**PURDUE UNIVERSITY**

REQUEST FOR ADDITION, EXPIRATION, OR REVISION OF A GRADUATE COURSE (500-600 LEVEL)

**DEPARTMENT** Nursing

**EFFECTIVE SESSION** Spring 2011

**INSTRUCTIONS:** Please check the items below which describe the purpose of this request.

- [X] New course with supporting documents (complete proposal form)
- [ ] Add existing course offered at another campus
- [ ] Expiration of a course
- [ ] Change in course number
- [ ] Change in course title
- [ ] Change in course credit/type
- [ ] Change in course attributes
- [ ] Change in instructional hours
- [ ] Change in course description
- [ ] Change in course requisites
- [ ] Change in semesters offered
- [ ] Transfer from one department to another

**PROPOSED:**

- Subject Abbreviation: NUR
- Course Number: 557
- Long Title: Curriculum Development
- Short Title: Curriculum Dev

**EXISTING:**

- Subject Abbreviation
- Course Number

**TERMS OFFERED**

- Check All That Apply:
  - [X] Summer
  - [X] Fall
  - [X] Spring

**CAMPUS(ES) INVOLVED**

- [ ] Calumet
- [x] Cont Ed
- [X] Ft. Wayne
- [ ] Indianapolis
- [ ] N. Central
- [ ] Tech Statewide
- [ ] W. Lafayette

Abbreviated title will be entered by the Office of the Registrar if omitted. (22 CHARACTERS ONLY)

**CREDIT TYPE**

1. Fixed Credit: Cr. Hrs.
   - [ ] 3
2. Variable Credit Range: Minimum Cr. Hrs. (Check One)
   - [x] To
   - [ ] Or
3. Equivalent Credit: Yes
   - [ ] No
4. Thesis Credit: Yes
   - [ ] No

**INSTRUCTIONAL TYPE**

- Lecture
- Recitation
- Presentation
- Laboratory
- Lab Prep
- Studio
- Distance
- Clinic
- Experimental
- Research
- Ind. Study
- Pract/Observ

Minutes Per Mtr 150
Meetings Per Week 1
Weeks Offered 16
% of Credit Allocated 100
Delivery Method (Asyn. Or Syn.): Live
Delivery Medium (Audio, Internet, Live, Text-Based, Video):

**COURSE ATTRIBUTES:** Check All That Apply

- [ ] Registration Approval Type
- [X] Instructor
- [ ] Variable Title
- [ ] Remedial
- [ ] Honors
- [ ] Full Time Privilege
- [ ] Off Campus Experience

**COURSE DESCRIPTION (INCLUDE REQUISITES):**

Focuses on curriculum development in nursing, implementing principles of curriculum design, evaluating program outcomes, and discussing accreditation criteria. Students will distinguish among the curricular outcomes across various levels of nursing education. Students will integrate learner attributes in the process of curricular design.

**Department Head**

[Signature]

[Date]

**School Dean**

[Signature]

[Date]

**Calumet Undergrad Curriculum Committee**

[Signature]

[Date]

**Fort Wayne Curriculum Committee**

[Signature]

[Date]

**North Central Department Head**

[Signature]

[Date]

**North Central School Dean**

[Signature]

[Date]

**Indy Undergrad Curriculum Committee**

[Signature]

[Date]

**West Lafayette Department Head**

[Signature]

[Date]

**West Lafayette School Dean**

[Signature]

[Date]

**W. Lafayette Graduate Council**

[Signature]

[Date]
To: Purdue University Graduate Council  
From: Faculty Member: Dr. Linda Finke  
Department: Nursing  
Campus: IPFW  
Date: January 29, 2009  
Subject: Proposal for New Graduate Course-Documents Supporting Registrar’s Form 40  
Contact information if questions arise  
Course Number: NUR 557  
Course Title: Curriculum Development  

A. Justification for the Course  
☐ Explain how this course relates to other courses offered in the department or other departments and how this course fulfills a recognized need.  
☐ This course is intended primarily for students  
Choose one:  

B. Level of the course:  
☐ Justify request for graduate course level by indicating anticipated enrollments of undergraduate and graduate students.  
Anticipated Undergraduate Student Enrollment:  
Anticipated Graduate Student Enrollment:  

C. Prerequisites: (If none, please explain reasons for absence)  
☐  

D. Course Instructor:  
☐ Instructor’s Name  
Staff  

E1. Course Outline:  
☐ (An outline of topics to be covered and an indication of the relative emphasis or time devoted to each topic is necessary. If laboratory or field experience is involved, the nature of this component should be explained as well).  

E2. ☐ Method of Evaluation or Assessment:  

F. Reading List:  
☐ A reading list or bibliography should be limited to material the students will be required to read in order to successfully complete the course. It should not be a compilation of general reference material.
INSTRUCTIONS FOR COURSE ADDITIONS, EXPIRATIONS, OR REVISIONS

Graduate course additions, expirations, or revisions (course numbers 500-699) shall be originated by a department and submitted on Office of the Registrar Form 40 through college/school channels to the Office of the Registrar via the Graduate School (and the chancellor or school dean if by a regional campus). See the Graduate School’s Policies and Procedures Manual (Section I) for specific course guidelines, http://www.gradschool.purdue.edu/downloads/facstaff/2005PP.pdf.

If the number, title, and description of a course are all changed, it shall be considered a new course.

A proposal to change or expire a course that is a requisite for a course in another department or that is a requirement for a curriculum in any college/school should be discussed with the department and college/school concerned before submitting a change. In particular if the change or expiration affects multiple campuses, all campuses involved should be consulted.

If the request is a course revision, only the items to be revised need to be specified on the Form 40. For example, check Item #2 to add an existing course, indicate the course identifier (subject abbreviation and course number) and the campus where the course is to be added.

New subject abbreviations must be coordinated with the Office of the Registrar.

The numbering system designates the level of the course with 001-099 pre-college, remedial, deficiency and non-degree courses; 100-299 lower division; 300-499 upper division; 500-599 graduate courses open to upper-division undergraduates; and 600-699 graduate courses. The department and/or college/school shall propose a course number, subject to clearance by the Office of the Registrar, in order to avoid duplication.

A number that has been used for a course being expired should not be used again for a new course for at least four years.

The title of the course should reflect major content of the course. Variable title courses should be specified. Courses such as: special topics, special problems, seminars, selected topics may be offered under a variable title for students.

Courses with variable credit should be so indicated and minimum/maximum credit hours are to be specified. Equivalent credit is granted for non-college courses and should be so designated. Thesis credit applies to thesis research at all upper undergraduate and graduate-level courses and should be so indicated.

If the grade option for the course is to be other than regular grade, (i.e. pass/not pass option or satisfactory/unsatisfactory option) the appropriate item should be checked.

Courses that are repeatable for credit (indicate maximum number of credits the course may be repeated if applicable), credit by examination, variable title or requiring special fees should be indicated.

If special approval by department/instructor is required or an instructor designator for scheduling purposes, it should be indicated.

Courses that are annotated as remedial or honors should be so indicated.

If a course has an off campus experience (i.e., Clinical Experience, Co-Op, Internship, Professional Practicum, Student Teaching or Study Abroad), please list accordingly.

Each instructional type that is utilized should be marked appropriately. For the definitions of each type, you can refer to http://vvwy2.itap.purdue.edu/faculty/documents/Minutes.pdf refer to pages 35-48. Please indicate how many minutes per meeting, meetings per week and weeks offered. Additionally, of the total amount of credit associated with the course, please specify what percentage is to be recorded with each instructional type.

It is necessary to record whether a course is Asynchronous (exchanging information involving a delay between sending and receiving of the material) or Synchronous (exchanging information instantaneously). Also specify the delivery medium for each type whether it be Audio, Internet, Live, Text-Based or Video.

A department on a specific campus may create a course that is similar to an existing course offered on one or more campuses. However, the level and number for an existing course being offered on more than one campus shall remain the same unless the responsible department heads on all campuses that offer the course mutually agree to a change.

A course covering the same general area of essentially equivalent content will carry the same subject abbreviation, course number, and title for all campuses. However, basically equivalent courses may be offered with variable patterns (i.e. instructional types, such as laboratories) and variable credits with the approval of the responsible department heads.
Approvals in addition to the department head, college/school dean, and chancellor, as appropriate, are as follows:

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>GRADUATE APPROVALS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>New course with supporting documents</td>
<td>Graduate Council Area Committee; Graduate Council</td>
</tr>
<tr>
<td>Add existing course</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Expiration of a course</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Change in course number</td>
<td>(Upgrading only) Graduate Council Area Committee; Graduate Council</td>
</tr>
<tr>
<td>Change in course title</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Change in course credit/type</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Change in course attributes</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Change in instructional hours</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Change in course description</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Change in course prerequisites</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Change in semesters offered</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Cross-listing courses</td>
<td>Graduate Dean</td>
</tr>
<tr>
<td>Transfer from one department to another</td>
<td>Graduate Dean</td>
</tr>
</tbody>
</table>

All campuses involved in additions, expirations, or revisions should be indicated and the appropriate signatures obtained prior to submission to the Office of the Registrar at West Lafayette.
Course Subject Abbreviation and Number: NUR 557

Course Title: Curriculum Development

A. Justification for the Course:

1. Explanation of the need for the course:
   Knowledge in this course is required by the accrediting bodies for the nursing education concentration. Prepares advanced practice nurses to understand and develop strategies to develop educational programs in a wide variety of healthcare settings.

2. Contribution of the course to existing fields of study
   One of the courses for the Nurse Educator concentration of the graduate nursing program. Students are introduced to teaching and learning theories and their application in curriculum development for teaching in didactic and clinical arenas. Curriculum development is the cornerstone of preparing the graduate student to assume the educator role in the future.

3. This course is intended primarily for students (choose one):
   - [X] From within this department
   - [ ] From other departments

B. Learning Outcomes and Method of Evaluation or Assessment:

   Describe the course objectives and student learning outcomes that address the objectives.

Upon successful completion of this course, the student is able to:

1. Demonstrate knowledge of the history of curriculum development in nursing.
2. Identify components of a nursing curriculum.
3. Integrate accreditation requirements into program objectives and outcomes.
4. Compare competencies of various levels of nursing education.
5. Discuss how legal, ethical, social, economic, and institutional factors influence curriculum development.

Upon successful completion of this course, the student is able to:

Outcomes:

1. Describe the methods of evaluation or assessment of student learning outcomes.
2. The course will be evaluated based on the following:
3. Class Participation: 300 points
4. Conceptual Framework: 200 points
5. Curriculum: 500 points
6. Total points: 1000
NLN

To prepare the student to sit for the nurse education certification examination from the
nursing education, the concepts and knowledge imparted in this course has been developed.
This course is specifically designed for the graduate level nurse preparing for a career in
the target audience, rigor of the course, and expected learning outcomes.

1. Identify the level of the proposed graduate course including statements on, but not limited
to, the course:

A. Level of the Course:

- Seminar  
- Practicum/Observation  
- Ind. Study  
- Research  
- Extramural  
- Clinic  
- Distance  
- Studio  
- Lab Prep  
- Laboratory  
- Presentation  
- Reflection  
- Lecture

Based on literature, methods of instruction, projects and classroom discussion based on exploration of evidence
2. Indicate the anticipated number of undergraduate and graduate students who will enroll in the course. 20-40

B. Prerequisites:
1. List prerequisite courses by subject abbreviation, number, and title. none
2. List other prerequisites and/or experiences required. Graduate of an accredited nursing program with a 3.0 GPA; Licensed to Practice in Indiana;
3. If no prerequisites-explain their absence.
   The student does not need to have knowledge in any other course to learn the material successfully in this class.

C. Course Instructor
1. Name, Rank, and department/program affiliation
   Dr. Linda Finke, Dean, Health and Human Services.

2. Is the instructor currently a member of the Graduate Faculty? _X_ yes ___no
   (If no, indicate when it is expected that a request will be submitted.)

D. Reading List:
1. Required primary reading list.
   **Required Text:**

   **Recommended Text:**

E. Library Resources:
   Students will be doing projects that require library searches. Readings may be needed in Reserves Express.

F. Course Syllabus: attach at this point.
Focuses on curriculum development in nursing, implementing principles of curriculum design.

Course Description:


Required Text:


Office Hours by appointment

Linda Finke, PhD, RN
Professor and Dean

Faculty: Linda Finke, PhD, RN

Course Credits and Hours: 3 Credits - Lecture: 3, Lab: 0, Clinical: 0

Pre or Corequisites: None

NUR 557 Curriculum Development

Master of Science in Nursing

Purdue University, Fort Wayne

College of Health and Human Services

Indiana University-Purdue University, Fort Wayne
evaluating program outcomes, and discussing accreditation criteria. Students will distinguish among the curricular outcomes across various levels of nursing education. Students will integrate learner attributes in the process of curricular design.

**Course Objectives:**
Upon successful completion of this course, the student is able to:
1. Demonstrate knowledge of the history of curriculum development in nursing.
2. Identify components of a nursing curriculum.
3. Integrate accreditation requirements into program objectives and outcomes.
4. Compare competencies of various levels of nursing education.
5. Discuss how legal, ethical, social, economic, and institutional factors influence curriculum development.

**Topical Outline:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13/09</td>
<td>Overview of Curriculum Development and Faculty Role</td>
<td>Billings: pgs 3-17, 75-91</td>
</tr>
<tr>
<td>1/20/09</td>
<td>History and Influences On Curriculum Including Accreditation</td>
<td>Billings: pgs 92-104</td>
</tr>
<tr>
<td>1/27/09</td>
<td>Mission and Philosophy</td>
<td>Billings: pgs 105-118 Bring Examples to Discuss</td>
</tr>
<tr>
<td>2/3/09</td>
<td>Theoretical Frameworks</td>
<td>Billings: pgs 189-226 Be ready to discuss own Conceptual Framework</td>
</tr>
<tr>
<td>2/10/09</td>
<td>Curriculum Design</td>
<td>Billings: pgs 119-136</td>
</tr>
<tr>
<td>2/17/09</td>
<td>Program Outcomes</td>
<td>Billings: pgs 137-153</td>
</tr>
<tr>
<td>2/24/09</td>
<td>Creating Evidence- Based Learning Environments</td>
<td>Billings: pgs 154-185, 238-231, 268-282 Share Evidence-Based Teaching Strategy</td>
</tr>
</tbody>
</table>
Curriculum with Philosophy/ Mission, Measurable Outcomes, Content, Evaluation Plan

Conceptual Framework to Support Philosophy of Teaching - 5 pages or less.

Written Assignments:

According to guidelines set forth in the APA (6th ed.) format, absence will be reflected in the student's final grade. All written assignments are to be developed according to expected and acceptable standards. Research based journals and essay these readings in class discussion and written assignments. A comparison of assignments and class discussion, expected to read widely from this content.

Course Requirements:

Projects and classroom discussion based on exploration of evidence based literature

Methods of Instruction:

(continued) 6/08/40

Curriculum
Student Presentation of 6/01/4

(continued) 6/14/4

Assessment of Outcomes 6/20/4

4/67-544

Bibliography: pps 409-466

Bibliography: pps 49-1.484

Bibliography: pps 49-187.2-227.237

Evaluation Plan 6/10/3

Student Admission, 3/24/0

Use of Technology 6/17/3

Dissertation: Education 3/88

Spring Break 6/10/0

Clinical vs. Classroom 3/8/3
Class participation and presentation of examples as requested in topical outline

Critique of peer curriculums

**Evaluation Methods:**

The course will be evaluated based on the following:

Class Participation: 300 points

Conceptual Framework: 200 points

Curriculum: 500 points

Total points = 1000

**Department Announcements:**

**Communication**

The official university communication is by IPFW e-mail using the university student e-mail address. E-mail includes information sent to the nursing listserv. Students’ must maintain the mailbox, including sufficient space to receive e-mails. Students are responsible for information sent via e-mail.

**Services for Students with Disabilities**

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. For more information, please visit the web site for SSD at [http://www.ipfw.edu/sss/](http://www.ipfw.edu/sss/)

**Classes in the nursing program will be canceled:**

A. At all instructional sites if IPFW is officially closed by the administration of the university, or

B. At the practicum or clinic site if it is closed by officials of that institution.

Decisions to close IPFW and practicum/clinic sites are left to the chief administrators of those respective facilities. In the event of inclement weather, listen to local radio or television announcements, go to [www.ipfw.edu](http://www.ipfw.edu) (a notice will appear at the top of the page), or call the campus weather emergency number, 481-6050 or 481-5770 for a recorded message.

**Plagiarism**
As a student, you are responsible for all policies contained in the Graduate Handbook online. These policies include:

- **Graduate Handbook**

  - F: Below 700
  - C: 700 - 799
  - B: 800 - 899
  - A: 900 - 1000

  **Graduate Grade Scale:**


  **Assignment:**

  - College: Any student who has been determined to have plagiarized will receive a zero for that assignment. Any student who plagiarizes has her own work (p.349).

  - This principle is that an author does not present the work of another author as if it were his or her own work.
  - When some of the words, you will need to credit the source in the text. The key element of paraphrasing another author (c.e. summarize a passage or rearrange the order of a sentence and present it as your own writing). If you quote another author, each time you quote from the American Psychological Association (2001), you should account for it in the following statement:

  - According to the American Psychological Association (2001), plagiarism is the representation of another author's words as your own. Additional documentation of plagiarism is found in the following statements:
As information changes repeatedly, frequent and regular checking is important.

**Resources:**

Resources available at IPFW can be found in multiple places are listed below and are listed on the IPFW website: Here are a few. You can also look at the main or IPFW sites.

**The Writing Center at IPFW** [http://www.ipfw.edu/casa/writing/]

You can improve your writing for any class by discussing your writing with a knowledgeable peer writing consultant in the Writing Center, Kettler G19. The staff will help you brainstorm, develop, and organize your ideas, work on issues of meaning and style, and learn to polish and edit your final draft. The Center is not a proofreading service; improving your writing takes time. To get the most from your visits: (a) sign up on the board outside KT G19 for 30 or 50 minute free appointments; (b) bring assignment, due dates, questions, ideas, and draft (if you have one); come early in the writing process, and (d) come regularly.

**Additional Resources for Writing**

About APA Style [http://apastyle.apa.org/]

APA Style Tips [http://www.apastyle.org/steftips.html]

Electronic References [http://www.apastyle.org/elecref.html]

Frequently Asked Questions [http://www.apastyle.org/faqs.html]

**The Online Learning Environment**

To participate in an on-line course you must have Internet access. Before you start your course, it is expected that you are proficient with using basic Internet functions, such as using e-mail, searching the Web and using browsers. If you do not have a home computer and access to the Internet, you may use the IPFW student labs with a proper user ID, your local public library or a designated learning center, which are located around the state of Indiana.

To know the technical needs for using the IPFW Online Learning Environment, you can access this information at: [http://www.ipfw.edu/dlearning/technical.shtml](http://www.ipfw.edu/dlearning/technical.shtml)

**Great Expectations: A Master Level Student:**

This is a Master’s level course. As such, the faculty have expectations of learning behaviors that are important to your achieving the objectives of the course and that are a part of being a good leader. Rather than ‘spring them on you’ in fairness to you, the following are some of these expectations:

1. Plan carefully your schedule to ensure that you are able to attend class on time.
2. Schedule sufficient time to complete the assignments. Assignments have been carefully chosen to ensure that you have a good learning experience, but also that the reading is realistic.

3. Share with the faculty any circumstances that interfere with your ability to complete an assignment so that you and the faculty member can come up with an alternate plan.

4. Ask clarifying questions if unsure of expectations.

5. Challenge yourself to become a life-long learner.

6. Write papers that reflect your ideas and opinions with reference citations using evidence-based supporting information when writing papers.

7. Support your ideas and opinions with reference citations using evidence-based supporting information when writing papers.

8. Seek university resources to help you write in a scholarly manner. It is not unusual for nursing students to return to school to have struggles with writing. Nurses are socialized to write in bullet points, checklists, and one word ideas. Use and outline when developing your paper and plan to finish with enough time to get feedback from the writing center.

9. Write scholarly papers in third person. According to APA, there are some exceptions to this and your faculty will let you know if it is OK to write in first person. The APA manual has some great suggestions for ways to write in the third person which do not use ‘this writer’ or ‘this author’

10. Provide feedback for identifying your optimal method of learning. It is the faculty members' position to provide you with feedback and empower you to have a good learning experience.

11. Read the assignments in the course. The assigned readings are critical to your understanding and mastery of the knowledge and skills you need as an advanced nurse practitioner. Please keep in mind that this minimal reading and that you need to develop and expand your reading as a way to continually expand your worldview.

12. Integrate evidence-based practice that is essential to professional nursing.