



**Nursing Education Curriculum Development
NURS 5327
Summer 2025**

Scheduled Class Days and Times: Online

Instructor's Name: Dr. Julie George, PhD, RN, CNE, ACUE

Office: PMH 108 or Virtual

Phone: (903) 727-2313

Email*: jgeorge@uttyler.edu

Office Hours: Mondays 0900-1200 and by appointment for phone call or video conference. Additional days and times may be arranged upon request. Please email faculty to make arrangements/obtain Zoom link.

*Best way to contact me.

Course Description: Theories and procedures of educational program and course development applied to nursing education. Includes philosophical values, educational concepts, and theories of learning used to link nursing education to standards of nursing practice. Guides students to develop curriculum plans and propose related teaching and evaluation strategies.

Prerequisites: Admission to Edu Cert program or enrolled in the PhD in Nursing program.

Student Learning Outcomes:

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

1. Demonstrate the ability to integrate nursing education theories and teaching/ learning issues with current nursing education and nursing practice literature.
2. Propose a conceptual framework for a nursing education curriculum which demonstrates a synthesis of education, nursing, and nursing education theories.
3. State a personal philosophy of nursing education and assess how it affects individual role development as a nurse educator.
4. Appraise standards for nursing education programs from State Boards of Nursing, the National League for Nursing, and the Commission on Collegiate Nursing Education.
5. Construct a nursing curriculum unit which links specific educational outcomes to design principles, an education program philosophy, teaching/ learning strategies, and evaluation methods.
6. Analyze aspects of the nurse educator role including planning, teaching, learning assessment, and collaboration in education and nursing practice.

Required Textbooks and Readings:

Oermann, M.H. (2021). *Teaching in nursing and the role of the educator: The complete guide to best practice in teaching, evaluation, and curriculum development*. (3rd ed.). New York: Springer Publishing Company. ISBN: 9780826140135

McDonald, M. E. (2018). *The nurse educator's guide to assessing learning outcomes*. (4th ed.). Sudberry, MA: Jones and Bartlett. ISBN: 9781284113365

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Assignments and Weights/Percentage/Point Values

Teaching Philosophy *Individual Assignment	15%
Learning Theories Table *Group Work optional	10%
Active Learning *Group Work required	15%
Syllabus and Learning Objectives *Group Work Optional	15%
Classroom Experience and Online unit development *Group Work Optional	15%
Regulatory Agencies *Group Work Optional	10%
Defining Nursing Scholarship *Individual Assignment	10%
Role Transition DB	10%
Total	100%

Grading Scale:

Specific guidelines and grading criteria for all assignments are in the Modules. Final grades for the course will be determined based upon the following point assignments:

A - 90-100
 B - 80-89
 C - 70-79
 D - 60-69
 F - Below 60

Grades will not be rounded when calculating the average (79.5 is not rounded to 80, and 89.5 is not rounded to 90). Students are required to achieve an average of 80% (B) to complete the course successfully.

Although the university policy allows 60 days for grade appeals, the School of Nursing follows a stricter timeline of 10 days to facilitate students' timely progression through the curriculum. In the case of extenuating circumstances, please consult the Associate Dean of Academic Affairs for guidance.

Academic Integrity: Cheating of any kind, as defined in Section 8 of the UT Tyler Manual of Policies and Procedures (MOPP) for Student Affairs (<https://www.uttyler.edu/mopp/>), will not be tolerated. Consequences may include:

- reprimand
- exam failure
- course failure
- expulsion from the Nursing program
- expulsion from the University
- other consequences as assigned

Artificial Intelligence Tools: UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, **AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.**

During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.

Exam and homework materials, questions, and problems are the intellectual property of faculty, UT Tyler, or publishers.

- These materials may not be distributed without permission.
- Distributing or uploading them to online resources destroys the integrity of the assignment and the course, allowing others an unfair advantage by letting them view the materials.
- Uploading these materials to online resources is a violation of UT Tyler's academic misconduct policies and may result in formal conduct charges.
- Sanctions for uploading or otherwise divulging the contents of these materials can include:

- a reduced or failing grade on an assignment
- a reduced or failing grade for the course
- removal from the Nursing program
- removal from UT Tyler

Late Policy: 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Repeating a Course: Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

Attendance and Make-up Policy: Attendance/participation is expected. Make-up for exams, quizzes, assignments, and missed clinical time is at the instructor's discretion.

Graded Course Requirements Information:

Teaching Philosophy: This assignment will help the students understand their thoughts about teaching and learning.

Learning Theories: This assignment provides an overview and conceptualizes different learning theories.

Active Learning: This assignment helps the students learn about different active learning strategies to use in the classroom to help the students understand the content taught.

Syllabus and Learning Objectives: The student will develop a course syllabus and course objectives.

Classroom Experience and Online Unit Development: The student will design a teaching unit that can be done in the classroom and a unit to be taught online.

Regulatory Agencies: This assignment provides an understanding of different nursing regulatory bodies.

Defining Nursing Scholarship: In this assignment, the student will learn about the different types of scholarship in which the nurse educator can engage.

Role Transition DB: In this assignment, the student will explore the transition from clinical RN to nurse educator.

Please Note: Detailed information along with grading rubrics for course assignments will be provided in Canvas.

Important Course Dates:**Canvas Opens:** May 1, 2025**Census Date (withdraw without penalty):** May 9, 2025**Last Date to Withdraw:** June 5, 2025. Students please notify your course faculty and contact your advisor.**Calendar of Topics, Readings, and Due Dates:**

Week	Modules and Assignments	Due Date – SUNDAY at Midnight
5/1	Canvas Course Opens	
1 5/5	Introduction Forms and Introductions Role transition DB Course Intro: Zoom Orientation 5/13@12pm	5/11
5/9	Census Date	
2 5/12	Defining Scholarship Teaching Philosophy	5/18
3 5/19	Learning Theories Table	5/25
4 5/26	Active Learning Assignment	6/1
5 6/2	Syllabus and Learning Objectives Start Classroom Experience and Online unit development	6/8
6/5	Last day to withdraw from a course with a W	
6 6/9	Classroom Experience and Online unit development Begin: Regulatory Agencies	6/15
7 6/16	Regulatory Agencies Assignment Complete course evaluations	6/18 (Wednesday)

School of Nursing Policies and Additional Information:
https://www.utt Tyler.edu/nursing/college/student_guide_and_policies.php
Student Resources and University Policies are provided in Canvas.