Curriculum Development - Curriculum Revision Policy

PURPOSE
The purpose of this policy is to detail the methods for developing and revising the curriculum for the TTUHSC School of Nursing MSN and DNP programs.

REVIEW
All policies in the Graduate Program Manual shall be reviewed by the Graduate Program Associate Dean/Department Chairs by December 1 of even numbered years in collaboration with the Graduate Program Council. Final approval of the Graduate Program Manual is by the Dean.

POLICY/PROCEDURE

1.0 Policy

Faculty members of the Graduate Program Councils have the responsibility to review and recommend changes in courses in order to maintain the integrity of the curriculum. Review and recommendations processes facilitate the faculty's function as primary developer, implementer and evaluator of curriculum while ensuring the curriculum is consistent irrespective of who teaches courses. The policy acknowledges the Dean bears responsibility for all operations of the School. The Dean, as the administrative official at the school level, is aware of regulations and standards of accrediting and coordinating bodies affecting the operation of the School and assures any changes are consistent with the regulations/concerns of these groups.

The development and/or revision of the curriculum pattern, the course title, credit (and configuration), description, and objectives is the responsibility of the School of Nursing Faculty, acting through its designated Council structure. Changes in these components require approval through the MSN or DNP Councils. Final approval for implementation of curriculum revision rests with the Dean as the administrator responsible for overall accountability for the programs of the School.

2.0 Procedure

The procedure section consists of the following:

a. Each graduate program provides a curriculum map aligning programmatic student learning outcomes for each track within the curriculum. Each course listed on the respective curriculum map identifies the level at which student learning outcomes are assessed using the following key: Ap = Application; As = Assessment; E = Evaluation; I = Introduction; R = Reinforcement.

b. Each graduate program provides detailed individual course maps for each course within the program’s curriculum. The course maps reflect alignment of student learning outcomes with course objectives and content, learning activities, evaluation criteria, The Essentials: Core Competencies for Professional Nursing Education and competency recommendations from professional nursing organizations.

c. The course title, credit, description, objectives and course maps are maintained in the curriculum section of the Graduate Program Manual Website, which serves as the source document for these curricular components.
d. The curriculum and course title, credit, descriptions and objectives contained in the Graduate Program Manual Website are consistent throughout all related School of Nursing publications.

e. Changes in the course title, credit, descriptions or objectives must be presented to the appropriate Council for approval using the approved procedures and forms.
ATTACHMENT A: Graduate Course Map Template Example

(MSN, DNP, or BSN-DNP) COURSE MAP: NURSXXXTT, (course number and name)

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Course Objective</th>
<th>AACN Essentials</th>
<th>Specialty Competencies</th>
<th>Course Content</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Provide patient-centered care in the master’s-prepared nursing role.</td>
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<td>Example: Work in interprofessional teams to address the needs of patients using master’s prepared nursing role skills.</td>
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<td>Example: Employ evidence-based practice (EBP) by integrating the best research evidence into the master’s-prepared nursing role.</td>
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<td>Example: Apply quality improvement as a master’s-prepared nurse.</td>
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<td>Example: Utilize informatics in the master’s-prepared nursing role to reduce errors, manage knowledge and information, make</td>
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</table>
Graduate Program Manual
Operating Policy and Procedure

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<td>decisions, and communicate effectively.</td>
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<td>Example: Integrate best practices in implementation of master’s-prepared nursing roles to ensure safety and risk reduction for patients and populations.</td>
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Summary statement for each of the ten domains of the essentials are listed below (AACN, 2021):

**Domain 1: Knowledge for Nursing Practice**
Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

**Domain 2: Person-Centered Care**
Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

**Domain 3: Population Health**
Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (Kindig & Stoddart, 2003; Kindig, 2007; Swartout & Bishop, 2017; CDC, 2020).
Domain 4: Scholarship for the Nursing Discipline
Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

Domain 5: Quality and Safety
Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships
Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice
Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies
Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism
Descriptor: Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing’s characteristics and values.

Domain 10: Personal, Professional, and Leadership Development
Descriptor: Participation in activities and self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership.