



This course supports the assessment for Facilitating Learning in the 21st Century. The course covers 6 competencies and represents 2 competency units.

## Introduction

### Overview

Facilitating Learning in the 21st examines external and internal issues and initiatives that influence nursing curricula development and course designs. You will examine strategies to facilitate learning with a diverse student population as well as measures to determine achievement of course and curricula outcomes.

- nursing curricula development
- facilitated learner development and diversity
- assessment and evaluation strategies of learners
- evaluation of course and program outcomes

### Getting Started

Welcome to Facilitating Learning in the 21st Century! Begin the course by watching the welcome video and reviewing the learning resources. Next, use the Pacing Guide to determine how to best structure your learning time. Each block of learning in the course includes a series of learning activities including reading textbooks (there are three) and external articles, watching videos, conducting research, and completing self-check's to review your mastery of course concepts. You should also incorporate the *Nurse as Educator* textbook's online companion site study aids (included in learning resources) into your learning plan.

Be sure to progress through the course of study topics in the order they appear - you will be linked directly to the necessary texts and learning resources. To demonstrate course competency you will complete a performance assessment consisting of two tasks. Task 1: Develop course design plan for a first year student Nursing Fundamentals course. Task 2: Develop a plan for transitioning an Associate degree-nursing program into a four-year baccalaureate program. Review the Assessment Directions and Assessment Rubrics to solidify your understanding of the performance assessment requirements. Check the course announcements for messages about the course and contact your course instructors for assistance as questions arise.

Watch the following video for an introduction to this course:

*Note: To download this video, right-click the following link and choose "Save as...":* [download video](#).

### Competencies

This course provides guidance to help you demonstrate the following 6 competencies:

- **Competency 7010.1.1: Developing Nursing Curricula**



The graduate analyzes the essential elements for designing nursing program curricula.

- **Competency 7010.1.2: Assessing Learning**

The graduate evaluates contemporary methods for assessing learning.

- **Competency 7010.1.3: Assessing Learner Needs**

The graduate assesses the various needs of adult learners in nursing education and clinical education programs.

- **Competency 7010.1.4: Facilitating Learning**

The graduate creates learning activities that address specific learning outcomes and learner needs in nursing education programs.

- **Competency 7010.5: Implementing a Nursing Education Curriculum**

The graduate describes the strategies for implementing a nursing education curriculum.

- **Competency 7010.6: Nursing Program Evaluation**

The graduate analyzes contemporary methods for evaluating program efficacy.

### **Nursing Dispositions Statement**

Please review the [Statement of Nursing Dispositions](#).

### **Course Instructor Assistance**

As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, instructors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

## **Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

### **Learning Resources**

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGCU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

#### **Automatically Enrolled Resources**

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGCU student portal to access the resources.



## **VitalSource E-Texts**

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

- Bastable, S. B. (Ed.). (2014). *Nurse as educator: Principles of teaching and learning for nursing practice* (4th ed.). Sudbury, MA: Jones and Bartlett. Print ISBN: 978-1449697501
- Billings, D. M. & Halstead, J. A. (Eds.). (2012). *Teaching in nursing: A guide for faculty* (4th ed.). St. Louis, MO: Elsevier Saunders. Print ISBN: 978-1455705511
- Iwasiw, C., Andrusy, M., & Goldenberg, D. (2009). *Curriculum development in nursing education* (2nd ed.). Boston, MA: Jones & Bartlett. Print ISBN: 0763755958

*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

## **Other Learning Resources**

You will use the following learning resources for this course.

### **WGU Library E-Reserves**

This course utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "[Accessing WGU Library E-Reserves](#)" page.

The following e-reserve material will be used in this course:

- National League for Nursing. (2015). *Interprofessional collaboration in education and practice: A living document from the national league for nursing.*

### **Jones & Bartlett Supplemental Textbook Companion Site**

The online content provided by Jones & Bartlett for *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice* offers additional online learning materials, available for review prior to the final assessment:

- [Nurse as Educator: Principles of Teaching and Learning for Nursing Practice Companion Site](#)

### **Nursing Standards**

You will be able to access Nursing Professional Standards as they apply to your program through the WGU Library. Please access these documents at the following website:

- [WGU Library Nursing E-Reserves](#)

## **Pacing Guide**

Each block of learning in the pacing guide represents about one week of work, however students should adjust the schedule according to their individual needs. Completing learning



activities as suggested will allow you to complete the course in the suggested timeframe.

### **Block of Learning 1**

Introduction

Getting Started

Preparing for Success

Learning Resources

Pacing Guide

Developing Nursing Curricula

Developing Nursing Curricula

Read: Case Scenario

Develop: Case Scenario

Read: Approaches to Course Design

Apply: Approaches to Course Design

Read: Develop a Prospectus

Apply: Develop a Prospectus

### **Block of Learning 2**

Assessing Learning

Assessing and Evaluating Student Learning

Read: Assessment and Evaluation Strategies

Apply: Assessment and Evaluation Strategies

Read: Assessment Strategies

Self-Check: Review for Mastery

Read: Clinical Evaluation

Apply: Clinical Evaluation

Review: Grading on the Curve

Apply: Grading on the Curve

Development and Evaluation of Assessment Tools

Review: Assessment Tools

Apply: Assessment Tools

### **Block of Learning 3**

Assessing Learner Needs

Characteristics of the Learner and Learning Styles



Read: Assessment and Evaluation Strategies  
Apply: Assessment and Evaluation Strategies  
Read: Assessment Strategies  
Self- Check: Review for Mastery  
Read: Clinical Evaluation  
Apply: Clinical Evaluation  
Review: Grading on the Curve  
Apply: Grading on the Curve

#### Teaching and Learning Methods

Read: Analysis of Teaching and Learning Strategies Part 1  
Read: Analysis of Teaching and Learning Strategies Part 2  
Apply: Analysis of Teaching and Learning Strategies

### **Block of Learning 4**

#### Facilitating Learning

#### Implementing Learning Systems

Read: Teaching and Learning Strategies  
Apply: Teaching and Learning Strategies  
Read: Critical Thinking  
Self -Check: Review for Mastery

#### Classroom, Clinical Practice, and Simulation

Read: Evaluation Strategies  
Self-Check: Review for Mastery

### **Block of Learning 5**

#### Implementing a Nursing Education Curriculum

#### Implementing a nursing Education Curriculum

Read: Nursing Curriculum  
Apply: Nursing Curriculum

#### Educational Accreditation

Read: Develop a Program Evaluation Plan  
Apply: Develop a Program Evaluation Plan  
Apply: Program Evaluation and Accreditation Standards  
Apply: Curriculum Revision



## Final Steps

*Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.*

## Developing Nursing Curricula

This subject explores nursing curricula in the 21st century. You will learn to develop program frameworks, course outcomes, and competency statements to align with curricula of contemporary nursing.

### Developing Nursing Curricula

Nurse educators must be aware of the internal and external issues and trends impacting nursing programs and develop curriculum frameworks that are timely and relevant. Given the complexity and wide range of knowledge and competencies that will be required of the nurses in the 21st century, your role as a nurse educator will be to develop curricula that are aligned to professional nursing standards and guidelines which promote the development and transformation of nurses with the skills and competencies to meet the current and evolving needs of the population they serve.

This topic addresses the following competency:

- **Competency 7010.1.1: Developing Nursing Curricula**

The graduate analyzes the essential elements for designing nursing program curricula.

This topic highlights the following objectives:

- Develop program frameworks, including identification and sequencing of courses to make up a program.
- Analyze various models of course design to determine their effectiveness in specific educational situations.
- Identify criteria for selection of appropriate learning resources.
- Develop competency statements and learning objectives that measure skills and knowledge relevant for nursing education.

### Read: Developing Nursing Curricula

As you read this section, reflect on the following key concepts:

- What are some major issues and trends influencing curriculum development?
- How have professional nursing organizations and national initiatives influence curriculum designs?
- Identify the types and purposes of organizing frameworks in nursing curricula.
- What's the difference between outcomes and competency statements?
- What guidelines must be used in developing outcomes and competency statements?



Read the following pages in *Teaching in Nursing: A Guide for Faculty*:

- pages 98–106 of [chapter 6 Forces and Issues Influencing Curriculum Development](#)
- pages 119–124 of [chapter 8 Curriculum Designs](#)
- pages 139–156 of [chapter 9 Developing Curriculum: Frameworks, Outcomes, and Competencies](#)

### **Read: Approaches to Course Design**

The previous section presented the big picture of the many factors that must be considered in designing the curriculum. In this section, you will focus on several approaches to designing individual courses and how nurse educators identify and develop course components and the criteria used to select appropriate teaching-learning strategies.

Read the following sections in [chapter 10 Course Design](#) of *Curriculum Development in Nursing Education*:

- Table 10-2 Characteristics of Commonly Used Teaching-Learning Strategies (pp. 236–237)
- Approaches to Course Design (pp. 240–245)

### **Self Check: Review for Mastery**

Based on the readings you have done in this topic, apply your understanding of approaches to course design to the Philmore College case study.

Review the following case study from *Curriculum Development in Nursing Education*:

- Philmore College case study on page 258 of [chapter 10 Course Design](#)

Answer the following questions from *Curriculum Development in Nursing Education*:

- Curriculum Development Activities for Consideration in Your Setting questions on page 258 of [chapter 10 Course Design](#)

## **Assessing Learning**

In this subject, you will explore various contemporary methods for assessing learning.

### **Assessing and Evaluating Student Learning**

Assessment and evaluation play a critical role in nursing education. This topic addresses evidence-based assessment and evaluation practices and their appropriateness for specific learning situations, learning needs, and learning goals.

This topic addresses the following competency:

- **Competency 7010.1.2: Assessing Learning**  
The graduate evaluates contemporary methods for assessing learning.





This topic highlights the following objectives:

- Develop evidence-based assessment and evaluation practices and tools for given learning situations.
- Identify post-assessment strategies to determine whether learners have gained target knowledge and skills in a learning situation.
- Recommend assessment and evaluation strategies for specific learning goals and learning situations.

**Read: Assessment and Evaluation Strategies**

As an educator, you will use a variety of strategies to assess and evaluate learning. This section presents an in-depth examination of assessment and evaluation strategies highlighting advantages and disadvantages of each.

Read the following pages in in *Teaching in Nursing: A Guide for Faculty*:

- pages 423–440 of [chapter 24 The Evaluation Process: An Overview](#)
- pages 441–464 of [chapter 25 Strategies for Assessing and Evaluating Learning Outcomes](#)

As you complete the readings pay attention to the following key points:

- Understand the differences between evaluation and assessment (p. 423)
- Formative and summative evaluations (p. 425)
- Strategies to assess and evaluate student learning outcomes (pp. 448–461)

**Read: Assessment Strategies**

As you read the listed material below, pay attention to the following key points:

- What are guidelines used by nurse educators to construct test items?
- What important item construction principles would you employ when creating a unit exam for a baccalaureate nursing program?
- How do nurse educators use post-assessment strategies to facilitate student learning (i.e. conducting item analyses and using results to revise test items)?

Read the following chapter in *Teaching in Nursing: A Guide for Faculty*:

- [chapter 26 Developing and Using Classroom Tests](#)

**Self-Check: Review for Mastery**

Based on the readings you have done in this topic, compare and contrast evaluation methods used in the clinical setting. How would you incorporate and synthesize multiple clinical evaluative indicators to provide formative feedback to students?

**Review: Grading on the Curve**





Review the following pages in *Teaching in Nursing: A Guide for Faculty*:

- pages 482–483 of [chapter 26 Developing and Using Classroom Tests](#)

### **Apply: Grading on the Curve**

Based on the readings you have done in this topic, respond to the following prompt:

- The students in your class ask you to curve the grades in the classroom test. Write a short explanation of this practice, based on the evidence, in terms understandable to an undergraduate (i.e., what you would tell the students). Take and defend a position of whether you would or would not agree to grade on the curve.

## **Development and Evaluation of Assessment Tools**

It is important to understand the appropriate method for assessing learning. This topic addresses how to develop and evaluate the appropriateness of an assessment tool for subject matter and target population.

This topic addresses the following competency:

- **Competency 7010.1.2: Assessing Learning**  
The graduate evaluates contemporary methods for assessing learning.

This topic highlights the following objectives:

- Develop appropriate assessment tools to test student learning.
- Evaluate different assessment tools to determine appropriateness for the subject matter and target population.
- Discuss appropriate use of absolute and relative scales in evaluating student learning.

### **Review: Assessment Tools**

Selecting the right assessment tools for student learning situations is a skill as well as an art. In this section you will learn about the importance of developing assessment tool to measure student learning.

Read the following pages in *Teaching in Nursing: A Guide for Faculty*:

- pages 468–475 of [chapter 26 Developing and Using Classroom Tests](#)

### **Self Check: Review for Mastery**

Complete the following based on the readings you have done in this topic:

- Discuss your understanding of the purpose and importance of the test item blueprint.
- Develop a 10-item exam utilizing at least 8 different question types.
- Discuss specific guidelines used for each question developed.
- Identify the best scenario for the use of each question type.

## **Assessing Learner Needs**



In this subject, you will explore how to assess the various needs of adult learners in nursing and clinical education programs.

## **Characteristics of the Learner and Learning Styles**

Understanding how to accommodate various learning styles is a key responsibility of nurse educators. Learning situations can be influenced by cultural and societal factors, needs of diverse learners, and learners' previous knowledge and skills. Teaching style can be modified to accommodate these factors. This topic addresses characteristics of learners and learning styles.

This topic addresses the following competency:

- **Competency 7010.1.3: Assessing Learner Needs**

The graduate assesses the various needs of adult learners in nursing education and clinical education programs.

This topic highlights the following learning objectives:

- Identify cultural and societal factors that influence learning situations.
- Identify learning styles and needs of diverse learners.

### **Read: Assessment Strategies**

As you read the listed material below, pay attention to the following key point:

- What are some assessment strategies educators use to determine learners' previous knowledge and skills?

Read the following pages in *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*:

- pages 116–123 of [chapter 4 Determinants of Learning](#)
- pages 369–390 of [chapter 9 Educating Learners with Disabilities](#)

### **Apply: Assessment Strategies**

Based on the readings you have done in this topic, apply each of Bloom's Domains of Learning to select the assessment strategies you would employ to determine learners' previous knowledge. Provide a scenario for each use.

### **Self-Check: Special Accommodations Case Study**

Consider the following scenario:

- You have been assigned to teach a general education health course open to all students across the university. Upon reviewing the students' learner needs assessments, you notice several students with special accommodation needs.

Provide an example of five situations in which you would need to provide special



accommodations, and explain how you would modify your teaching style and course delivery options to meet the needs of all students.

## Teaching and Learning Methods

In addition to assessing learning needs, a nurse educator needs to be able to identify teaching and learning strategies as well as types of accommodations to meet the needs of diverse learners. This topic addresses how to evaluate the effectiveness of various teaching and learning methods in a given learning environment.

This topic addresses the following competency:

- **Competency 7010.1.3: Assessing Learner Needs**

The graduate assesses the various needs of adult learners in nursing education and clinical education programs.

This topic highlights the following learning objective:.

- Identify types of accommodations that meet the individual needs of diverse learners.

### Read: Analysis of Teaching and Learning Strategies

As you read the material listed below, pay special attention to:

- guidelines for selecting instructional materials in a variety of learning situations
- instructional materials effective in facilitating student learning

Read the following in *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*:

- pages 521–535 of [chapter 12 Instructional Materials](#)

### Apply: Analysis of Teaching and Learning Strategies

Using the chart on page 498 of [chapter 11 Instructional Methods and Settings](#) of *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice*, select two teaching-learning strategies from each domain and complete the following:

- Compare and contrast the advantages and limitations of the selected strategies in each domain.
- Describe how the selected strategies will help learners to achieve the desired outcome.
- Determine whether the strategy is inclusive and accessible to the needs of diverse learners, and explain your reasoning.
- Determine whether the strategy allows for active participation to enhance learner retention, and explain your reasoning.
- Discuss the combination of strategies that you would utilize to facilitate learner self-reflection and fulfillment of personal goals.

## Facilitating Learning



In this subject, you will create learning activities that address specific learning outcomes and learner needs in nursing education programs.

## **Implementing Learning Systems**

A nurse educator uses teaching strategies to address learner needs, desired learner outcomes, content, and context. This topic addresses the implementation of learning systems.

This topic addresses the following competency:

- **Competency 7010.1.4: Facilitating Learning**

The graduate creates learning activities that address specific learning outcomes and learner needs in nursing education programs.

This topic highlights the following learning objective:

- Create opportunities that facilitate development of learners critical thinking and reasoning and self-reflection skills.

### **Read: Teaching and Learning Strategies**

As you read the listed material below, pay attention to the following key points:

- teaching-learning strategies to develop critical thinking and reasoning skills
- roles of the nurse educator
- management strategies

Review the following pages in *Curriculum Development in Nursing Education*:

- pages 234–241 of [chapter 10 Course Design](#)

Review the following pages in *Teaching in Nursing: A Guide for Faculty*:

- pages 266–278 of [chapter 15 Strategies to Promote Critical Thinking and Active Learning](#)

### **Apply: Teaching and Learning Strategies**

Provide and discuss examples of teaching and learning strategies useful to assess learner needs in the following learning environments:

- traditional face-to-face setting
- contemporary online or hybrid setting
- clinical setting

### **Self-Check: Review for Mastery**

Consider the following scenario:

- Low board scores and student unrest due to marginal progression in the capstone



course has sparked the need for a course revision at a baccalaureate nursing program. As chair of the curriculum committee, you must incorporate the university's commitment to service learning in the course redesign recommendation from the committee.

Develop an outline of a capstone course to include teaching and learning strategies that fall in line with the course objective to focus on retaining nursing knowledge, enhancing critical thinking, and refining clinical and leadership skills. As you develop your outline, consider the following questions:

- In what ways does the university's commitment to service learning influence course and curriculum design?
- What is the importance of cohesion between the teaching strategies, learning styles, and learning objectives of the course?
- What advising strategies may be useful in helping students meet the course objectives and ultimately their professional goals?

## **Classroom, Clinical Practice, and Simulation**

Evaluation and feedback play an important role in nursing education. Evaluation can include learner self-analysis, feedback on student performance, and strategies for constructive self- and peer evaluation. This topic addresses best practices for evaluation in the classroom, clinical practice, and simulation.

This topic addresses the following competency:

- **Competency 7010.1.3: Assessing Learner Needs**  
The graduate creates learning activities that address specific learning outcomes and learner needs in nursing education programs.

This topic highlights the following learning objectives:

- Examine best practices for providing feedback on student performance in classroom, clinical, and simulation settings.

### **Read: Evaluation Strategies**

As you read the listed material below, pay attention to the following key point:

- reflective exercises for self-analysis and evaluation strategies

Read the following pages in *Teaching in Nursing: A Guide for Faculty*:

- pages 486–500 of [chapter 27 Clinical Performance Evaluation](#)

Answer the following questions:

- What strategies would you use to challenge students to self-reflect and set further



learning goals?

- Which evaluation strategies are commonly used in the following learning environments?  
Discuss the strategies you identify.
  - classroom
  - clinical
  - simulation
- How would you synthesize the evaluation strategies to provide summative feedback to students regarding their clinical and course performance? Provide an example.

### **Self-Check: Review for Mastery**

Develop an end-of-course evaluation tool for students to complete. Provide an example of at least three types of data collecting instruments in your tool. Discuss how you would use the data collected to plan for the next time the course is taught.

## **Implementing a Nursing Education Curriculum**

In this subject, you will explore strategies for implementing a nursing education curriculum.

### **Implementing a Nursing Education Curriculum**

The implementation of a nursing education curriculum can be influenced by community stakeholders, available technology, the needs of diverse learners, cultural and societal factors, and interdisciplinary partnerships. This topic addresses strategies for implementing a nursing education curriculum.

This topic addresses the following competency:

- **Competency 7010.1.5: Implementing a Nursing Education Curriculum**  
The graduate describes the strategies for implementing a nursing education curriculum.

This topic highlights the following learning objectives:

- Explain how the nurse educator can collaborate with community stakeholders to support educational goals.
- Identify cultural and societal factors that influence implementation of a nursing education curriculum.
- Integrate interdisciplinary partnerships into nursing curriculum implementation.

### **Read: Nursing Curriculum**

As you read the listed material, pay attention to the following key points:

- curriculum implementation strategies
- curriculum transition process
- use of technology in nursing education
- cultural and societal factors influencing curricular implementation
- how curriculum evaluation differs from program evaluation

Read the following chapters in *Curriculum Development in Nursing Education*:



- [chapter 11 Planning Curriculum Implementation](#)
- [chapter 12 Planning Curriculum Evaluation](#)

Access the [WGU E-Reserves](#) and review the following article:

- Interprofessional Collaboration in Education and Practice: A Living Document from the National League for Nursing

### **Apply: Nursing Curriculum**

Read the following case study in *Curriculum Development in Nursing Education*

- Jasmine University School of Nursing case study in the Synthesis Activities box on page 275 of [chapter 11 Planning Curriculum Implementation](#)

Answer the following questions:

- How should the committee document the transition from one curriculum plan to another? Provide a diagram to show how one curriculum phases out while the other phases in.
- What interdisciplinary partnerships should the committee consider incorporating to ensure a smooth transition?
- What societal and cultural factors should the committee expect to influence the implementation of the curriculum modification?
- With relation to the case, what are the teaching and learning interrelated components of media and multimedia integration? Place them in order of consideration and discuss your positioning.

## **Educational Accreditation**

Nurse educators are involved in the process of educational accreditation and are often required to create a program evaluation plan. A program evaluation plan requires the development of a plan of action to organize, evaluate, and document student and program outcomes and should include a timeline, action plan, and impact of the accreditation findings. This topic addresses the process of educational accreditation.

This topic addresses the following competency:

- **Competency 7010.1.6: Nursing Program Evaluation**  
The graduate analyzes contemporary methods for evaluating program efficacy.

This topic highlights the following learning objectives:

- Describe the key components of a program evaluation plan, including timeframes for data collection.
- Identify program evaluation methods that promote continuous quality improvement.
- Discuss how standards, criteria, and indicators are used to make recommendations for curriculum effectiveness and quality.

### **Read: Develop a Program Evaluation Plan**





As you read the listed material below, pay attention to the following key points:

- program evaluation plan
- timeframes for data collection
- indicators for measuring outcomes
- data elements for evaluation

Read the following chapter in *Teaching in Nursing: A Guide for Faculty*:

- [chapter 24 The Evaluation Process: An Overview](#)

**Apply: Develop a Program Evaluation Plan**

Consider the following scenario:

- It is time for your nursing program reaccreditation visit, and you have been asked to serve on the committee responsible for preparing the documents for the accreditation team.

Choose an evaluation model and develop a plan of action to organize, evaluate, and document student and program outcomes. Include a timeline, action plan, and impact of the accreditation findings.

**Apply: Program Evaluation and Accreditation Standards**

As you review the listed material below, pay attention to the following key point:

- the role of standards, criteria, and indicators in recommendations for curriculum effectiveness and quality

Review the following chapter in *Teaching in Nursing: A Guide for Faculty*:

- [chapter 28 Educational Program Evaluation](#)

Discuss the importance of ensuring a connection between the program evaluation and accreditation standards.

**Apply: Curricular Revision**

As you review the listed material below, pay attention to the following key points:

- curricular revisions
- continuous quality improvement
- change theories and data analysis
- program evaluation methods

Review the following chapter in *Teaching in Nursing: A Guide for Faculty*:

- [chapter 28 Educational Program Evaluation](#)



Consider the following scenario:

- Gateway School of Nursing is a baccalaureate nursing program with 250 students. For the past 4 years, the NCLEX scores have averaged 82%.

Develop a document, using supporting evidence, to indicate to faculty that it is time for a curriculum revision. What process did you use to provide evidence that the curriculum should be revised?

## **Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete it, schedule and complete the assessment now.