

NTC-Nursing-Teaching

NTC 618L. Focus on Advanced Nursing Practice Specialization. 2 Hours.

The purpose of this course will be the study of specialty track specific topics. The focus of the course will be on providing foundational materials for specialized areas of advanced nursing practice. Emphasis is on exploring specific advanced nursing practice competencies.

Prerequisites: (NUR 606 [Min Grade: B] or NUR 606 [Min Grade: B]) and (NUR 613 [Min Grade: B] or NUR 613 [Min Grade: B])

NTC 650. Instructional Strategies For Teaching in Nursing. 3 Hours.

This course is required for students in the Teacher in Nursing Certificate program and maybe chosen as an elective course by other graduate students. The content is general and applicable to a variety of teaching situations and learners. The course is an introduction to a systematic approach to developing and implementing adult learning experiences.

This course emphasizes the application of a systematic approach (assessing, planning, implementing, and evaluating) to the design of an educational unit. The focus will be on assessing learning needs, identifying learning objectives, selection of resources, and development of teaching strategies for different learner populations.

NTC 652. Program and Curriculum Development. 3 Hours.

This course is a required for students in the Teaching Nursing Certificate program and may be chosen as an elective course by other graduate students. The content is general and applicable to course, educational program, and/or curriculum development. The course is an introduction to the educational development process. This course emphasizes the basic components of program/curriculum development, philosophy, goals, planning learning experiences, implementing learning experiences, and evaluation of the curriculum or an educational program. The focus is on an understanding of program/curriculum determinants (learning, knowledge, man, society) and their impact on curriculum and educational program planning. The impact of philosophy, organizing framework, goals, learning experiences, and evaluation on curricular and program design and development will be discussed.

NTC 654. Evaluation of Instruction in Nursing. 3 Hours.

This course is a required for students in the Teacher in Nursing Certificate program and may be chosen as an elective course by other graduate students. The content is general and applicable to a variety of health related educational settings and learners. This course is an introduction to educational testing and measurement, teaching effectiveness, and clinical performance appraisal. This course provides an overview of evaluation techniques that enable nurses to plan and implement a variety of education related evaluation approaches, including test construction, item analysis, teaching effectiveness, and clinical performance appraisals. Emphasis will be placed on classroom and clinical evaluation of learning and on the use of technology for evaluation purposes. Prereq: Admission to Graduate Studies in the School of Nursing or as a non-degree post-baccalaureate student or by permission of instructor; knowledge of statistics and writing measurable educational objectives in the domains of knowledge, skills, and attitudes.

NTC 656. WebCT for Instructors and Designers. 3 Hours.

Provides students with an advanced level of skill and knowledge of WebCT. Students are introduced to WebCT tools in a sequence that will permit development of a new course using WebCT as a learning management system. This course is offered only when sufficient interest by students is generated.

NTC 658. Simulation and Classroom Technologies for Student Learning. 2-3 Hours.

Designed to introduce graduate nursing students to the use of technology and simulation in nursing education. Students will be introduced to simulation as an educational strategy addressing issues related to the development implementation and evaluation of simulations. The use of technology available to enhance the educational environment will also be explored. Students will analyze advantages and disadvantages of various technologies and determine appropriate application of these technologies.

NTC 660. Foundations of Evidence-Based Nursing Education. 3 Hours.

Designed to prepare graduate nursing students to understand the concepts fundamental to nursing education. Students will be expected to analyze the effects of student and faculty diversity, legal and ethical issues, evidence-based practice on nursing education.

NTC 683L. Teaching Practicum in Nursing. 1-3 Hour.

This course is a required practicum for students in the Teacher in Nursing Certificate program and may be taken as an elective course by other graduate students who are concurrently enrolled in one or more NTC courses. The practicum provides an opportunity for students to concurrently or retrospectively implement the knowledge and skills acquired in NTC 650, NTC 652, and NTC 654 to selected teaching (classroom and clinical) situations. This course provides opportunities for students to integrate previously or concurrently acquired knowledge concerning teaching, curriculum, and/or evaluation into selected classroom and clinical situations. This practicum course allows students to assume limited responsibilities in classroom and clinical teaching while under the guidance of an instructor and/or preceptor. Students will be expected to meet all the course objectives upon completion of the three credit hour practicum. The practicum should involve both didactic and clinical teaching. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: Admission to Graduate Studies in the School of Nursing or as a non-degree post-baccalaureate student. Prerequisite: NTC 650, NTC 652, and NTC 654.

Prerequisites: NTC 650 [Min Grade: B] and NTC 660 [Min Grade: B] and NTC 658 [Min Grade: B] and NTC 652 [Min Grade: B] and NTC 654 [Min Grade: B]

NTC 687. Supplemental Nursing Course for Support. 1 Hour.

The purpose of this course is to introduce a structured format for students to review concepts and processes related to a specific patient population. This course focuses on the content presented throughout the program including pathophysiology, pharmacology, health assessment, evidence-based practice, leadership, and all specialty track content according to the program of study. The emphasis of this course is on test-taking strategies and the strengthening of the student's knowledge base.

NTC 692L. Residency: Nurse Educator. 3-6 Hours.

A comprehensive examination is given during this residency course. Failure to pass the comprehensive examination will delay graduation. Students arrange their own clinical sites with assistance/approval from clinical faculty. Prerequisite: NTC 650, NTC 652 and NTC 654.

Prerequisites: (NTC 650 [Min Grade: B] or NTC 650 [Min Grade: B]) and (NTC 652 [Min Grade: B] or NTC 652 [Min Grade: B]) and (NTC 654 [Min Grade: B] or NTC 654 [Min Grade: B])

NTC 760. Transitions to Academic Nursing Education. 3 Hours.

This course provides content relevant to the role of the nurse educator in an academic setting. The course includes information on nurse educator competencies, trends in higher education, the nature of our students in the 21st century, and strategies for building a successful nurse-educator career, including building collegial relationships and integrating the teaching, research, and service missions of the university into one position. This course may be included in a program of study as an elective, or taken as a non-degree student. NTC 760 may also be taken by students in the Nurse Educator track in the MSN program.