



IUPUI GRADUATE OFFICE

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February 3, 2006

SCHOOL OF NURSING

To: Dr. Sherry Queener
Graduate Office IUPUI

Through: Dr. Judith A. Halstead
Executive Associate Dean for Academic Affairs
Indiana University School of Nursing

From: Dr. Daniel J. Pesut
Associate Dean for Graduate Programs
Indiana University School of Nursing

Handwritten signatures of Judith A. Halstead and Daniel J. Pesut in black ink.

We are pleased to submit for review and approval the attached proposal for a Graduate Certificate Program in Teaching in Nursing. This graduate certificate was developed according to the policies and procedures for development, submission and approval of IUPUI Graduate Certificate Programs. This proposal outlines a collection of currently approved graduate nursing courses in the area of nursing-teacher education. All courses in this proposal will be offered on line.

Given the national shortage of nurse and a more critical shortage of nursing faculty, this proposal meets the demand for the preparation of nurse educators. This proposal was approved by the Graduate Curriculum committee of Indiana University School of Nursing on January 23, 2006. We are now forwarding the proposal to you for review and approval by the IUPUI Graduate Affairs Committee.

We understand that the proposal then is transmitted to the Office of Academic Policies, Procedures and Documentation (OAPPD), and that group will forward to the IU Graduate Council and then the Academic Officers Council.

If you need additional information about this proposal, please contact Dr. Pesut at 317-274-3115 or dpesut@iupui.edu.

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Indiana University School of Nursing

Proposal for a Graduate Certificate Program in
Teaching in Nursing

Teaching in Nursing :
A Proposal for a Graduate Certificate
Program

Submitted by Environments for Health Department
Indiana University School of Nursing
IUPUI Campus
As an Indiana University Graduate Certificate

Introduction

There is currently a dire shortage of nurse educators (Griener & Knebel, 2003; United States Department of Labor, 2004; Nursing faculty shortage facts and factors, 2004; AACN White Paper, 2004). The shortage is precipitated by retirements of faculty members prepared as educators, the lack of recruitment and preparation of nurse educators, and the increasingly complex health care system that requires highly educated nurses. The result of insufficient educators is decreased capacity and ability to admit students to nursing programs. The decreased capacity compounds another serious problem: the national and international shortage of nurses. In the clinical services arena, the shortage of staff educators puts patient safety at risk because of the inability to orient new staff to complex health-care environments.

The science of nursing education is emerging (National League for Nursing, 2005) with support for evidence-based best practices in teaching and learning. It is imperative that current and future nurse educators acquire the values, knowledge, skills, and abilities to practice as nurse educator role models.

The decline of educators, coupled with the need to prepare educators who can teach students and integrate evidenced based best practices into teaching requires a variety of educational programs that prepare nurse educators. The purpose of this proposal is to create a 12-17 credit graduate academic Teaching in Nursing Certificate Program that is distance accessible and will prepare nurses for certification as nurse educators and roles in nursing education.

The purposes of the certificate program are:

1. To meet the educational needs of nurses who want to expand their current knowledge base or develop new skills in the teaching of nursing.
2. To prepare nurses for educator roles that address workforce needs in Indiana, nationally and internationally.

Rationale for a certificate program in Teaching in Nursing

The shortage of nurse educators at national, state, and international levels is well documented. The following points are offered as rationale for the need for a graduate certificate program in Teaching in Nursing.

- The number of faculty is declining (AACN White paper, 2004) and faculty vacancy rates are rising.

- Anticipated faculty retirements compound vacancy rates with limited numbers of adequately prepared potential faculty in the pipeline
- Teaching in schools of nursing and in healthcare agencies requires specialized knowledge, skills, and expertise
- Currently employed nurse educators must update their knowledge of best practices for teaching and learning and use information technologies that enhance educator skill acquisition

The Teaching in Nursing graduate certificate program would draw on the international and national expertise and resources of the Indiana University School of Nursing. Online delivery of the required courses provides an opportunity to share student and faculty expertise in a distance-learning frameworks for focused study in nursing education theory, practices, and principles. The proposed graduate certificate program will provide students with graduate level knowledge and skills needed to launch a career in teaching in schools of nursing and in other healthcare contexts and settings. Teaching in nursing courses will be offered for graduate academic credit and continuing education contact hours to meet the needs of professional nurses who seek graduate level knowledge and development of their knowledge and skills as educators.

Target audience and expected enrollment:

This certificate program is for nurses interested in acquiring the requisite knowledge and skills to assume educator roles in schools of nursing and clinical agencies. This graduate certificate program also serves as focus area and elective courses within the curriculum and courses of study in the Indiana University School of Nursing MSN and doctoral programs. It is anticipated that 40 to 50 students will enroll in this certificate program annually, with enrollments in individual courses ranging from 40 to 60 students. Approximately 70 per cent of the students enrolled in this graduate certificate program are concurrently working toward a graduate degree in nursing at IUPUI.

Plan for attaining steady-state enrollment:

The steady state enrollment for this graduate certificate (non-degree seeking students) is 30 students annually, enrolled in one or more of the courses. The anticipated enrollment for the next 3 years is projected to exceed this projection due to an increased interest in educator roles and the number of MSN and PhD programs accepting nurse educator preparation courses as electives, focus area courses, or minors. The graduate certificate program will be marketed through the IUSON web site and partnerships with the National League for Nursing,

Required resources:

All required courses will be distance accessible and use distance-learning technologies. The School of Nursing has been a national leader in distance learning for over 20 years, Support for, and the School of Nursing will provide faculty access to needed resources. All of the courses are currently being taught on the WEB. Minimal additional resources will be needed for this certificate as all of the courses are approved and currently in the master list of approved courses within the School of Nursing. This certificate clusters

these courses and creates the additional option of a graduate certificate offering based on student needs and professional development aspirations. The certificate offering will also serve the PhD in Nursing Science students' needs.

Program Director:

Diane M. Billings, EdD, RN, FAAN, Chancellor's Professor of Nursing and Associate Dean for Teaching, Learning and Information Resources Center of Teaching and Lifelong Learning Indiana University School of Nursing

Faculty involved in the program:

Several faculty will be responsible for teaching the courses. Their names are listed on the course syllabi.

Proposal development:

Diane M. Billings, EdD, RN, FAAN, Chancellor's Professor of Nursing and Associate Dean for Teaching, Learning and Information Resources prepared the proposal in collaboration with Faculty in the School of Nursing committed to the development of teaching and learning in nursing. The Graduate Curriculum Committee of the School of Nursing approved this proposal on January 23, 2006.

Proposed date of initiation of the certificate program

Upon official approval of this graduate certificate program proposal.

Admissions requirements and procedures:

Admission to the certificate program requires students who have a Baccalaureate degree from an accredited institution, with a minimum GPA of 3.0 (on a 4.0 scale). Appropriate work experience also will be taken into account in making decisions about admission. Students already admitted into Indiana University School of Nursing graduate program are automatically eligible to earn a graduate certificate. Such students must declare their participation in the MSN degree program and submit a statement of interest for the graduate certificate.

Minimum overall GPA:

Students will be required to receive a final overall grade point average of 3.0 (on a 4.0 scale) or better to be awarded the graduate certificate. The minimum grade that will be accepted in any single course is B-.

Maximum number of credits that can be transferred from another institution:

A maximum of three credit hours of appropriate graduate course work at another institution may be transferred to Indiana University to apply to the graduate certificate. The faculty that oversees the program will approve all transfers. No undergraduate courses can be applied to this graduate certificate program.

Maximum time for completion:

Maximum time for graduate certificate program completion is three years. Because continuity in the graduate certificate program allows better reinforcement of principles and course concepts, students who are admitted to the program are expected to remain enrolled in course work with no significant breaks (i.e. more than two semesters) between courses. Most students enrolled in this graduate certificate program are likely to be part-time students, employed full-time. Thus, three years may be needed for the completion of all courses if students take one course per semester.

Number of credit hours taken prior to admission to the certificate program that may be counted to completion of the certificate:

There is no limit to the number of graduate courses that can be taken prior to admission to the graduate certificate program, provided all certificate course work is completed within a three-year period from the first course taken toward the graduate certificate.

Program evaluation

Evaluation of this graduate certificate program will be conducted through course evaluations and follow-up surveys with course participants. Evaluation of the program also will occur during regularly-scheduled program reviews of academic programs at IUSON. The IUSON recently created an Associate Dean for Evaluation. This person will have primary responsibility for working with faculty and administrators of the school to implement and sustain programs of evaluation for all courses, programs and outcomes associated with IUSON educational programming.

Program Goal

The goal of the graduate certificate program is to prepare nurses for educator roles. Completion of the graduate certificate program fulfills the educational requirements for eligibility for NLN certification as Certified Nurse Educators. Expected program outcome competencies include: Assess learning needs, learning styles, knowledge, skills, and abilities for a specific group of learners; Write program philosophy and mission statements; Determine appropriate designs and sequences for courses (program, curriculum); Use theories, principles, and evidence of best practices to guide the development of learning experiences appropriate to clinical, classroom, simulated (e.g., learning lab), and online settings; Incorporate *Principles of Good Practices in Education* (high expectations, respect for diversity, interaction with faculty, collaboration with peers, rich and rapid feedback, time on task) in design of learning experiences; Use Internet resources and course management software tools (E-mail, testing, discussion forums, chats, home pages, or mailing lists such as LISTSERV lists) to enhance learning; Create an online community for a group of learners; participate in an online community; Assess/evaluate learner's attainment of knowledge, skills, and abilities; Use assessment/evaluation strategies appropriate to learning outcomes in clinical, classroom, simulation (e.g., learning lab), and online settings; Use and critique of a variety of evaluation strategies; Value and respect diversity in students and colleagues; Critique own and others' (peer review) teaching practices; Work with members of instructional team (librarians, information technology experts, clinical preceptors); Generate and disseminate evidence for best practices in teaching and learning;

Seek career advancement and meet recognition in academic promotion and tenure process, tenure track, and clinical track appointments or service (career ladders/dual appointments) settings; Assume role of consultant, collaborator, charge agent, interdisciplinary educator; Seek funding (budget/grants) to support education enterprise

The areas of study are:

Curriculum
 Teaching in Nursing
 Computer Technologies for Nurse Educators
 Evaluation in Nursing
 Preparing Future Faculty
 (See course descriptions below).

Sequence of Courses

| | | | |
|--------|------|---|----------------|
| Fall | T670 | Teaching in Nursing | 3 credits |
| Spring | T615 | Curriculum in Nursing | 3 credits |
| Summer | T619 | Computer Technologies for Nurse Educators | 3 credits |
| Fall | T617 | Evaluation in Nursing | 3-6 credits |
| Summer | T800 | Preparing Future Faculty (optional - available for masters, post-masters, or PhD students only) | 2 credits |
| Total | | | 12- 17 credits |

Curriculum for the Graduate Certificate Program

The teacher education courses prepare nurses for faculty positions in schools of nursing and for roles as staff development educators, professional development specialists, lifelong learning specialists, or advanced practice educator roles in health care agencies. The courses are designed for application of course content to "real world" practice. Graduates of the programs are expected to demonstrate knowledge, skills, and abilities in the design and evaluation of curriculum and educational programs and practices, as well as the use of innovative pedagogies in the instruction, education, and evaluation of nursing students, and nursing staff who work in health care facilities and need to master content related to specialty practice in a variety of nursing specialties. All courses are offered on the Internet in combination with supervised learning experiences with the course faculty or preceptor. Detailed below are the syllabi of the courses that comprise the certificate program.

Indiana University School of Nursing

T615 Curriculum in Nursing

(3 credits)

Faculty Donna Boland PhD RN, Associate Professor and Associate Dean for Evaluation
Indiana University School of Nursing

Prerequisites: none

Course description

This course is designed for persons who are or will be engaged in teaching within nursing education settings. The primary focus is the process of curriculum development; philosophical, social, political, economic, and professional issues that need to be considered in planning curricula, evaluating existing curricula, and changing curricula are examined.

Course competencies

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

1. Demonstrate knowledge of issues affecting curriculum development when applied to nursing education.
2. Develop a nursing curriculum design within a small group setting.
3. Critique selected nursing curricula.
4. Describe factors that must be considered in changing curricula.

Curriculum for the Certificate Program

Required text: Glatthorn, A.A., Boschee, F., and Whitehead, B.M. (2006). Curriculum leadership: development and implementation. Thousand Oaks: SAGE Publications

Required readings: At the discretion of the faculty

Supplemental readings: Dictated by student interest in completion of curriculum model

Teaching strategies: Discussion, critique, group projects

| | | |
|--------------------|---|-----|
| <u>Evaluation:</u> | Development of a Philosophy Statement | 10% |
| | Critique of Selected Curriculum Structure | 25% |
| | In-class Discussion of Critique | 15% |
| | Curriculum Model | 50% |

The grading scale is as follows:

| Letter | Percentage |
|----------|-----------------|
| A+ | 97-100 |
| A | 93-96.99 |
| A- | 90-92.99 |
| B+ | 87-89.99 |
| B | 83-86.99 |
| B- | 80-82.99 |
| C+ | 77-79.99 |
| C | 73-76.99 |
| C- | 70-72.99 |
| D+ | 67-69.99 |
| D | 63-66.99 |
| D- | 60-62.99 |
| F | 0-59.99 |

Special needs

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at 274-3241. The office is located in CA 001E.

Indiana University School of Nursing

T617 Evaluation in Nursing

(3 credits)

Faculty: Diane M. Billings, EdD, RN, FAAN

Prerequisite: None

Course Description:

Integration of concepts of assessment and evaluation into a nursing education framework. Students analyze assessment/evaluation concepts, models, and frameworks for applicability for students, faculty, curricula, and programs.

Course competencies:

1. Analyze concepts of assessment and evaluation as they relate to nursing education
2. Analyze theoretical and empirical literature to identify appropriate assessment/evaluation models, methods, and strategies.
3. Design and implement an evaluation plan.
4. Utilize theoretical and empirical literature to choose evaluation strategies.

Required text

See list of references and resources

Required readings

See list of references and resources

Supplemental readings

The following journals will be helpful to you:

- *Computers in Nursing*. Philadelphia: Lippincott.
- *Nurse Educator*. Philadelphia: Lippincott.
- *Journal of Professional Nursing*. Philadelphia: Saunders.
- *Journal of Nursing Education*. NY: Blackiston Division, McGraw-Hill.
- *Journal for Nurses in Staff Development*. Philadelphia: Lippincott.
- *Journal of Continuing Education in Nursing*. Thorofare, NJ: Slack.

Teaching strategies

- Independent reading
- Informed class participation
- Philosophy statements
- Critique
- Critical reflection
- Portfolio

Evaluation

- Philosophy of evaluation
- Learning activities

- Evaluation plan
- Evaluation strategy
- Multiple choice test
- Clinical Evaluation Instrument
- Portfolio

The grading scale is as follows:

| Letter | Percentage |
|----------|-----------------|
| A+ | 97-100 |
| A | 93-96.99 |
| A- | 90-92.99 |
| B+ | 87-89.99 |
| B | 83-86.99 |
| B- | 80-82.99 |
| C+ | 77-79.99 |
| C | 73-76.99 |
| C- | 70-72.99 |
| D+ | 67-69.99 |
| D | 63-66.99 |
| D- | 60-62.99 |
| F | 0-59.99 |

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Indiana University School of Nursing

T619 Computer Technologies for Nurse Educators

(3 credits)

Faculty: Judith Halstead, DNS, RN

Prerequisite: None

Course Description:

This course provides nurse educators an opportunity to acquire knowledge and skills for using computer technologies to support the teaching/learning process. Emphasis is given to theoretical frameworks that guide the selection, use and integration of computer technologies in nursing education programs.

Course Objectives:

1. Synthesize knowledge from education, nursing, social sciences and the humanities into frameworks for using computer technologies in nursing education.
2. Use computer technologies to assess, plan, implement, and evaluate instruction.
3. Analyze social, ethical, legal, and organizational issues influencing the use of computer technologies in nursing education.
4. Apply frameworks for evaluating instructional software.
5. Utilize empirical data from computer literature to integrate computer technologies in a nursing education program.

Teaching/Learning Strategies:

Independent reading, informed class participation, case study, and case studies, software critique, critical reflection.

Textbooks:

Use any or all of these to meet your own needs.

Alspach, J. (1995). *The Educational Process in Nursing Staff Development*. St. Louis: W. Mosby Co.

Billings, D. and Halstead, J. (Eds.) (1999). *Teaching in Nursing*. Philadelphia, WB Saunders.

Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*. San Francisco, Jossey-Bass.

Gaberson, K. B. and Oermann, M. (1999). *Clinical Teaching Strategies in Nursing*. New York. Springer Publishing Co.

Kelly-Thomas, K. (Ed) (1998). *Clinical and Nursing Staff Development*. Philadelphia: Lippincott, Williams and Wilkins.

Linn, P.L. and Gronlund, N.E. (2000). *Measurement and Assessment in Teaching*. Upper Saddle River, NY: Prentice-Hall, Inc.

Schookcraft, V. (1994). *A Down-to-Earth Approach to Being a Nurse Educator*. New York: Springer Publishing Co.

Seldin, P. (1993). *Successful Use of Teaching Portfolios*. Bolton, MA: Anker Press.

Steven, K. and Cassidy, V. (Eds.) (1999). *Evidence-based Teaching: Current Research in Nursing Education*. New York: James & Bartlett Publishers.

Ulrich, D. & Glendon, K. (1999). *Interactive Group Learning: Strategies for Nurse Educators*. New York: Springer Publishing.

Valiga, T. & Bruderle, E. (1996). *Using the Art and Humanities to Teach Nursing*. New York: Springer Publishing Co.

Valiga, T. & Streubert, H. (1991). *The Nurse Educator in Academia: Strategies for Success*. New York: Springer Publishing Co.

Course Evaluation:

- Software Critique 20%
- Course/Curriculum Integration Plan 30%
- Completion of online learning activities/discussion 30%
- Issue Analysis 20%

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The grading scale is as follows:

| Letter | Percentage |
|--------|-----------------|
| A+ | 97-100 |
| A | 93-96.99 |
| A- | 90-92.99 |
| B+ | 87-89.99 |
| B | 83-86.99 |
| B- | 80-82.99 |
| C+ | 77-79.99 |
| C | 73-76.99 |

| | |
|----|----------|
| C- | 70-72.99 |
| D+ | 67-69.99 |
| D | 63-66.99 |
| D- | 60-62.99 |
| F | 0-59.99 |

Special needs

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Indiana University School of Nursing

T670 Teaching in Nursing

3 to 6 credits

Faculty:

Pamela R. Jeffries, DNS, RN, FAAN

Prerequisites: none

Course Description:

Seminar and guided experiences in teaching of nursing, including planning, developing, implementing and evaluating classroom and clinical instruction. The course is taught entirely on the Internet. Students work with a preceptor and submit a videotape or audiotape of teaching a unit of instruction.

Course competencies:

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

1. Accept self as a learner with needs, motives, abilities, and capabilities that change or are realized with growth and development.
2. Value the roles of the teacher and student within the learning environment.
3. Use evaluative criteria and instruments in order to assess student and teacher achievement in the teaching-learning process.
4. Participate effectively and productively with others directly or indirectly involved in teaching.
5. Facilitate student learning by creating a climate of freedom, respect, and trust and by fostering the independence and full expression of student competence.
6. Develop, implement, and evaluate a unit of instruction for a group of learners based on learner analysis.

Required text: See list of reference and resources

Required readings: See list of references and resources

Supplemental readings:

The following journals will be helpful to you:

- *Computers in Nursing*. Philadelphia: Lippincott.
- *Nurse Educator*. Philadelphia: Lippincott.
- *Journal of Professional Nursing*. Philadelphia: Saunders.
- *Journal of Nursing Education*. NY: Blackiston Division, McGraw-Hill.
- *Journal for Nurses in Staff Development*. Philadelphia: Lippincott.

Teaching strategies

- Independent reading
- Informed class participation
- Philosophy statements
- Critique
- Critical reflection
- Portfolio

Evaluation:

- Philosophy of Teaching
- Curriculum critique
- Course participation and learning activities
- Lesson Plan
- Classroom / clinical teaching
- Portfolio

The grading scale is as follows:

| Letter | Percentage |
|----------|-----------------|
| A+ | 97-100 |
| A | 93-96.99 |
| A- | 90-92.99 |
| B+ | 87-89.99 |
| B | 83-86.99 |
| B- | 80-82.99 |
| C+ | 77-79.99 |
| C | 73-76.99 |
| C- | 70-72.99 |
| D+ | 67-69.99 |
| D | 63-66.99 |
| D- | 60-62.99 |
| F | 0-59.99 |

Special needs:

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Indiana University School of Nursing

T800: Preparing Future Faculty

(2 Credits)

Faculty:

Pamela R. Jeffries DNS, RN and Diane M. Billings EdD, RN, FAAN

Course Description:

This course provides preparation for employment and development of competencies as educators in academic and other complex organizations. Course concepts include functioning within the educational environment; understanding research abilities, teaching-learning process, the use of technology, civic engagement and service; and developing effective communication skills with diverse groups.

Course Competencies:

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

1. Differentiate effective behaviors for success as a member of the faculty in academic and other complex organizations.
2. Prepared to assume faculty roles and responsibilities related to the academic.
3. Engage in research and scholarly activities in an academic or other complex environment
4. Integrate civic engagement and service into the teaching and scholarship aspects of the faculty role
5. Examine governance and citizenship in higher education and other organizations.
6. Examine institutional differences that influence decisions about potential career fit.

Required Text:

Boice, R. (2000). *Advice for a new faculty member*. Boston: Allyn and Bacon.

Required Reading:

Austin, A. (2002). Creating a bridge to the future: preparing new faculty to face changing expectations in a shifting context, *The Review of Higher Education*, 26(2), 119-144.

Supplemental Readings:

Bean, J.C. (1996). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.

Boice, R. (2000). *Advice fro new faculty member*. Bost: Allyn and Bacon.

Boice, R. (1998). *First-Order principles for college teachers*. Bolton, MA: Anker Publishing.

Campbell, W.E., & Smith, K.A. (Eds). (1996). *New paradigms for college teaching*. Edina, MN: Interaction Book Company.

Duffy, D. (1995). *Teaching with rhythms of the semester*. San Francisco: Jossey-Bass.

Golde, C.M. (1997, November). *Gaps in the training of future faculty: Doctoral student perceptions*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Albuquerque, NM.

Golde, C.M. & Dore, T.M. (2001). *At cross purposes: What the experiences of today's doctoral students reveal about doctoral education*. (www.phd.survey.org) Philadelpia, PA: Pew Charitable Trusts.

Erickson, B.L., & Strommer, D.W. (1991). *Teaching College Freshmen*. San Francisco: Jossey-Bass.

Feldman, K.A., & Paulsen, M.B. (1994). *Teaching and learning in the college classroom*. Needham Heights, MA: Ginn Press.

Fink, L.D. (2003). *Creating significant learning experiences*. San Francisco: Jossey-Bass.

Gruner, J. (1997). *The course syllabus*. Bolton, MA: Anker Publishing.

Lowman, J. (1995). *Mastering the techniques of teaching* (2nd ed.). San Francisco: Jossey-Bass.

McKeachie, W. (2002). *Teaching tips*. (11th ed.). Boston: Houghton Mifflin.

Menges, R.J., & Weimer, M.G. (Eds). (1996). *Teaching on solid ground: Using scholarship to improve practice*. San Francisco: Jossey-Bass.

Milton, O., & Associates (1994). *On college teaching: A guide to contemporary practice*. San Francisco: Jossey-Bass.

Pritchard, K.W., & Sawyer, R.M. (Eds). (1994). *Handbook of college teaching: Theory and applications*. Westport. CT: Greenwood Press.

Walvoord, B. (1998). *Effective Grading*. San Francisco: Jossey-Bass.

Weimer, M. (2002). *Learner-Centered teaching*. San Francisco: Jossey-Bass.

Weimer, M. (1998). *Teaching college: Collected readings for the new instructor*. New York: Atwood Publishing.

Wlodkowski, R., & Ginsberg, M. (1995). *Diversity and motivation: Culturally responsive teaching*. San Francisco: Jossey-Bass.

Teaching Strategies:

Mini Lectures
Small Group Discussion and postings
Interactive online activities
Professional self assessment
Informed Class Participation
Portfolio

Evaluation:

| | |
|---|------|
| Portfolio Submission with Personal Statement, C.V., and Biosketch | 60% |
| Career transition plan | 10% |
| Class Participation | 30% |
| TOTAL | 100% |

NOTE: Plagiarism and other forms of cheating will not be tolerated. Please refer to the statement on academic misconduct found at the following website:

http://www.iupui.edu/~resgrad/grad/academic_misconduct_curriculum_subcommittee.rtf

The Grading Scale is as follows:

| Letter grade | Percentage |
|--------------|------------|
| A+ | 97-100 |
| A | 93-96.99 |
| A- | 90-92.99 |
| B+ | 87-89.99 |
| B | 83-86.99 |
| B- | 80-82.99 |
| C+ | 77-79.99 |
| C | 73-76.99 |

References and Resources For Graduate Teaching Learning Certificate Program

The AAHE Assessment Forum. (1994). *Principles of good practice for assessing student learning*. In J. S. Stark & A. Thomas (Eds.), *Assessment and program evaluation*. Needham Heights, MA: Simon & Schuster.

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American Association of Colleges of Nursing: <http://www.aacn.nche.edu/> (note quality indicators for specific educational programs such as practitioners, baccalaureate programs, and doctoral programs).

Anderson, C. A. (2000). Our obligation to the next generation. *Nursing Outlook*, 48(4), 149-150.

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Angelo, T. A. (1994). Classroom assessment: Involving faculty and students where it matters most. *Assessment Update: Progress, Trends, and Practices in Higher Education*, 6(4), 1-2, 5, 10.

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Barr R., & Tagg, J. (1995). From teaching to learning—A new paradigm for undergraduate education. *Change*, 13-25.

Barrett-Barrick, C. (1993). Promoting the use of program evaluation findings. *Nurse Educator*, 18(1), 10-12.

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- Caputi, L. & Engelmann, L. (2004). *Teaching nursing: The art and science*. Illinois: College of DuPage Press.
- Classroom-Based Assessment Initiative:
http://www.enmu.edu/academics/excellence/assessment/faculty-role/tools/classroom_assessment_techniques.shtml—good Web site with lots of links to Cybercats and classroom assessment techniques.
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