that are submitted through email will not be reviewed for feedback or graded; they will be assigned a grade of zero. **No exceptions will be made.**

● **Technical Problems**:

Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment, complete a quiz, or test. If you experience technical difficulties contact Blackboard Support to help resolve the issue. They are open 24 hours a day.

**Discussion Boards:**

● Discussion participation is crucial to your learning and success in the course.

- In order to receive full credit for each module discussion, you must contribute one initial substantive post and a minimum of 2 substantive replies to classmates. In addition, at least one reference (other than your textbook) must be included in your initial post and at least one reference in one of the peer replies is required.
- A substantive post is thoughtful and includes reflection, elaboration, analysis, application, synthesis and/or evaluation. In your initial post you must also provide personal insights which includes:
    - ● How this information impacts the role of a nurse educator and

- How it can be applied to nursing education

- Please refer to the Guidelines for Substantive Posts and the Discussion board grading rubric.
- Late or missing discussion board posts will result in a zero.

**Testing:**

● This course has one exam, the final course exam in Module 5. The exam consists of 50 questions: multiple answer, multiple choice, and true or false. You will select your answer, and mark your response accordingly. **It is a one- and a-half `hour timed exam. No partial credit will be given.** An exam review blueprint is available to facilitate your preparation for the exam.
It is found under the **Exam Review Guide** tab in the **Course Menu** on the left side of the screen. **Respondus Lockdown Browser and webcam** is required in order to take the final exam.

No formal test review will be provided, however, after all students' exams have been graded, students will be able to review missed questions. This review will be allowed one time only.

**Respondus:**

● Tests and quizzes will be given using Respondus Lockdown Browser with webcam monitoring. You will be required to download Respondus to complete any quiz or test. Respondus can be downloaded at:
http://www.respondus.com/lockdown/download.php?id=163943837

● For additional details on using Respondus Lockdown Browser, review this Student Quick Start Guide (PDF) in Blackboard.

**Quiz and Test Taking Rules and Tips**

Read the test taking tips prior to each quiz and test. Follow these tips to optimize your computer's functionality, enhance blackboard's function, and to minimize technical difficulties.

- Respondus Lockdown Browser with video monitoring will be used to administer each quiz and test. Please make sure to download Respondus prior to taking your first quiz.
- Update Respondus prior to completing each quiz and test.
- Update Java prior to completing each quiz and test.
- You will need an external high definition (1080p) webcam with a tripod.
  An external high definition webcam with a tripod is required to allow you to meet the requirements of video monitoring for each quiz and test. An external webcam is one which is separate from your computer or laptop. A Logitech **1080p** webcam is the required webcam for the MSN Nurse Educator online program. **Examples of a high definition 1080p webcam include** a Logitech C920 or Logitech C930e that will meet the program requirements.
- Using the tripod position the webcam to the side of your desk so that the webcam captures a profile view of you, your computer, and desk. The webcam should provide a clear view of you, the desk and computer from the level of the desk up.

- To ensure your webcam is working properly, complete the webcam test prior to taking every quiz and test.
- If you are kicked out of a quiz or test, close your browser completely, reopen it, and log back into Respondus lockdown browser to continue taking the quiz or test.
- A photo ID is required to take the test. Show your driver's license or Mav ID when prompted by the system. Only your driver's license or Mav ID is acceptable forms of identification. A work ID badge, passport, or other forms of ID are not acceptable and should not be used.
- Your photo ID must be held close enough to the camera to be read. The photo must be facing the camera. If the image of your ID is not legible you will be asked to provide an electronic copy of your driver's license or Mav ID to verify your identity. Your grade will not be released until your identify has been verified. Failure to verify your identity will result in a zero for the quiz or test.
- You will be asked to show your environment. When you are prompted please rotate the camera to show your desk and the room in its entirety.
- Please ensure that there are no lights shining in front of the webcam. This will obscure the images taken by the webcam.
- Your desk must be completely clear of all materials. Papers, pencils, pens, books, electronics, cell phones, tablets etc. are not allowed on or around your desk while taking a quiz or test.
- Drinks are not allowed while taking a quiz or test.
- No one else may be in the room while you are taking a quiz or test.
- Once you have started a quiz or test you are not allowed to leave your desk. You must complete and submit the quiz or test prior to leaving your desk.
- Plug in laptops and computers prior to starting the quiz or test.
- Talking is prohibited.
- The use of any electronics is strictly prohibited.
- Hats may not be worn while taking a quiz or test.

**Any violation in the above rules may result in any and all of the following**:

- A point deduction up to and including a grade of zero on the respective quiz or test.
- The student may be reported to The Office of Student Conduct. If The Office of Student Conduct determines the reported student has participated in academic dishonesty the consequences may include any or all of the following: a quiz or test score of zero, course failure, probation, suspension or expulsion from the university.

## UTA Policies

### ● Plagiarism

Plagiarism is prohibited. Any assignment determined to have been plagiarized will be given a zero and the student reported for academic dishonesty. Copying your answers from your textbooks, journal articles, any website or any source is considered plagiarism. All of your work is to be in your own words, paraphrased and referenced according to APA style. Using quoted sentences is not an acceptable manner in which to complete any assignment in this course and does not reflect synthesis of the material. Consequently the use of quoted sentences will result in a point deduction up to and including a zero.

● **Academic Integrity**

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Per UT System Regents' Rule 50101, §2.2, suspected violations of university standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student's suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas Board of Nursing (BON) using rule §215.8 as a guide.**

**Disability Accommodations**

● UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

- **The Office for Students with Disabilities, (OSD):**
  www.uta.edu/disability or calling 817-272-3364.
  Information regarding diagnostic criteria and policies for

obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

- **Counseling and Psychological Services, (CAPS): www.uta.edu/caps/ or calling 817-272-3671** is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Student Feedback Survey**

● At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Students are asked to please complete the anonymous course evaluation upon completion of this course. We use information gathered from student feedback to guide our overall continual improvement process. Thank you!

**Campus Carry**

● Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

**Non-Discriminatory Policy**

● *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

**Title IX:**

● The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

**Student Support Services:**

● UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php

**Drop Policy:**

● Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student's academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at: http://wweb.uta.edu/aao/fao/

The last day to drop a course is listed in the Academic Calendar available at: http://www.uta.edu/records/services/accelerted-online-programs.php#AccleratedOnline

**LAST DAY TO DROP OR WITHDRAW IN THIS COURSE:**

**February 5, 2018**

● A student may not add a course after the end of late registration.

● A student dropping a graduate course after the Census Date, but on or before the last day to drop, may, with the faculty's agreement, receive a grade of W, but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must:

- Contact course faculty to obtain permission to drop the course with a Grade of "W."
- Contact your graduate advisor to obtain the form and further instructions.

**University Library Resources for Online Students**

- Librarian to Contact:
  - Peace Williamson, 817-272-6208, peace@uta.edu
  - Lydia Pyburn, 817-272-7593, llpyburn@uta.edu
  - Heather Scalf, 817-272-7436, scalf@uta.edu
  - Contact all nursing librarians: library-nursing@listserv.uta.edu

*Helpful Direct Links to the UTA Libraries' Resources*

- Research Information on Nursing, http://libguides.uta.edu/nursing
- Library Home Page, http://library.uta.edu/
- Subject Guides, http://libguides.uta.edu
- Chat with the Library, http://ask.uta.edu
- Database List, http://libguides.uta.edu/az.php
- Course Reserves, http://pulse.uta.edu/vwebv/enterCourseReserve.do
- Library Catalog: http://uta.summon.serialssolutions.com/#!/
- E-Journals, http://pulse.uta.edu/vwebv/searchSubject
- Library Tutorials, http://www.uta.edu/library/help/tutorials.php
- Connecting from Off-Campus, http://libguides.uta.edu/offcampus
- Academic Plaza Consultation Services, library.uta.academic-plaza
- Study Room Reservations, openroom.uta.edu/

The following URL houses a page for commonly used resources needed by students in online courses: http://library.uta.edu/distance-disability-services

For help with APA formatting, you can go to:

1) http://libguides.uta.edu
2) Scroll down and click on "Nursing,"
3) Click on "APA Guide" for advice on various aspects of paper writing. This is a short-cut for the APA Manual. When in doubt, refer to the Manual.

**CONHI and Program Policies**

**MSN Program Expectations:**

1. **GPA of 3.0:** Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dropping below this GPA. Ready to assist you are:
   - Your Academic Coach
   - Your course Professor
   - UTA Student Success Coordinators
   - Your Academic Advisor

2. **Let's Get Clinical**: Successful completion of the required 135 clinical hours during your last course is completely dependent upon successful completion of the "Let's Get Clinical" portion of your Pathway to Graduation. Successful graduation requires both completion of:

   - **Preceptors and Clinical Sites**: Students are responsible for arranging their own preceptors and clinical sites according to guidelines provided. This process begins very early in the ram to ensure readiness when the clinical courses begin.

**Status of RN Licensure**

● All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify the Associate Dean, Department of Graduate Nursing. The complete policy about encumbered licenses is available online at: www.bon.state.tx.us

**Ebola Exposure**

● Please inform your faculty if you have been in contact with anyone who has Ebola/have traveled to a country that has Ebola virus.

**Student Success Faculty:**

In order to assist masters nursing students who are at academic risk or who need academic support, there are graduate faculty members available to you. The goal of the success faculty members is to support student achievement in masters-level coursework so students can reach their educational goals. Students may contact a success faculty member directly, or a course instructor may encourage you to contact a success faculty member.

The following are success faculty in the MSN Program:

Dr. Donelle Barnes is available as a writing coach to assist students in the MSN Core courses; theory, research, and evidence based practice. Since these courses are writing intensive, Dr. Barnes can help students improve the clarity and organization of their written papers. She can be reached via email: donelle@uta.edu

Dr. Mary Schira is available as a success faculty to assist with diverse resources that may include study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance. Course content challenges may also be addressed, with referral to additional resources as indicated. Dr. Schira can be reached via email: schira@uta.edu

**Student Code of Ethics**

● The University of Texas at Arlington College of Nursing and Health Innovation supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online at: http://www.uta.edu/conhistudents/msn-resources/index.php

**No Gift Policy**

● In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the CONHI has a "no gift" policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: is http://www.uta.edu/nursing/student-resources/scholarship would be an appropriate way to recognize a faculty member's contribution to your learning. For information regarding Scholarship Funds, please contact the Dean's office.

**Online Conduct**

The Discussion Board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature. It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to CONHI Student Handbook for more information.

**Graduate Student Handbook:**

Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at:
http://www.uta.edu/conhi/students/msn-resources/index.php

**Department of Graduate Programs**

**Judy LeFlore, PhD, RN, NNP- BC, CPNP-PC & AC, ANEF, FAAN**
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## Department of Graduate Program Staff

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## Graduate Advisors

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