

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Health Sciences
NURS606
Curriculum Development, Assessment, and Evaluation
Credit Hours: 3
Length of Course: 8 weeks
Prerequisite: None

Instructor Information

Please refer to the Instructor Profile on the course homepage for your instructor's contact information and biography.

Course Description (Catalog)

This course will provide the student with the theoretical basis of curriculum development, assessment and evaluation. Students will focus on the process of curriculum design and development; integrating these concepts into the economic, social, regulatory, technological, and ethical influences and trends that impact current nursing practice.

Course Scope

This course is divided into 8 weeks and is designed to provide the learner with the key concepts of nursing curriculum design. The emphasis will be on understanding the use of an organizing framework to ensure that the process of curriculum development progresses in a logical sequence and that course objectives and learning activities are designed to meet the student outcomes and the overall program outcomes. The students will develop an innovative context-relevant nursing curriculum, will develop a 3-hour course from the curriculum, and will evaluate the curriculum from an accreditation perspective on a health-related topic.

Course Learning Objectives

The following objectives are aligned with the MSN Program Outcomes (PO):

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

1. Develop learner program outcomes that are based on sound pedagogical approaches, and are consistent with current regulatory nursing standards and competencies. (PO 6)
2. Interpret the impact of economic, social, regulatory, technological, and ethical influences on nursing curriculum development, assessment, and evaluation. (PO 1)
3. Compare and contrast current models and trends in curriculum design and theoretical frameworks. (NECO 3)
4. Align program outcomes, course outcomes, and lesson student learning outcomes with professional standards and regulatory requirements. (PO 6, NECO 1)
5. Design learner-centered teaching strategies that are aligned with the curriculum outcomes. (NECO 2, 3)
6. Integrate the knowledge of curriculum design, teaching strategies, and program evaluation with the development of effective assessment tools. (NECO 3)
7. Synthesize all aspects of the curriculum process to ensure that the outcomes are evidence-informed, relevant, and uniform across all elements of the nursing program. (NECO 1, 2, 3)

Module Learning Objectives are located within the course.

Masters Essentials covered in this course include I, IV, V, VII, VIII, IX.

Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and written assignments. Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbook:

All required readings and resources are available within MyClassroom.

Academic Writing Requirements:

The School of Health Sciences requires use of APA format and style and all students are encouraged to have a current copy of the *APA Publication Manual*. All written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Evaluation Procedures

Discussions

Please join the discussions each week. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Discussions are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the discussions and avoid copying and pasting from websites. In this class there are 9 graded discussions.

Guidelines:

- Post the initial response to each discussions by 11:55pm, ET, Wednesday
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to ***more than 2*** of your classmates in each forum by 11:55pm, ET, Sunday.
- Responses to classmates are significant to advance the discussions.
- All discussions can be accessed in the Discussions section of the course.
- Respond to all questions posed to you in your initial post by instructor and/or peers.

An initial post must precede the response posts to peers. An initial post received after Wednesday 11:55 pm will receive a 10% deduction for each day, for 3 days, prior to discussions being graded. This means the highest grade possible for a late submission of 3 days, is 70%. However, response posts are due by Sunday 11:55 pm. If response posts are not submitted by this time, the discussion is over. Therefore, no points can be awarded for collaboration, and the highest grade possible for late submission past 3 days is 60%.

Tests/ Quizzes

There are no tests/quizzes in this course.

Written Assignments

There are 3 written assignments due throughout the course. All assignment instructions and grading rubrics are located in the Assignments area of MyClassroom. Assignments are due by 11:55 pm EST on the Sunday of the week they are assigned, or as indicated in the Assignments area.

Course Grading Outline

Grading Instrument	Percentage of Final Grade
--------------------	---------------------------

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Discussion Forums (10 graded forums)	25%
Paper One Week Four	30%
Course Map	15%
Paper Two: Week 8	30%
TOTAL	100%

Course Outline				
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
1	Overview of the Curriculum Design Process and Regulatory Influences	<ol style="list-style-type: none"> Analyze the regulatory processes that impact nursing curricula. Analyze roles and responsibilities of faculty in curriculum development. Assess relationship between course content and learning strategies with mission, philosophy, frameworks, goals, and outcomes of the nursing curriculum. Select one learning theoretical approach as a guide for developing teaching strategies in a nursing course or program. Compare different learning theories in relation to varying curriculum philosophies and models. 	As assigned	Introduction Discussion Week 1 Discussion
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
2	Preparation Phase of Curriculum Development and the Concept-Based Curriculum	<ol style="list-style-type: none"> Examine educational taxonomies in curriculum development. Explore the use of models to align curriculum design. Explain the internal and external factors that influence the need for changes in the curriculum. Evaluate methods for gathering data relevant to the curriculum development process. 	As assigned	Week 2 Discussion

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
3	Curriculum Guidelines and Alignment	<ol style="list-style-type: none"> 1. Assess an existing curriculum using the <i>Guidelines for Assessing the Key Components of a Curriculum</i>. 2. Determine the methods that will be used to assess contextual data that will be used to effectively create a curriculum that is evidence-informed, relevant, and unified. 3. Analyze methods of data interpretation to determine the core curriculum concepts and the key professional abilities that will serve as the foundation for the new curriculum. 4. Apply the steps involved in curriculum development and evaluation to prelicensure nursing education. 5. Evaluate the alignment of program goals with course objectives and learner outcomes. 	As assigned	Week 3 Discussion
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
4	Standards of Excellence	<ol style="list-style-type: none"> 1. Integrate AACN Essentials into the design of a BSN nursing curriculum. 2. Discuss ways to strive for excellence in a nursing program. 	As assigned	Week 4 Discussion Paper One
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
5	Determining Content, Integrating Concepts, and Adopting QSEN into a nursing curriculum	<ol style="list-style-type: none"> 1. Identify ways nurse faculty can revise curricula to prepare nurses for needs of the 21st century. 2. Discuss approaches to incorporate quality and safety 	As assigned	Week 5 Discussion

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

		competencies into the nursing program.		
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
6	Accreditation and Curriculum Development	<ol style="list-style-type: none"> 1. Produce learning activities and outcomes that demonstrate higher order thinking skills. 2. Discuss the purpose for ongoing curriculum evaluation. 3. Create a course map that aligns teaching strategies with course outcomes. 4. Evaluate different curriculum evaluation models for their utility in nursing education. 5. Discuss accreditation standards for prelicensure nursing programs and how programs may meet these standards. 	As assigned	Week 6 Discussion Course Map
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
7	Continuous Appraisal of Curriculum	<ol style="list-style-type: none"> 1. Design ways to keep the nursing curriculum current and relevant. 2. Discuss methods to keep the curriculum aligned with societal changes. 3. Discuss methods of creating a learner-centered environment. 4. Create a plan for continuous appraisal of a nursing curriculum. 5. Apply principles of continuous quality improvement in accreditation activities. 	As assigned	Week 7 Discussion
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
8	Systematic Plan for Evaluation and Curriculum	<ol style="list-style-type: none"> 1. Discuss a systematic way to conduct continuous curriculum appraisal. 2. Describe the components of a systematic plan for evaluation. 3. Justify the rationale of strategic planning and developing a master plan of evaluation for educational programs. 	As assigned	Week 8 Reflection Discussion Paper Two

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

		4. Apply guidelines and major components of a master plan of evaluation to a nursing education program.		
--	--	---	--	--

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Nursing Program Policies

Assignment and Coursework Grading Policy

Students are expected to submit classroom assignments by the designated due date and to complete the course according to the published class schedule. Failure to submit coursework by the designated due date will result in a ten percent (10%) penalty per day until three (3) days after the coursework is due. Therefore, after three (3) days, the maximum grade the student can achieve with a late submission will be a grade of 70% (C-). If a student is ill, has a family crisis, or will miss scheduled coursework deadlines for any reason, the student shall notify the instructor in advance if at all possible. Assignments will NOT be accepted more than seven (7) days after the due date unless prior arrangements have been made in advance of the due date.

Course Completion and Progression Requirements

For all capstone courses that begin after January 1, 2017, graduate students must earn a B- (80%) or better on their capstone thesis/project/paper and a B- (80%) or better in their capstone course to pass the course. This policy aligns with the comprehensive exam, which also requires a B- (80%) or better to pass. Graduate students must have at least a 3.0 GPA in order to graduate.