Instructor: R. K. Michael EdD, MN, RN, PPCNP-BC
Email: robert.michael@angelo.edu
Office: Virtual
Office Hours: By Appointment. If you have a question and an email response would suffice, then simply let me know this when you contact me.
Time Zone: All due dates and times in this syllabus are Central Standard Time (CST)

Course Information

Course Description
This course provides nurse educator students a supervised practicum experience in an educational setting. Learning experiences are planned to meet course and individual learning goals. Experiences will focus on developing skills in leadership, organizational and administrative roles, curriculum process, classroom / clinical teaching, and evaluation. Students will work with faculty to select appropriate practicum settings and will complete 100 clock-hours in the educator role.

Course Credits
1-0-100

Prerequisite / Co-requisite Courses
NUR 6338, NUR 6340, NUR 6319 / None

Prerequisite 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.
Program Outcomes
Upon completion of the program of study for the MSN Program, 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 By completing all course requirements, students will be able to:</th>
<th>Assignment(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>Establish personal and professional level goals appropriate for Nursing Educators</td>
<td>• Weekly Objectives Assignments</td>
<td>9</td>
<td>9.15</td>
<td>2; 8</td>
</tr>
<tr>
<td>Perform leadership activities inherent to the Nurse Educator role</td>
<td>• Discussion Board Activities</td>
<td>2</td>
<td>2.1</td>
<td>5; 6</td>
</tr>
<tr>
<td>Self-reflect to improve leadership and teaching practices</td>
<td>• Self-Reflection Paper</td>
<td>9</td>
<td>9.14; 9.15</td>
<td>1; 2; 3; 5; 6; 7; 8</td>
</tr>
<tr>
<td>Perform activities and employ skills necessary for the nurse educator role</td>
<td>• Discussion Board Activities • Instructional Experience • Documentation Forms</td>
<td>9</td>
<td>9.1; 9.12</td>
<td>1; 2; 3; 5</td>
</tr>
</tbody>
</table>
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.

Required Texts and Materials
   -OR-

Recommended Texts and Materials

Technology Requirements
To participate in one of ASU’s distance education programs, you need this technology:
- 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 Online Education website for further technology requirements.

Topic Outline
Week 1: Course Overview / Student Introductions
Week 2: Precepted learning experience
Week 3: Precepted learning experience / Nurse Educator Leader Issue – FERPA - Incivility
Week 4: Precepted learning experience
Week 5: Precepted learning experience
Week 6: Precepted learning experience / Clinical Leader Issues
Week 7: Precepted learning experience
Week 8: Precepted learning experience
Week 9: Precepted learning experience / Classroom Teaching Issues
Week 10: Precepted learning experience
Week 11: Precepted learning experience
Week 12: Precepted learning experience / Disabilities in Education
Week 13: Precepted learning experience
Week 14: Precepted learning experience
Week 15: Precepted learning experience
Week 16: Final Exam Week

Grading

Evaluation and Grades
The table below contains the assessments employed and how they will be graded in this course.

<table>
<thead>
<tr>
<th>Graded Activities</th>
<th>Percent of overall course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Objectives Assignments</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Activities x 4 (2.5% each)</td>
<td>10</td>
</tr>
<tr>
<td>Instructional Experience</td>
<td>30</td>
</tr>
<tr>
<td>Self-Reflection Paper x 2 (10 % each)</td>
<td>20</td>
</tr>
<tr>
<td>Documentation of Practicum Experiences (100 Hours)</td>
<td>30</td>
</tr>
</tbody>
</table>

(At least 100 hours of supervised practicum hours need to be detailed on Documentation form. Signatures of student and preceptor need to be present when the form is submitted. Points for this assignment are awarded on an all or none basis.

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 = 90.00-100 percent
- B = 80.00-89.99 percent
- C = 70.00-79.99 percent
- F = <70.00 (Grades are not rounded up)

For all assessments, I will allow revision/re-do if a ‘fail’ decision is made. Revised assignments must be submitted no later than six (6) days after receiving the initial assigned grade.
Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers. Examples of learning strategies used in this course include, but are not limited to preceptor guided learning experiences, readings, group discussions, and writing assignments.

Preceptor Guided Learning Experiences: Your preceptor has agreed to work with you as an additional responsibility. They receive no teaching credit or reduced workload to do so. Be considerate of their time. Plan well in advance and keep them informed at all times. Do not leave anything until the last minute. You must attend all pre-scheduled days and activities. You should arrive early and be willing to stay as long as necessary to complete the activity. Please check with your preceptor to see what the appropriate attire will be for your experience (e.g. lab coat, scrubs, dress clothes, etc.). Be sure you wear your nametag that identifies you as an Angelo State University MSN student. Confidentiality must be maintained at all times. You are not to discuss students, their progress, or any patient-related activities with anyone other than your preceptor or course facilitator. Any breach of confidentiality will result in course failure.

Assignment and Activity Descriptions
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Weekly Objectives Assignments: Each week students will develop a list of objectives they wish to achieve during the practicum experiences.

Discussion Board Activities: Discussion Boards provide an avenue for synthesis of material / information. A discussion board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assignments and support individual answers with evidence-based findings.

Instructional Experience: In collaboration with the supervising preceptor, nurse educator students will be expected to (1) develop a lesson plan for a learning experience in either a classroom or clinical setting, (2) conduct the instructional experience with students while under the supervision of the preceptor, and (3) perform an evaluation of the educational experience which includes student feedback and revisions to the lesson plan. Students are encouraged to use the preceptor and the course facilitator as resources for feedback on ideas and plans. Students are expected to develop all aspects of the learning experience.
Self-reflection Papers: Allows students opportunity to reflect on personal development and foster helpful lifelong learning habits.

Documentation Forms: All students are expected to maintain a Documentation Form regarding student activities completed during the practicum experience (100 clock-hours in the nurse educator role).

Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at robert.michael@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment 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 Assignments Policy
Due dates and times for assignments are posted in the course schedule. Failure to submit your assignments on the assigned date will result in a five percent (5%) deduction for each day after the posted deadline. No papers or postings will be accepted more than six (6) days past the assigned due date. Non-submitted items do not qualify under revision/re-do allowances as noted in the Grading System above.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Graduate Catalog
- Graduate Nursing Student Handbook

COVID-19 Screening and Safety Protocols
Graduate nursing students are expected to follow the University COVID-19 screening policies and safety protocols related to the SARS-CoV-2 when on campus, in the Archer College of Health and Human Services Building (HHS), and in the clinical facilities where performing clinical and/or mentorship experiences. In addition to the University policies, the Department of Nursing will follow recommendations of the Centers for Disease Control and Prevention (CDC) and the American Association of Colleges of Nursing (AACN) in the HHS building, classroom, and clinical facilities further expounding on the COVID-19 screening and safety protocols expected of graduate nursing students.
The Department of Nursing reserves the right to make changes to COVID-19 related policy to stay current with changing mandates from clinical partners and governmental agencies in an effort to keep safety a priority for everyone. Graduate nursing students will be notified immediately of changes to the policies.

The following are required and define the Department of Nursing’s COVID-19 Screening and Safety Protocols expected of graduate nursing students:

- Graduate Nursing Students must complete the “Daily COVID-19 Wellness Screening” tool found the Angelo State University website at https://www.angelo.edu/wellness-screening prior to arriving at the assigned clinical site or University campus.

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class at Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Student Responsibility and 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 projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.²
Accommodations for 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. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

Communication

Faculty will respond to email and/or telephone messages within 36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone or Collaborate.

“Netiquette” Guidelines

• 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. 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 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). (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.)

**Incomplete Grade Policy**

It is policy that incomplete grades be 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 may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s [Academic Integrity policy](#) in the Student Handbook. 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. 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 are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

**Academic Calendar**

Students are responsible for adhering to all dates set forth in the [ASU Academic Calendar](#) for the semester.

**Special Notes:**

a) If you are graduating this semester, please make sure you complete your application for graduation.

b) If you are taking the Comprehensive Exam this semester, please register for this exam.

c) Please note the University Calendar for the Last day to drop a class or withdraw from a regular semester

   [Drop an online class](#)

   [Withdraw from school](#)

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

**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. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information.
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.

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
Email: 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.

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 Schedule**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview</td>
<td>Students will select preceptor(s), complete the required agreement paperwork (Facility &amp; Preceptor), and submit this to <a href="mailto:felicia.armstrong@angelo.edu">felicia.armstrong@angelo.edu</a> of the ASU graduate nursing program. Introduce Self in Discussion Forum: Student Introductions</td>
<td>Jan 31, 2021 by 11:59 PM</td>
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<tr>
<td>Jan 25-31</td>
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<tr>
<td>Week 2</td>
<td>Begin precepted learning experience (Delineate the hours spent in this practicum in the Documentation Form #1)</td>
<td>Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. Begin Instructional Experience Assignment in collaboration with preceptor</td>
<td>Feb 7, 2021 by 11:59 PM</td>
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<tr>
<td>Feb 1-7</td>
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<tr>
<td>Week 3</td>
<td>Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #1.)</td>
<td>Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. Engage Week 3 Discussion Board: Nurse Educator Leader Issue – FERPA / Incivility</td>
<td>Feb 14, 2021 by 11:59 PM</td>
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<tr>
<td>Feb 8-14</td>
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<tr>
<td>Week 4</td>
<td>Continue precepted learning experience. (Delineate hours spent in this practicum in the Documentation Form #1)</td>
<td>Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week.</td>
<td>Feb 21, 2021 by 11:59 PM</td>
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<tr>
<td>Feb 15-21</td>
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<tr>
<td>Week/Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Assessments DUE</td>
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<tr>
<td>Week 5</td>
<td>• Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #1.)</td>
<td>• <strong>Weekly Objectives Assignment</strong> - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week.</td>
<td>Feb 28, 2021 by 11:59 PM</td>
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<tr>
<td>Feb 22-28</td>
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<tr>
<td>Week 6</td>
<td>• Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #1.)</td>
<td>• <strong>Weekly Objectives Assignment</strong> - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week.</td>
<td>Mar 7, 2021 by 11:59 PM</td>
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<tr>
<td>Mar 1-7</td>
<td></td>
<td>• <strong>Weekly Objectives Assignment</strong> - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week.</td>
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<tr>
<td>Week 7</td>
<td>• Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #1.)</td>
<td>• <strong>Weekly Objectives Assignment</strong> - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week.</td>
<td>Mar 14, 2021 by 11:59 PM</td>
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<tr>
<td>Mar 8-14</td>
<td></td>
<td>• <strong>Weekly Objectives Assignment</strong> - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week.</td>
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<tr>
<td>Week 8</td>
<td>• Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #1.)</td>
<td>• <strong>Weekly Objectives Assignment</strong> - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. • <strong>Reflection Paper #1</strong>: Complete and submit • <strong>Documentation Form #1</strong>, sign the form, have form <strong>signed by preceptor</strong>, and submit under Assessments in Blackboard.</td>
<td>Mar 21, 2021 by 11:59 PM</td>
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<tr>
<td>Mar 15-21</td>
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<td>• <strong>Weekly Objectives Assignment</strong> - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week.</td>
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<tr>
<td>Week 9</td>
<td>• Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2.)</td>
<td>• If still in preceptorship, then complete <strong>Weekly Objectives Assignment</strong> - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week. • <strong>Engage Week 9 Discussion Board #3</strong>: Classroom Teaching Issues</td>
<td>Mar 28, 2021 by 11:59 PM</td>
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<td>Mar 22-28</td>
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<tr>
<td>Week/Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Assessments DUE</td>
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<tr>
<td>Week 10</td>
<td>• Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2.)</td>
<td>• If still in preceptorship, then complete <strong>Weekly Objectives Assignment</strong> - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week.</td>
<td>Apr 4, 2021 by 11:59 PM</td>
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<td>Mar 29 - Apr 4</td>
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<tr>
<td>Week 11</td>
<td>• Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2.)</td>
<td>• If still in preceptorship, then complete <strong>Weekly Objectives Assignment</strong> - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week.</td>
<td>Apr 11, 2021 by 11:59 PM</td>
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<td>Apr 5-11</td>
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<tr>
<td>Week 12</td>
<td>• Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2)</td>
<td>• If still in preceptorship, then complete <strong>Weekly Objectives Assignment</strong> - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week.</td>
<td>Apr 18, 2021 by 11:59 PM</td>
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<tr>
<td>Apr 12-18</td>
<td></td>
<td>• Engage <strong>Week 12 Discussion Board #4: Disabilities in Education</strong></td>
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<tr>
<td>Week 13</td>
<td>• Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2.)</td>
<td>• If still in preceptorship, then complete <strong>Weekly Objectives Assignment</strong> - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week.</td>
<td>Apr 25, 2021 by 11:59 PM</td>
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<td>Apr 19-25</td>
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<tr>
<td>Week 14</td>
<td>• Continue precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2.)</td>
<td>• If still in preceptorship, then complete <strong>Weekly Objectives Assignment</strong> - In discussion board, please submit Objectives before the week begins and your evaluation at the end of May 2, 2021 by 11:59 PM</td>
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<td>Apr 26 – May 2</td>
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<tr>
<td>Week/Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Assessments DUE</td>
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<tr>
<td>Week 15</td>
<td></td>
<td>your practicum experience this week.</td>
<td></td>
</tr>
<tr>
<td>May 3-9</td>
<td></td>
<td>• Complete Evaluation form on Preceptor(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask Preceptor to complete Student Evaluation and submit to instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete precepted learning experience. (Delineate the hours spent in this practicum in the Documentation Form #2)</td>
<td>If still in preceptorship, then complete Weekly Objectives Assignment - In discussion board, please submit Objectives before the week begins and your evaluation at the end of your practicum experience this week.</td>
<td>May 9, 2021 by 11:59 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Instructional Experience Assignment - Submit in Blackboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Documentation Form #2, sign the form, have form signed by preceptor, and submit under Assessments in Blackboard</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam Week</td>
<td>Self Reflection Paper #2 submit in Blackboard</td>
<td>Tue May 11, 2021 by 11:59 PM</td>
</tr>
<tr>
<td>May 10-14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

The following are considered essential, evaluation items for this course.

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Acquiring skills in working with others as a member of a team
4. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)

Grading Rubrics begin on next page
Grading Rubrics

Discussion Board Activities Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Assignment Posting</td>
<td>Posts no assignment (0 Points)</td>
<td>Posts a minimal answer for this assignment, but lacks substance and depth (63-71 Points or 35-39 Points if F/U required)</td>
<td>Posts a developed answer with an understanding of the issues (72-80 Points or 40-44 Points if F/U required)</td>
<td>Posts a well-developed answer and fully explains all aspects of the assigned topic. (81-90 Points or 45-50 if F/U required)</td>
</tr>
<tr>
<td>Follow-Up Postings (if applicable to posting)</td>
<td>Posts no follow-up responses to others. (0 Points)</td>
<td>Limited post in follow-up responses to others. (28-31 Points)</td>
<td>Posts an answer to another’s post, but does not extend meaningful discussion by building on previous posts. (32-35 Points)</td>
<td>Demonstrates analysis of another’s post and extends meaningful discussion by building on previous posts. (36-40 Points if F/U required)</td>
</tr>
<tr>
<td>Scholarly writing and Citations using APA formatting</td>
<td>Does not cite sources or use consistent style. (0 Points)</td>
<td>Inappropriately cites sources or uses consistent style. (7 Points)</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer mistakes noted. (8 Points)</td>
<td>Always uses consistent citation style and cites all sources. No mistakes noted. (9-10 Points)</td>
</tr>
</tbody>
</table>

Weekly Objectives Assignment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Does not set objectives (0 Points)</td>
<td>For each week in practicum the students lists 2 or 3 objectives appropriate and focused on the learning experience for that week. (1-45 Points)</td>
</tr>
<tr>
<td>Summary of Progress</td>
<td>Does not provide a summary (0 Points)</td>
<td>Provides a summary of achievement for each objective. (1-45 Points)</td>
</tr>
<tr>
<td>Format</td>
<td>No write-up submitted (0 Points)</td>
<td>Maintains appropriate sentence structure and grammar throughout post (1-10 Points)</td>
</tr>
</tbody>
</table>
### Instructional Experience Rubric

The grading scale for this assignment is as follows.

- Excellent work will be awarded full points
- Good work will be awarded 80-90% of points
- Satisfactory work will be awarded 70-80% of points
- Missing work or Unsatisfactory work will be awarded 0-70% of points

<table>
<thead>
<tr>
<th>Content / Paper headings</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical or Didactic Course Title</td>
<td>Provides a title that is reflective of course material being taught</td>
</tr>
<tr>
<td>Timeframe</td>
<td>Identifies the length of the class that is to be taught (60-minutes, 90-minutes, etc.)</td>
</tr>
<tr>
<td>Lesson overview</td>
<td>Provides a 1-2 paragraph detailed overview of the lesson. The overview is consistent with the information provided in the learner objectives</td>
</tr>
</tbody>
</table>

#### Objectives

Provides three to six **Teaching Objectives** and three to six **Learner Objectives** following the example table in the lesson plan template below.

*Learner objectives follow the required format (verb + what student should be able to do + add time frame)*

<table>
<thead>
<tr>
<th>(Teaching Objectives) What I want to teach?</th>
<th>(Learning Objectives) The Learner will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
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<tr>
<td>4.</td>
<td>4.</td>
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<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
</tbody>
</table>

| Materials (Deliverables) needed | Provides a list of all materials that one needs to bring to class for the class to run successfully (includes paper, pencils, dry erase markers, handouts, copies of case studies, poster board, note cards, copies of evaluation surveys, etc.) | 4 |
|---------------------------------|---------------------------------------------------------------|
| Background Reading Assignments | Provides APA citations of readings (this includes books, articles, websites, etc.) that students need to read prior to attending class. | 4 |
| Pre-class Activities / Pre-assessments | Provide a 1-paragraph discussion of the readings / websites you want your students to engage to prepare for class. Provide a brief discussion of any cases or enduring questions you plan to provide students to prepare them for class. | 10 |
| Instructional sequence / Timing | Provides a ‘timing’ sequence of the class – for example, *Introduction to topic via lecture (10 min)* - Small group Discussion / report to class (5 min) | 10 |
Lesson Beginning & Ending - Provides a 1 paragraph detailed description of how lesson will begin /
- Provides a 1 paragraph description regarding how the lesson will end (a summary statement to help provide closure for students)

In-class-Assessment strategies / tools / activities
Provides a list of strategies, tools, activities to be used in class.
- If case studies and questions are to be used, then the case and questions are provided.
- If a slide presentation is being used, then the slide presentation must be provided as an attachment.

Plan for Student assessment of knowledge
Provides a 1-2 paragraph detailed description of the plan for assessing student knowledge. Provides examples of NCLEX style questions to evaluate student knowledge, skill, and know-how regarding content

Evaluation of teaching - Provides a 1-2 paragraph detailed description of the plan for evaluating one’s teaching
- Provided the questions used in the teaching evaluation.
- Provides aggregate results of student’s surveys / comments collected

Reflection on changes
Provides a 1-2 paragraph discussion of one’s plan for revising the course. Specific details are included.

Scholarly writing and Citations using APA formatting
Always uses consistent citation style and cites all sources.
Less than two APA mistakes noted.

<table>
<thead>
<tr>
<th>Self-Reflection Paper Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Specific Reflection Items</td>
</tr>
<tr>
<td>Evidence of evaluation and synthesis of material</td>
</tr>
</tbody>
</table>
organized and easy to follow; Lacks evidence of insightful evaluation and synthesis (0 - 34 Points)

examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present (35-39 points)

presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present (40-44 points)

format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present (45-50 points)

Scholarly writing and Citations using APA formatting

Does not cite sources or use consistent style. (0 Points)

Occasionally uses consistent citation style and cites sources. Greater than two mistakes noted. (1-7 points)

Routinely uses consistent citation style and cites sources. Two or fewer mistakes noted. (8 points)

Always uses consistent citation style and cites all sources. No mistakes noted. (9-10 points)

Documentation of Practicum Experiences Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation of all practicum hours and signatures</td>
<td>At least 100 hours of supervised practicum hours are detailed on Documentation form. Signatures of student and preceptor are present on the Documentation form. Yes = 100 points / No = 0 points</td>
</tr>
</tbody>
</table>

End of Syllabus

1 https://www.angelo.edu/content/files/18423-graduate-student-handbook-ay-2019-2020
2 https://blackboard.angelo.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=223_1
3 https://www.angelo.edu/online-education/
4 https://www.angelo.edu/student-handbook/
5 https://www.angelo.edu/catalogs/
6 https://www.angelo.edu/content/files/18423-graduate-student-handbook-ay-2019-2020
7 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
8 https://www.angelo.edu/services/disability-services/
9 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
10 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
11 https://www.angelo.edu/dept/writing_center/academic_honesty.php
12 https://www.angelo.edu/services/registrars_office/academic_calendar.php
13 https://www.angelo.edu/content/forms/290-course-drop-request-form
14 https://www.angelo.edu/services/saem/withdrawal_form.php
15 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of