

# Cover Sheet: Request 15749

## NGR 6XXX – Curriculum Design and Program Evaluation

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Cecile Kiley ckiley@ufl.edu
Created	1/29/2021 12:19:35 PM
Updated	3/11/2021 10:22:09 AM
Description of request	This is one of three courses that compose the nursing education certificate. Completion of these courses will allow the novice nursing educator to develop the expertise in nursing education.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	NUR - Nursing 31010000	Rene Love		1/29/2021
No document changes					
College	Approved	NUR - College of Nursing	Rene Love		1/29/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/29/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|New for request 15749

## Info

**Request:** NGR 6XXX – Curriculum Design and Program Evaluation

**Description of request:** This is one of three courses that compose the nursing education certificate. Completion of these courses will allow the novice nursing educator to develop the expertise in nursing education.

**Submitter:** Cecile Kiley ckiley@ufl.edu

**Created:** 1/29/2021 12:14:35 PM

**Form version:** 1

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

NGR

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:

6

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

XXX

### Category of Instruction

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*

Response:

Intermediate

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

**Lab Code**

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:  
None

**Course Title**

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.

Response:  
Curriculum Design and Program Evaluation

**Transcript Title**

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:  
Curr Design & Prog Eval

**Degree Type**

Select the type of degree program for which this course is intended.

Response:  
Professional

**Delivery Method(s)**

Indicate all platforms through which the course is currently planned to be delivered.

Response:  
Online

**Co-Listing**

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:  
No

**Effective Term**

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective

*term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:  
Fall

**Effective Year**

*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:  
2021

**Rotating Topic?**

*Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.*

Response:  
No

**Repeatable Credit?**

*Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.*

Response:  
No

**Amount of Credit**

*Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.*

Response:  
3

**S/U Only?**

*Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.*

Response:  
No

**Contact Type**

*Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.*

Response:  
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

### Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:  
3

### Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

This course provides students with the fundamental knowledge and requisite skill set needed to effectively evaluate nursing education focused curricula. Current trends in nursing education and accreditation are discussed; philosophies, conceptual frameworks are examined and applied. Best practices and guidelines for the integration of quality improvement and safety education are analyzed and applied to curriculum development.

### Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

NGR 6XXX Instructional Theories & Learning Strategies in Nursing Education  
NGR 6XXX Assessment and Evaluation in Nursing Education

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH  
&nbsp;

### **Co-requisites**

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

N/A

### **Rationale and Placement in Curriculum**

Explain the rationale for offering the course and its place in the curriculum.

Response:

This is one of three courses that compose the nursing education certificate. Completion of these courses will allow the novice nursing educator to develop the expertise in nursing education.

### **Course Objectives**

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

1. Recognize the influence of teaching styles and interpersonal interactions on learner behaviors and outcomes.
2. Identifies how social, economic, political and institutional forces influence nursing and higher education.
3. Explores the expectations of teaching, scholarship, and service in the role of educator and member of an academic institution.
4. Examines composition of effective working relationships with students, faculty and clinical agency personnel to promote positive learning environments.
5. Demonstrates knowledge of curriculum development, including identifying program outcomes and developing competency statements.
6. Analyzes curricular data to ensure that it reflects institutional philosophy and mission, current nursing and healthcare trends and community and societal needs.
7. Creates community and clinical partnerships that support educational goals.

### **Course Textbook(s) and/or Other Assigned Reading**

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. &nbsp;  Please provide specific examples&nbsp;  to evaluate the course and identify required textbooks.&nbsp;  

Response:

American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.). American Psychological Association.

Billings, D.M., & Halstead, J.A. (2015). Teaching in nursing: A guide for faculty. 5th Ed. Elsevier.

Bradshaw, M., Hultquist, B., & Hagler, D. (2021). Innovative Teaching Strategies in Nursing and Related Health Professions, 8th Ed. Jones & Bartlett Learning

National League for Nursing (2020). The Scope of Practice for Academic Nurse Educators and Academic Clinical Nurse Educators, 3rd Ed. . Author.

### Weekly Schedule of Topics

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

WEEKS    MODULE    FOCUS

1-31      Overview of Nursing Education:

- Curriculum Development and Approval Processes in Changing Educational Environments
- Historical Perspective in Program Evaluation
- Role of Faculty in Curriculum Development and Evaluation

4-52      Needs Assessment and Financial Support for Curriculum Development:

- External Frame Factors
- Internal Frame Factors
- Financial Support and Budget Planning for Curriculum Development/ Revision

6-83      Curriculum Development in Nursing Education:

- Curriculum Components
- Curriculum Planning- ASN, BSN, DNP Programs
- Curriculum Development and Evaluation in Staff Development

9-10      4      Program Evaluation and Accreditation

- Regulation and Accreditation Standards
- Data Sources for Evaluation
- Data Collection, Analysis & Storage
- Formative and Summative Evaluation
- Components of an Evaluation Plan
- Outcomes

11-13    5      Issues and Trends in Curriculum Development and Evaluation:

- Informatics and Technology
- Research and Evidenced-Based Nursing
- Issues and Challenges for Nurse Educators

14-16    6      Program Improvement Plan:

- Identifying Areas of Challenge
- Facilitating Program Improvement
- Reporting Data
- Implementing an NCLEX Preparation Course
- Adopting a Progression Policy
- Closing Gaps in the Curriculum
- Systematic Course Analysis
- Supporting Nursing Faculty
- Examining Program Admission Requirements
- Deliberate Teaching Process

### Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.*

Response:

Participation in Online Class Discussions	25%
Module Assignments	25%
Project/ Paper Assignments	32%

Quizzes- 3 x 6%

18%  
100%

### **Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:

Karen Reed, DHSc, RN, CNL, CNE, CRRN  
Clinical Assistant Professor  
Office: HPNP 3228  
Office Phone: (352) 273-6097  
Virtual Office Hours: Thursdays 10A-12N  
ksreed@ufl.edu

### **Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy.*

*A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

*<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.*

Response:

Yes

### **Accommodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy.*

*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:

Yes

### **UF Grading Policies for assigning Grade Points**

*Please confirm that you have read and understand the University of Florida Grading policies.*

*Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

• *<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>*

Response:



Yes

### **Course Evaluation Policy**

#### *Course Evaluation Policy*

*Please confirm that you have read and understand the University of Florida Course Evaluation Policy.*

*A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:*

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.*

*&nbsp;*

Response:

Yes

UNIVERSITY OF FLORIDA  
COLLEGE OF NURSING  
COURSE SYLLABUS  
TERM/ YEAR

<u>COURSE NUMBER</u>	NGR 6XXX
<u>COURSE TITLE</u>	Curriculum Design and Program Evaluation
<u>CREDITS</u>	3
<u>PREREQUISITES</u>	NGR XXXX Instructional Theories & Learning Strategies in Nursing Education NGR XXXX Assessment and Evaluation in Nursing Education
<u>FACULTY</u>	Karen Reed, DHSc, RN, CNL, CNE, CRRN Clinical Assistant Professor Office: HPNP 3228 Office Phone: (352) 273-6097 Virtual Office Hours: Thursdays 10A-12N <a href="mailto:ksreed@ufl.edu">ksreed@ufl.edu</a>

COURSE DESCRIPTION This course provides students with the fundamental knowledge and requisite skill set needed to effectively evaluate nursing education focused curricula. Current trends in nursing education and accreditation are discussed; philosophies, conceptual frameworks are examined and applied. Best practices and guidelines for the integration of quality improvement and safety education are analyzed and applied to curriculum development.

- COURSE OBJECTIVES Upon completion of this course, the student will be able to:
1. Recognize the influence of teaching styles and interpersonal interactions on learner behaviors and outcomes.
  2. Identifies how social, economic, political and institutional forces influence nursing and higher education.
  3. Explores the expectations of teaching, scholarship, and service in the role of educator and member of an academic institution.
  4. Examines composition of effective working relationships with students, faculty and clinical agency personnel to promote positive learning environments.
  5. Demonstrates knowledge of curriculum development, including identifying program outcomes and developing competency statements.
  6. Analyzes curricular data to ensure that it reflects institutional philosophy and mission, current nursing and healthcare trends and community and societal needs.
  7. Creates community and clinical partnerships that support educational goals.

COURSE SCHEDULE

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications. Course websites are generally made available on the Friday before the first day of classes.

Modules typically open on Mondays at 8am; assignments are due on Sundays at 1159pm. Adjustments are at faculty discretion and will be indicated on the syllabus. Changes to modules, assignments, and the course syllabus are at the discretion of the faculty.

Our class sessions may be audio visually recorded for students in the class to refer back. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**Faculty generally respond to emails within 48 hours but may not respond during weekends or holidays.**

#### TEACHING METHODS

Recorded presentations, pod casts, guided discussions, online community building, modeling & mentoring, feedback, collaborative learning

#### LEARNING ACTIVITIES

Group discussions, case presentations, evaluation of curricular materials, research critiques, written papers and selected readings

#### EVALUATION METHODS/COURSE GRADE CALCULATION

Online Class Discussions	25%
Module Assignments	25%
Project/ Paper Assignments	32%
Quizzes- 3 x 6%	18%
	<hr/>
	100%

#### ATTENDANCE

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### MAKE UP POLICY

Assignments are due on the dates and times posted in Canvas. If lateness is unavoidable, please communicate with your instructor in advance of the deadline. Unexcused late submission may result in a grade reduction; generally, one point per day up to one week. After one week, assignments may not be accepted. Make-up quizzes may not be available or may be in an alternate form.

### GRADING SCALE/GRADE POINTS

A	95-100 (4.0)	C	74-79* (2.0)
A-	93-94 (3.67)	C-	72-73 (1.67)
B+	91-92 (3.33)	D+	70-71 (1.33)
B	84-90 (3.0)	D	64-69 (1.0)
B-	82-83 (2.67)	D-	62-63 (0.67)
C+	80-81 (2.33)	E	61 or below (0.0)

\* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University's grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

### COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

### ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### HONESTY POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of

behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

### PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual's ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

### UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. Students are required to provide their own privacy screen for all examination's administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

### UNIVERSITY AND COLLEGE OF NURSING POLICIES

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies – (<http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies>)

UF Grading Policy

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

### TEXTBOOKS

American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.). American Psychological Association.

Billings, D.M., & Halstead, J.A. (2015). Teaching in nursing: A guide for faculty. 5th Ed. Elsevier.

Bradshaw, M., Hultquist, B., & Hagler, D. (2021). Innovative Teaching Strategies in Nursing and Related Health Professions, 8th Ed. Jones & Bartlett Learning

National League for Nursing (2020). The Scope of Practice for Academic Nurse Educators and Academic Clinical Nurse Educators, 3rd Ed. . Author.

WEEKLY SCHEDULE

<b>WEEKS</b>	<b>MODULE</b>	<b>FOCUS</b>
1-3	1	Overview of Nursing Education: <ul style="list-style-type: none"> <li>• Curriculum Development and Approval Processes in Changing Educational Environments</li> <li>• Historical Perspective in Program Evaluation</li> <li>• Role of Faculty in Curriculum Development and Evaluation</li> </ul>
4-5	2	Needs Assessment and Financial Support for Curriculum Development: <ul style="list-style-type: none"> <li>• External Frame Factors</li> <li>• Internal Frame Factors</li> <li>• Financial Support and Budget Planning for Curriculum Development/ Revision</li> </ul>
6-8	3	Curriculum Development in Nursing Education: <ul style="list-style-type: none"> <li>• Curriculum Components</li> <li>• Curriculum Planning- ASN, BSN, DNP Programs</li> <li>• Curriculum Development and Evaluation in Staff Development</li> </ul>
9-10	4	Program Evaluation and Accreditation <ul style="list-style-type: none"> <li>• Regulation and Accreditation Standards</li> <li>• Data Sources for Evaluation</li> <li>• Data Collection, Analysis &amp; Storage</li> <li>• Formative and Summative Evaluation</li> <li>• Components of an Evaluation Plan</li> <li>• Outcomes</li> </ul>
11-13	5	Issues and Trends in Curriculum Development and Evaluation: <ul style="list-style-type: none"> <li>• Informatics and Technology</li> <li>• Research and Evidenced-Based Nursing</li> <li>• Issues and Challenges for Nurse Educators</li> </ul>
14-16	6	Program Improvement Plan: <ul style="list-style-type: none"> <li>• Identifying Areas of Challenge</li> <li>• Facilitating Program Improvement</li> <li>• Reporting Data</li> <li>• Implementing an NCLEX Preparation Course</li> <li>• Adopting a Progression Policy</li> <li>• Closing Gaps in the Curriculum</li> <li>• Systematic Course Analysis</li> <li>• Supporting Nursing Faculty</li> <li>• Examining Program Admission Requirements</li> </ul>

		•Deliberate Teaching Process
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Approved: Academic Affairs Committee: 01/2021  
General Faculty: 01/2021  
UF Curriculum Committee: