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

DEPARTMENT: Nursing
EFFECTIVE SESSION: Fall 2010

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

1. New course with supporting documents (complete proposal form)
2. Add existing course offered at another campus
3. Expiration of a course
4. Change in course number
5. Change in course title
6. Change in course credit/term

PROPOSED:
- Subject Abbreviation: NUR
- Course Number: 561
- Long Title: Advanced Teaching Methods in Nursing Education
- Short Title: Adv Teach Methods

EXISTING:
- Subject Abbreviation
- Course Number
- Long Title
- Short Title

TERMS OFFERED:
- Check All That Apply:
  - Summer
  - Fall
  - Spring

CAMPUS(ES) INVOLVED:
- Calumet
- Cont Ed
- Tech Statewide
- Ft. Wayne
- Indianapolis
- N. Central
- W. Lafayette

CREDIT TYPE:
1. Fixed Credit: Cr. Hrs.:
   - X
2. Variable Credit Range:
   - Minimum Cr. Hrs.:
   - Maximum Cr. Hrs.:
3. Equivalent Credit:
   - Yes
   - No
4. Thesis Credit:
   - Yes
   - No

COURSE ATTRIBUTES:
1. Pass/Not Pass Only
2. Satisfactory/Unsatisfactory Only
3. Repeatable
4. Credit by Examination
5. Designator Required
6. Special Fees
7. Registration Approval Type
   - Department
   - Instructor
8. Variable Title
9. Remedial
10. Honors
11. Full Time Privilege
12. Off Campus Experience

INSTRUCTIONAL TYPE:
- Lecture
- Recitation
- Presentation
- Laboratory
- Lab Prep
- Studio
- Distance
- Clinic
- Experiential
- Research
- Ind. Study
- Pract/Observe

% OF CREDIT ALLOCATED:
- 100

DELIVERY METHOD:
- Asyn.
- Or Syn.
- Live

DELIVERY MEDIUM:
- Audio
- Internet
- Live
- Text-Based
- Video

CROSS-LISTED COURSES:

COURSE DESCRIPTION (INCLUDE REQUISITES): P: NUR 558
Focuses on the incorporation of advanced multimedia instructional uses of technology in nursing education and professional development. Students will explore newly emerging instructional methods. Evidence-based guidelines and best practices are used to design and evaluate interactive, collaborative, and student-centered instruction.

COURSES TESTED:

Column/Department Head:
Date

Column/Dean:
Date

Column/Undergraduate Curriculum Committee:
Date

Column/Chancellor:
Date

Undergraduate Curriculum Committee:
Date

Date Approved by Graduate Council:
Date

Graduate Council:
Date

West Lafayette Registrar:
Date

OFFICE OF THE REGISTRAR
To: Purdue University Graduate Council
From: Faculty Member: Dr. Carol Sternberger
Department: Nursing
Campus: Fort Wayne
Date: January 27, 2009
Subject: Proposal for New Graduate Course – Documents Supporting Registrar’s Form 40

Contact information if questions arise

Name: Dr. Carol Sternberger
Phone Number: 260-481-5798
E-mail: sternber@ipfw.edu

Course Number: NUR 561
Campus Address: Neff B50-V

Course Title: Advanced Teaching Methods in Nursing Education

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: from within this department

B. Level of the course:
   ☑ Justify request for graduate course level by indicating anticipated enrollments of undergraduate and graduate students.
     Anticipated Undergraduate Student Enrollment: None
     Anticipated Graduate Student Enrollment: 100%

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-collegiate 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://www2.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></td>
<td>(Forms for all 500-600 level courses are submitted to the Office of the Registrar via the Graduate School.)</td>
</tr>
<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 requisites</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 561
Course Title: Advanced Teaching Methods in Nursing Education

Justification for the Course:

1. Explanation of the need for the course:
   This course is a required course in the Nurse Educator curriculum.

2. Contribution of the course to existing fields of study
   This course addressed emerging instructional technologies; it follows NUR 558, Instructional Methods in Nursing Education. The course fit the Nurse Educator role competencies identified by the National League for Nursing. The courses prepare the graduates for the national certification examination.

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

A. 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:

Course Objectives:

1. Design instructional activities using a wide variety of technological resources and artifacts.
2. Utilize effective multimedia communications techniques based on learning principles.
3. Distinguish between the medium and the method in the instructional process.
4. Demonstrate the use of imaging devices such as scanners and digital and/or video cameras with complementary software.
5. Explore the use of a wide variety of the newly emerging electronic media available through the student and faculty studios.
8. Select one item for inclusion in the e-portfolio accompanied by a reflection.

Outcomes:

1. Describe the methods of evaluation or assessment of student learning outcomes.

Evaluation Methods:

Article Reviews – Identify and review three (3) scholarly journal articles directly related to the stated goals and objectives of the course. Select three different course objectives as topics for the articles for review. Reviews should be comprehensive. Each review, written following APA format, is 1.5 – 2 pages in length. Reviews are posted on the Discussion Forum for peer discussion.

Discussion Forums – Contributions are based on best practices, emerging technologies, and learning theories. Five (5) assigned discussion forums. Points are awarded based on quality and inclusion of course readings and student selected scholarly articles.
Technology Presentations:

Development of a Website — Develop a homepage and two learning units using the course management system, Blackboard. The following are incorporated in the learning unit.

Multimedia — Linked to learning unit and tied into your teaching framework

You Tube video
Pod cast
Blog site
Adobe Connect
Screencorder

Tools Utilization —

Adobe Professional - integrate in at least one learning activity.
PowerPoint - include a series of 8 images. Four (4) images are to be created from photos that you have taken. Four (4) images are to be downloaded from the Internet sites that are free of copyright.

e-portfolio — Select one item for inclusion in e-portfolio and write a reflective statement. Item inclusion statement will reflect Core Competency for Nurse Educators identified by NLN.

Scholarly Paper - Reflective and scholarly paper on multimedia instruction, written in APA format, minimum of 20 scholarly journals and four URLs related to standards, best practices, or emerging technologies.

2. Identify methods of instruction

☐ Lecture
☐ Recitation
☒ Presentation
☐ Laboratory
☐ Lab Prep
☐ Studio
☐ Distance
☐ Clinic
☐ Experiential
☐ Research
☐ Ind. Study
☐ Practicum/Observation
☐ Seminar
B. Level of the Course:
   1. Justify the level of the proposed graduate course including statements on, but not limited to, the target audience, rigor of the course, and expected learning outcomes.
      This course provides instruction on the development and utilization of advanced emerging instructional technologies for graduate students who will be working as nurse educators in community colleges, university settings, and professional development departments in healthcare arenas.
   2. Indicate the anticipated number of undergraduate and graduate students who will enroll in the course. It is anticipated that 10-15 students will be in each cohort.

C. Prerequisites:
   1. List prerequisite courses by subject abbreviation, number, and title. NUR 558 Instructional Methods in Nursing
   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.

D. Course Instructor
   1. Name, Rank, and department/program affiliation
      Carol Sternberger, PhD, Professor of Nursing
   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.)

E. Reading List: 1 Required primary reading list.


F. Library Resources:
   Students will be expected to conduct database searches for scholarly journals and discuss the instructional design research.
G. Course Syllabus: attach at this point.
Pre-requisite: NUR 558

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

Faculty:
Carol Sternberger, PhD, RN, CNE
Neff Hall B50V
260-481-5798
sternber@ipfw.edu

Required Textbooks:


Retrieved from

Storage media for assignments: Recommended a minimum of 2G USB flash drive.

Course Description: Focuses on the incorporation of advanced multimedia instructional uses of technology in nursing education and professional development. Students will explore newly emerging instructional methods. Evidence-based guidelines and best practices are used to design and evaluate interactive, collaborative, and student-centered instruction.

Course Objectives:
1. Design instructional activities using a wide variety of technological resources and artifacts.
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**Topical Outline:**

**Instructional Design Standards and Performance Indicators**
- Role of instructional design
- Technology literacy to support teaching and learning
- Best practices leveraging technology
- Authoring software
- Interactivity
- Questions that require thinking

**Multimedia and Instructional Concepts**
- Evidence-based instruction
- Instructional support tools
- Integrating software and learning tools
- Media and learning
- Transferring materials to other formats
- Promoting realism in practice environments

**Evaluation**
- Evaluation of learning activity
- Context Analysis
- Instructional value and implications
- Rubrics

**Methods of Instruction:**
- Demonstrations and presentations of selected topics
- Expert guest presentations
- Design-based experiences
- Hypermedia element development
- Internet resources
- Hands on instructional techniques

**Course Requirements:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Reviews (3)</td>
<td>75</td>
</tr>
<tr>
<td>Discussion Forums</td>
<td>50</td>
</tr>
<tr>
<td>Blackboard development</td>
<td>50</td>
</tr>
<tr>
<td>You Tube video</td>
<td>100</td>
</tr>
<tr>
<td>Pod Cast</td>
<td>25</td>
</tr>
<tr>
<td>Blog Site</td>
<td>25</td>
</tr>
<tr>
<td>Adobe Connect</td>
<td>25</td>
</tr>
<tr>
<td>Adobe Professional</td>
<td>25</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>25</td>
</tr>
<tr>
<td>ScreenCorder</td>
<td>100</td>
</tr>
</tbody>
</table>
e-portfolio and reflection 25
Scholarly Paper 100
TOTAL 625

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Tools Utilization –
- Adobe Professional - integrate in at least one learning activity.
- PowerPoint - include a series of 8 images. Four (4) images are to be created from photos that you have taken. Four (4) images are to be downloaded from the Internet sites that are free of copyright.

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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/ssd/

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 (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

According to the American Psychiatric Association (2001), plagiarism is the representation of another authors work as your own. Additional clarification of plagiarism is found in the following statements, from the American Psychological Association (2001):

Quotation marks should be used to indicate the exact words of another author. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text. The key element of this principle is that an author does not present the work of another author as if it were his or her own work (p.349).

The Plagiarism Policy of the nursing department indicates that any student who plagiarizes has committed academic dishonesty and misconduct which may lead to dismissal from the program or college. Any student, who has been identified to have plagiarized, will receive a zero for that assignment.


Graduate Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

Graduate Handbook

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

Student Progression
Grade appeal
Attendance
Student Conduct and Attire
Confidentiality
As information changes repeatedly, frequent and regular checking is important.

Resources:

Resources available at IPFW are found on the IPFW website. A few resources are listed below.

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/styletips.html
Electronic References http://www.apastyle.org/elecref.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

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 life circumstances that interfere with your ability to compete 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. It is a wonderful thing to be a life-long learner. Learning new ideas and concepts is exiting.
6. Write papers that reflect meeting objectives and scholarly work using APA format.
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 who are returning 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" all the time.

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 is minimal reading and that you need to develop and embrace reading as a way to continually expand your worldview.

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