ANGELO STATE UNIVERSITY
MASTER of SCIENCE in NURSING

NUR 6319
Curriculum in Nursing Education
FALL 2019
COURSE NUMBER
NUR 6319

COURSE TITLE
Curriculum in Nursing Education

COURSE DESCRIPTION
This course explores the structures, components, and factors of curriculum development pertaining to nursing education. Additionally, this course will explore essential components of academic program evaluation, including outcomes assessment and accreditation processes and procedures.

CREDITS
Three Semester Credit Hours (3-0-0)

PREREQUISITE COURSES
Admission to the Graduate Nursing Program

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the program name. Computer access requirements are further delineated in the graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Student Handbook should be reviewed before taking this course.

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU’s Blackboard Learning Management System

GENERAL GUIDELINES RELATED TO THIS COURSE
All students are required to follow the guidelines presented in the following documents:
• ASU Student Handbook
• ASU Graduate Catalog
• Graduate Nursing Student Handbook

It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Faculty:Kelly Michael EdD, MN, RN, PPCNP-BC
Office:Virtual Faculty
Fax:(325) 942-2236
Email:robert.michael@angelo.edu (Preferred method of communication)
Office hours:CST/USA (Virtual) By Appointment.
I strive to respond to messages within 24 to 36 hours during the work week. If you have a question and an email response would suffice, then simply let me know this when you contact me. Weekend messages may not be returned until Monday. Depending on the nature of the meeting we may employ use of the telephone or Blackboard Collaborate.

TIME ZONEASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST.
**MSN PROGRAM OUTCOMES**
Upon program completion, the graduate will be prepared to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a master’s prepared nurse.

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to MSN Essentials</th>
<th>Mapping to NLN Educator Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Develop foundational knowledge and understanding of theoretical and philosophical</td>
<td>- Individual Short Paper</td>
<td>1; 5; 9</td>
<td>1.8; 5.6; 9.14; 9.15</td>
<td>1.2; 1.6; 1.8; 8.1</td>
</tr>
<tr>
<td>underpinnings of curriculum</td>
<td>- Discussion Boards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Self-Reflections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Participate as a leader and participant</td>
<td>- Group Short Paper</td>
<td>5; 7; 9</td>
<td>5.6; 7.1; 7.4; 7.6; 9.1; 9.15</td>
<td>1.8; 2.4; 4.2; 4.3, 5.8; 6.6</td>
</tr>
<tr>
<td>in the curriculum process including gaining faculty support, exploring leader and</td>
<td>- Curriculum Development Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>faculty participant roles, engaging the curricular development process, and planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for faculty development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apply tenants of curriculum theory and philosophy in the curriculum development</td>
<td>- Curriculum Development Project</td>
<td>9</td>
<td>9.2; 9.15</td>
<td>1.8; 4.1; 4.3</td>
</tr>
<tr>
<td>process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Create a nursing program curriculum and evaluation plan with basis in state,</td>
<td>- Curriculum Development Project</td>
<td>2; 5; 6; 7</td>
<td>2.5; 5.5; 5.6; 6.3; 7.1; 7.4</td>
<td>1.8; 3.1; 3.6; 4.1-4.8; 5.4; 8.6</td>
</tr>
<tr>
<td>regional, and national accreditation standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Develop skill in metacognition through self-reflective practice</td>
<td>- Self-Reflections</td>
<td>9</td>
<td>9.1; 9.2; 9.4; 9.12; 9.15</td>
<td>1.4; 1.8; 2.7</td>
</tr>
<tr>
<td>6. Develop evaluation skills through critique of self and others</td>
<td>- Group Evaluation Forms</td>
<td>9</td>
<td>9.15</td>
<td>1.4; 2.7</td>
</tr>
<tr>
<td>- Self-Reflections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Develop an appreciation for group process in curricular development</td>
<td>- Self-Reflections</td>
<td>9</td>
<td>9.15</td>
<td>1.8</td>
</tr>
</tbody>
</table>
REQUIRED TEXTS

OTHER REQUIRED MATERIALS
- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam
- Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website

RECOMMENDED TEXTS (NOT REQUIRED)

TOPIC OUTLINE
**Module 1:** This module will entail exploration of *Theoretical and Philosophical Underpinnings of Curriculum* through readings, short papers and discussion board assignments (Weeks 1-3)
**Module 2:** This module will explore the nurse educator role when *Leading the Curriculum Process* through group process involving case studies (Weeks 4-7)
**Module 3:** During the *Curriculum Development & Evaluation* module, students will work as teams to development a nursing curriculum and prepare a curriculum evaluation plan (Weeks 8-16)

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. The following grading scale is in use for this course:
A = 90-100 percent
B = 80-89 percent
C = 70-79 percent
F = <70 percent

EVALUATION AND GRADES

<table>
<thead>
<tr>
<th>Graded Activities</th>
<th>Percent of Overall Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (2 at 1% each)</td>
<td>2%</td>
</tr>
<tr>
<td>Short Paper #1</td>
<td>11%</td>
</tr>
<tr>
<td>Group Evaluation #1</td>
<td>1%</td>
</tr>
<tr>
<td>Self-Reflections (3 at 7% each)</td>
<td>21%</td>
</tr>
<tr>
<td>Group Paper: Curriculum Process</td>
<td>16%</td>
</tr>
<tr>
<td>Curriculum Development Project</td>
<td>(49% as follows)</td>
</tr>
<tr>
<td>Step 1: Curriculum Development Timeline</td>
<td>3%</td>
</tr>
<tr>
<td>Step 2-Part 1: Contextual Data Case</td>
<td>7%</td>
</tr>
<tr>
<td>Step 2-Part 2: Survey</td>
<td>3%</td>
</tr>
<tr>
<td>Step 3: MVV Statement</td>
<td>7%</td>
</tr>
<tr>
<td>Step 4: Program Goals, Outcomes, &amp; Competencies</td>
<td>7%</td>
</tr>
<tr>
<td>Step 5: Curriculum Design Spreadsheet</td>
<td>7%</td>
</tr>
<tr>
<td>Step 6: Course Syllabus</td>
<td>7%</td>
</tr>
</tbody>
</table>
**TEACHING STRATEGIES**
A variety of teaching-learning methods will be employed including readings, discussion forums, writing assignments, journaling, and a collaborative project.

**ASSIGNMENT DESCRIPTIONS**
- **Discussion Board** - Discussion Boards are provided in this course to help students’ process course materials, express thoughts, and engage other’s opinions and ideas in a healthy and productive learning environment.
- **Short Paper Assessments** (Individual or Group) are types of response papers. These assessments coincide with readings. While completing each reading, there are specific questions or case studies with questions to engage. I would suggest familiarizing yourself with the questions and try answering them as you read.
- **Self-Reflections** embody a useful way to help individuals begin the interesting and often difficult process of critiquing oneself. There are opportunities for reflection after each module.
- **Curriculum Development Project** - During this project our class will engage the curriculum development process in a simulation experience. The purpose of this assessment is for students to work in teams, like ‘curriculum committees,’ and struggle through the curriculum development process together. Each of you will work in your respective groups to develop multiple aspects of a nursing curriculum. Since our time frame for doing this is truncated due to semester limitations, I have selected the more important parts of a curriculum design process for you to complete. Having the skills and know-how for engaging this process hopefully will serve you well in your respective careers. This project will be divided into multiple parts. The parts are sequenced and will have specific due dates.

**ASSESSMENT SUBMISSION**
In this class, all assessments must be submitted through the Assessments link in Blackboard. Assignments submitted through email will not be accepted or graded. This is for grading purposes and not meant to be punitive. Issues with technology use arise from time to time. If a technology issue does occur regarding an assessment submission, email your instructor, attach a copy of what you are trying to submit, and call IT Service Center at 325-942-2911 to request that a ticket be opened and add my name as your instructor to the ticket. This lets your faculty know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**LATE WORK OR MISSED ASSESSMENTS**
The course is set up in modules. The week begins on Tuesday and ends on Monday at 11:59 PM CST. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late work will incur a 5 % grade deduction per day up to one week. Papers or assignments more than one week past the due date will not be accepted and will receive a zero for a grade.

**ACADEMIC HONESTY**
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

---

<table>
<thead>
<tr>
<th>Step 7: Curriculum Evaluation Cases</th>
<th>7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 8: Group Evaluation #2</td>
<td>1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

*Note.
- Any assignment (*) receiving an overall score of less than 70% before any deductions are added will result in the student having to redo the assignment and a penalty of 10 percent off the original maximum point total. Any additional point deductions due to the Late Work Statement will be added to the redo assignment as well. As per the **Late Work or Missed Assessments statement**: *Late work will incur a 5 % grade deduction per day up to one week. Papers or assignments more than one week past the due date will not be accepted and will receive a zero for a grade.*
- Students will have three (3) days or 72 hours to redo and resubmit the assignment once they receive a grade from the instructor. If the resubmission is not received by the three (3) days or 72 hours limit, then the original grade will be assigned in the gradebook.
- Not submitting an assignment by one week from the initial due date in the first place will result in a zero (0) for the assignment and does not qualify for a redo opportunity.
- Repeated poor performance on assignments may result in a meeting with the class instructor to discuss the potential for not meeting the course objectives.
The **Archer College of Health and Human Services** adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook: [Angelo State University's Academic Integrity Policy](http://www.angelo.edu/content/files/17187-2014-15-student-handbook). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

**PLAGIARISM**

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the [APA Style Manual of the American Psychological Association](http://www.angelo.edu/dept/writing_center/academic_honesty.php) as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers may be evaluated for originality via Turnitin or Safe Assign. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

**STUDENT RESPONSIBILITY & ATTENDANCE**

This class is asynchronous, meaning you do not have to be on-line at a certain time. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course assignments, etc. Students are expected to engage in course activities and submit work by due dates and times. Scholarly contribution is an expectation.

- **Individual Work and Collaborative Work** - An expectation of this course is that you submit original work that reflects your ideas. You are expected to work together on group assignments in the spirit of collaboration. Every member is expected to make a reasonable contribution. Because this is an on-line course, you must participate and contribute to receive credit.

- **Absences** - This class has many graded activities. Should you choose to travel during this class, you are held responsible for making arrangements for Internet access. Generally, this is not a problem. Planning ahead will help to avoid unexpected problems with technology and/or assignment submission. Contact your section faculty should you have problems meeting course objectives due to serious illness or extreme hardship. The ASU Student Handbook provides guidelines: [http://www.angelo.edu/content/files/17187-2014-15-student-handbook](http://www.angelo.edu/content/files/17187-2014-15-student-handbook).

**STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**

“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

**IMPORTANT UNIVERSITY DATES**

Students are responsible for adhering to all dates set forth in the [ASU Academic Calendar](http://www.angelo.edu/content/files/17187-2014-15-student-handbook) for the semester.

Select dates:

- August 26 - 1st day of class
- Sept 2 - Labor Day – University Closed
- Nov 27-29 - Thanksgiving Holiday Break
- Dec 9-13 - Final Exams

Please notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.

- **Drop a class** - [https://www.angelo.edu/content/forms/290-drop-request-form-for-online-courses-only](https://www.angelo.edu/content/forms/290-drop-request-form-for-online-courses-only)
- **Withdraw from the University** - [https://www.angelo.edu/services/saem/withdrawal_form.php](https://www.angelo.edu/services/saem/withdrawal_form.php)

**COMMUNICATION**

Students are encouraged to contact faculty with questions or problems associated with the course. Faculty are available during the work week and encourage students to call, email or post questions in the group discussion forum “I Have a Question”. Faculty will respond to email and/or telephone messages within 24 -36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- **Written communication via Blackboard**: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing. When contributing to the course discussion assignments, use references to support your ideas. Personal observations are acceptable if they contribute to the discussion assignment. Do not copy and paste into the Bb discussion or use frequent links without
summarizing the resource points relevant to the discussion. You are expected to synthesize and summarize from your study. Repeating what is easily available in your textbook is time consuming and not the purpose of the exercises.

- **Written communication via email**: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy/guideline changes. Please check your email daily.
- **Virtual communication**: Office hours and/or advising may be done with the assistance of the telephone, Skype, Blackboard Collaborate, Join.me, Google Hangouts, etc.
- **Use Good "Netiquette"**:  
  - Check the discussion frequently and respond appropriately and on subject. Focus on one subject per message and use pertinent subject titles.
  - Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
  - Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach. Cite all quotes, references, and sources.
  - When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
  - Be sure to get consent before forwarding someone else's messages. It is extremely rude to forward someone else's messages without their permission.
  - It is acceptable to use humor but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as ;) to let others know you are being humorous.

  (The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, *The Net User Guidelines and Netiquette*, Florida Atlantic University, 1994, available from Netcom.)

**STUDENTS WITH DISABILITIES**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is Ms. Dallas Swafford, Director of Student Disability Services, 325-942-2047, dallas.swafford@angelo.edu

**TITLE IX at ANGELO STATE UNIVERSITY**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D.

You may submit reports in the following manner:

- **Online**: www.angelo.edu/incident-form
- **Face to Face**: Mayer Administration Building, Room 210
- **Phone**: 325-942-2022
- **E-Mail**: michelle.boone@angelo.edu
Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
Following University policy, incomplete grades are reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation will be required.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

COURSE DISCLAIMER:
Although it is never the intention of this course instructor to offend anyone, on rare occasions students do become offended during discussions. The nature of the content of this course may lead to someone being offended by ideas read or presented, or someone’s ideas or opinions shared. The purpose is to encourage you to consider, objectively, the viewpoints reflected in other’s works as you examine your own views, assumptions, and preconceptions in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to “indoctrinate” you into any particular point of view, persuade you to adopt any specific position, or even “challenge” your personal beliefs. The hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.

COURSE EVALUATION
Students are provided the opportunity and are strongly encouraged to participate in a course evaluation at midterm through a Bb Midterm Evaluation and at the end of the semester. Areas on the IDEA evaluation include: (Scale: I = Important; E = Essential)

- Gaining factual knowledge (terminology, classifications, methods, trends) - E
- Learning fundamental principles, generalizations, or theories - I
- Learning to apply course material (to improve thinking, problem solving, and decisions) - I
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course - E
- Acquiring skills in working with others as a member of a team - I
- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) - I
- Developing skill in expressing oneself orally or in writing - I
Fatal Error Policy:

Rationale: Effective communication of ideas and information with members of the nursing community and public is an important skill for all nurses to develop. Documents containing grammatical and spelling errors can distract and frustrate the reader. If your papers contain these types of errors, it will be difficult for me to focus on the content written and grade fairly. For this reason, I use a fatal error policy, which allows you to correct your mistakes in exchange for a penalty of a letter grade, rather than failing the assignment.

Policy: Papers containing more than 3 of the following errors will be returned without a grade. You will have 24 hours to fix the error(s) and resubmit the paper. Resubmitted papers will be graded but will include a 5% deduction off the maximum grade potential. So, the highest grade you can make if your paper must be resubmitted is a 95 out of 100 possible points.

List of fatal errors: ¹
1. misspelled words (run spell-check)
2. misused words (e.g. "proven", affect/effect, absorbance/absorbency)
3. improper use of singular or plural forms of scientific words
4. sentence fragments
5. run-on sentences or comma splices
6. improper formatting of medical terminology / scientific names
7. capitalization mistakes
8. serious errors in punctuation that obscure meaning
9. errors in verb tense or subject/verb agreement
10. first person pronouns
11. other serious grammatical errors
12. lack of conformity with assignment format
13. each improper citation, or lack of citation where one is needed
14. blocks of quotations strung together with linking words or minimal original writing
15. improper formatting of tables and figures
16. lack of units reported on quantitative data

Avoiding fatal errors: While the spelling and grammar check features on word processing programs are helpful, their suggestions aren't always correct. So please use other methods of proofreading. Read the paper yourself. Have someone else read your paper. Use the University writing center. Use a dictionary or composition book to assist you when you are uncertain of spelling or grammar.

### Self-Reflection Log Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Reflection Log Items</td>
<td>Thoroughly answers each reflective item.</td>
<td>Attempts to answer one specific Reflection item.</td>
<td>Does not answer specific Reflection Items.</td>
</tr>
<tr>
<td></td>
<td>60-90 points</td>
<td>1-59 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Scholarly writing and Citations using APA formatting</td>
<td>Always uses consistent citation style and cites all sources. Less than two mistakes noted.</td>
<td>Occasionally uses consistent citation style and cites sources. Greater than two mistakes noted.</td>
<td>Does not cite sources or use consistent style.</td>
</tr>
<tr>
<td></td>
<td>9-10 points</td>
<td>1-5 points</td>
<td>0 points</td>
</tr>
</tbody>
</table>

### Group Evaluation Form Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td>Group Evaluation Form submitted (100 points)</td>
<td>No Group Evaluation Form Submitted (0 points)</td>
</tr>
</tbody>
</table>

### Discussion Board Grading Rubric:

*The grading rubric for this assignment is below. In all cases:*
- Excellent work will be awarded full points
- Good work will be awarded 80-89% of points
- Satisfactory work will be awarded 70-79% of points
- Unsatisfactory work will be awarded 69 or few points
- Missing work will receive no points

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| ___ / 50 | Initial Posting  
*Posts a well-developed answer to the assessment Fully addresses all aspects of the assigned topic / questions to be addressed.* |
| ___ / 40 | Follow-up Postings  
*Posts well-developed responses the number of required times to peers and answers questions related to initial posting* |
| ___ / 10 | Scholarly writing and formatting  
*Always uses consistent citation style and cites all sources. No mistakes noted.* |
### Short Paper #1 Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Short Paper Items</td>
<td>Thoroughly answers each short paper item.</td>
<td>Answers a majority, but not all short paper items.</td>
<td>Answers a minority of the short paper items.</td>
<td>Does not answer short answer items.</td>
</tr>
<tr>
<td></td>
<td>41-50 points</td>
<td>35-40 points</td>
<td>1-34 points</td>
<td>0 Points</td>
</tr>
<tr>
<td>Evidence of evaluation and synthesis of material</td>
<td>Uses concepts and terminology appropriately; when applicable; Always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present</td>
<td>Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present</td>
<td>Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present</td>
<td>Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis</td>
</tr>
<tr>
<td></td>
<td>33-40 Points</td>
<td>21-32 Points</td>
<td>1-20 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td>Scholarly writing and Citations using APA formatting</td>
<td>Uses consistent citation style and cites all sources. No APA mistakes noted.</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer APA mistakes noted.</td>
<td>Occasionally uses consistent citation style and cites sources. Greater than two APA mistakes noted.</td>
<td>Does not cite sources or use consistent style.</td>
</tr>
<tr>
<td></td>
<td>9-10 Points</td>
<td>6-8 Points</td>
<td>1-5 Points</td>
<td>0 Points</td>
</tr>
</tbody>
</table>

### Group Paper: Curriculum Planning Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Short Paper Items</td>
<td>Thoroughly answers each short paper item.</td>
<td>Answers a majority, but not all short paper items.</td>
<td>Answers a minority of the short paper items.</td>
<td>Does not answer short answer items.</td>
</tr>
<tr>
<td></td>
<td>33-40 Points</td>
<td>21-32 Points</td>
<td>1-20 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td>Evidence of evaluation and synthesis of material</td>
<td>Always uses concepts and terminology appropriately; when applicable; Always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present</td>
<td>Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present</td>
<td>Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present</td>
<td>Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis</td>
</tr>
<tr>
<td></td>
<td>33-40 Points</td>
<td>21-32 Points</td>
<td>1-20 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td>Scholarly writing and Citations using APA formatting</td>
<td>Always uses consistent citation style and cites all sources. No APA mistakes noted.</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer APA mistakes noted.</td>
<td>Occasionally uses consistent citation style and cites sources. Greater than two APA mistakes noted.</td>
<td>Does not cite sources or use consistent style.</td>
</tr>
<tr>
<td></td>
<td>9-10 Points</td>
<td>6-8 Points</td>
<td>1-5 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td>Criteria</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Marginal</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>------------</td>
<td>----------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Step 1: Curriculum Development Timeline</strong></td>
<td>Follows a time sequence format. Time sequence follows 1-year time constraints. Document length is appropriate i.e. 1 to 2 pages (90 - 100 points)</td>
<td>Follows a time sequence format. Time sequence does not follow 1-year time constraints. Document length is appropriate i.e. 1 to 2 pages (80 - 89 points)</td>
<td>Does not follow a time sequence format - or - Partial Time sequence noted but does not follow 1-year time constraint. Document length is too long greater than 2 pages (70 - 79 points)</td>
<td>Partial Timeline completed (1 - 69 points) or No submission (0 points)</td>
</tr>
<tr>
<td><strong>Step 2-Part 1: Contextual Data Case</strong></td>
<td>Thoroughly answers each question assigned. Always uses concepts and terminology appropriately; when applicable; Always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present. Always uses consistent citation style and cites all sources. Minimal mistakes noted. (90 - 100 points)</td>
<td>Answers a majority, but not all questions. Most of the time uses concepts and terminology appropriately when applicable; most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present. Routinely uses consistent citation style and cites sources. Two or fewer mistakes noted. (80-89 points)</td>
<td>Answers a minority of the questions. Occasionally uses concepts and terminology appropriately when applicable; occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present. Occasionally uses consistent citation style and cites sources. Greater than two mistakes noted. (70-79 points)</td>
<td>Partially answers questions. Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis. Does not cite sources or use consistent style. (1 - 69 points) or No submission (0 points)</td>
</tr>
<tr>
<td><strong>Step 2-Part 2: Survey</strong></td>
<td>Survey fully developed; Questions on survey appropriate in number and for information sought. Survey link posted on time to Blackboard site (90-100 points)</td>
<td>Survey fully developed; Questions on survey appropriate in number, but not all related to information sought. Survey link posted on time to Blackboard site (80-89 points)</td>
<td>Survey not fully developed; Questions on survey limited in number and for information sought. Survey link posted on time to Blackboard site (70-79 points)</td>
<td>Survey partially complete Survey link posted on time to Blackboard site (1 - 69 points) or No submission (0 points)</td>
</tr>
<tr>
<td><strong>Step 3: MVV Statement</strong></td>
<td>All components (Mission, Vision, and Values) are present; Components are well developed and appear cohesive; Three schools the group reviewed are listed; Document length is appropriate (1-2 pages in length) (90-100 points)</td>
<td>All components (Mission, Vision, and Values) are present; Components are well developed or appear cohesive; but not both. Three schools group reviewed are listed; Document length is appropriate (1-2 pages in length) (80-89 points)</td>
<td>All components are present (Mission, Vision, and Values); Components are marginally developed and are not cohesive; Three schools group reviewed are listed; Document length is not appropriate (greater than 3 pages) (70-79 points)</td>
<td>Partial MVV statement completed (1 - 69 points) or No submission (0 points)</td>
</tr>
<tr>
<td><strong>Step 4: Program Goals, Outcomes, &amp; Competencies</strong></td>
<td>All components (Learning Goals, Outcomes, &amp; Competencies) are present; Components are well developed and appear cohesive; Document length is appropriate (1-2 pages in length) (90-100 points)</td>
<td>All components (Learning Goals, Outcomes, &amp; Competencies) are present; Components lack development but appear cohesive; Document length is appropriate (1-2 pages in length) (80-89 points)</td>
<td>Most components (Learning Goals, Outcomes, &amp; Competencies) are present; Components are marginally developed and are not cohesive in appearance; Document length is not appropriate (greater than 3 pages) (70-79 points)</td>
<td>Partial LGCs statement completed (1 - 69 points) or No submission (0 points)</td>
</tr>
<tr>
<td>Step 5: Curriculum Design Spreadsheet</td>
<td>Curriculum design spreadsheet is appropriately complete with minimal mistakes; One course is developed per student in the group. Courses have three signature assignments each and appropriately mapped to BSN Essentials. (90-100 points)</td>
<td>Curriculum design spreadsheet is complete with few mistakes; One course is developed per student in the group. Not all three courses have three signature assignments each, but what is present is appropriately mapped to BSN Essentials. (80-89 points)</td>
<td>Curriculum design spreadsheet is marginally complete with multiple mistakes noted; Not all three courses have three signature assignments and the assignments are not mapped to BSN Essentials. (70-79 points)</td>
<td>Partial Spreadsheet completed (1 - 69 points) or No submission (0 points)</td>
</tr>
<tr>
<td>Step 6: Course Syllabus</td>
<td>One syllabus is submitted; Course is from group’s list; Course syllabus reflects the content that was decided for that course in Curriculum design spreadsheet; Follows NUR 6319 syllabus or another syllabus as a template; Course description and objectives present; Document length is appropriate. (90-100 points)</td>
<td>One syllabus is submitted; Course is from group’s list; Course syllabus does not reflect the content that was decided for that course in Curriculum design spreadsheet; Does not follow a syllabus template; Course description and objectives present; Document length is appropriate. (80-89 points)</td>
<td>One syllabus is submitted; Course is from group’s list; Course syllabus does not reflect some of the following: the content that was decided for that course in Curriculum design spreadsheet, a template was used, Course description and objectives being present, or appropriate length (70-79 points)</td>
<td>Partial syllabus completed (1 - 69 points) or No submission (0 points)</td>
</tr>
<tr>
<td>Step 7: Curriculum Evaluation Cases</td>
<td>Thoroughly answers each question assigned. Always uses concepts and terminology appropriately; when applicable; Always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present. Always uses consistent citation style and cites all sources. Minimal mistakes noted. (90-100 points)</td>
<td>Answers a majority, but not all questions. Most of the time uses concepts and terminology appropriately when applicable; most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present. Routinely uses consistent citation style and cites sources. Two or fewer mistakes noted. (80-89 points)</td>
<td>Answers a minority of the questions. Occasionally uses concepts and terminology appropriately when applicable; occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present. Occasionally uses consistent citation style and cites sources. Greater than two mistakes noted. (70-79 points)</td>
<td>Partially answers questions. Does not use concepts and terminology appropriately; Does not provide examples; Does not organize and easy to follow; Lacks evidence of insightful evaluation and synthesis. Does not cite sources or use consistent style. (1 - 69 points) or No submission (0 points)</td>
</tr>
<tr>
<td>Step 8: Group Evaluation</td>
<td>Group Evaluation Form submitted (100 points)</td>
<td>Intentionally left blank</td>
<td>Intentionally left blank</td>
<td>No Group Evaluation Form submitted (0 points)</td>
</tr>
</tbody>
</table>