

GGSON Undergraduate Program Handbook

SON OP 30.210 - Course Syllabus

PURPOSE Students' use of the syllabus and modules is facilitated by use of a common format for all courses. Also, secretarial efficiency is increased when a standard format can be used.

REVIEW This handbook shall be reviewed by the Associate Dean by September 1st of even numbered years in collaboration with the Curriculum Committee. Final approval of the GGSON Undergraduate Program Handbook is granted by the Dean.

POLICY/PROCEDURE

Each course syllabus and all course modules are prepared in a standard format. The content required includes items which indicate the course plan and the relationship of the course to the conceptual framework and, therefore, to the curriculum as a whole. The course syllabus and module drafts are developed in the format attached. Templates to facilitate the preparation of the syllabus and modules in the correct format are available on the GGSON HDrive.

Course facilitators are responsible for development, typing and posting of course syllabi and course modules. A Sr Admin Assistant is available to help with formatting and large amounts of typing. The IT Department is available to assist uploading multi media, as well as training course facilitators to post their course information. Course syllabi and course modules should be posted and available for students one week before classes begin.

Developed: MAL/ac 9/86
Revised: DCO/bs 06/06/08
Reviewed by GGSON: 04-26-2012

**TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
GAYLE GREVE HUNT SCHOOL OF NURSING**

All caps, bold,
centered

1 blank line

**GNUR _____
Title of Course**

} bold,
centered

Course Syllabus

**Content Guidelines that carry
throughout the document:**

Content elements may not be
changed without Undergraduate
Program Committee Action

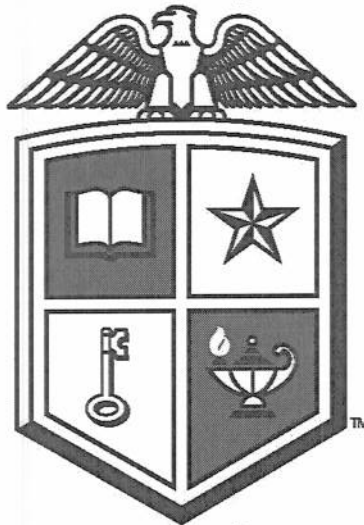
**Formatting Guidelines that
carry throughout the
document:**

Font: Verdana
Size: 9

Page Setup:
1" margins all around
Header/footer - .5" from edges

(exceptions will be noted
separately)

} 12 blank lines



} 12 blank lines

**Course Facilitator – Fname Lname, R.N., M.S.N., FNP-C
Prepared – semester, year
Revised – semester, year**

} bold,
centered

} Author's initials:typist initials
date typed mm/yy

As low on the page as possible
(without being in the footer)

Page break set on last line of text.

**TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
GAYLE GREVE HUNT SCHOOL OF NURSING**

All caps, bold,
centered

1 blank line

GNUR____
Title of Course

bold,
centered

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Items in this
order

Tab Settings for this page:

One tab only:

- 6.5"
- Right
-

Section break (next page) set after
last line of text.

Course Description

Description is as appears in the Undergraduate Program Handbook. (Cannot be changed without Curriculum Committee action.)

Objectives

Objectives are stated in behavioral terms as completion objectives. (Objectives cannot be changed without Curriculum Committee action.)

Header text:

- Verdana, Size 7, Bold
- Red border at bottom: RGB 204, 51, 0 Size 1.5"
- Header NOT set to "same as previous"

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

1.

GGSON Undergraduate Program Handbook

Year Semester
Syllabus

Applies to this page and all following pages:
Header set to "same as previous"

GNUR _____
Title of Course

½ -inch
indentation

Evaluation, Grading

The process of evaluation is described here, including weights, percentages, etc. of the components that result in the final grade. The evaluation tools or items to be used in evaluation scale used. This section, i.e. the form of feedback

All Headings:

- Left aligned
- Bold
- Blank line following heading

Paragraphs:

Block style - no indentation, 1 blank line between paragraphs (when there are multiple paragraphs in a section)

On this and all following pages:

Page break (NOT section break) used at end of each page so that each section begins on a page of its own.

YM/bs
11/13/02
DCO
11/07
Reviewed by GGHSO:
04-26-2012

Class Schedule

UCC/bs
01/03
DCO
11/07

Required Resources

Optional Resources

Faculty

Text for these sections will vary from course to course, but publications should be formatted according to APA style (with a half-inch hanging indent).

“Optional Resources” can be removed if not used.

Text for this section will vary from course to course. This section commonly contains faculty names, credentials and contact info. Many courses supply optional faculty photos.

Policies and Expecta

The School of Nursing Student Handbook contains information about policies and expectations that apply throughout a student's academic life. Attention is specifically required for the following policies and expectations:

- Academic Integrity
- Attendance
- Communicable Diseases
- Computer Requirements
- Confidentiality
- Disabilities - Students

1/4"

This page should be kept intact. Use provided template or copy and paste from the template into your document. Then add any course-specific information you want to add.

1 1/4" "Any student who, because of a disabling condition, requires special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. Students should be prepared to present a disability verification form from the TTUHSC Lead Specialist in Students Services."

- First Aid/BCLS (certifications)
- Immunization Requirements
- Sexual Harassment
- Standard Precautions
- Unsafe Practice

The TTUHSC Student Handbook and Code of Professional and Academic Conduct contains information about policies and expectations that apply throughout a student's academic life. Attention is specifically required for the following policies and expectations:

- Code of Professional and Academic Conduct
- Reporting and Responding to Possible Violations of Code of Professional and Academic Conduct: School of Nursing

**TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
GAYLE GREVE HUNT SCHOOL OF NURSING**

All caps, bold,
centered

Essential Eligibility Requirements for Participation in the School of Nursing

Bold, italics,
centered

ADA Guidelines for
disability
architectural
services,
programs
the position
(Standard
each appl

This page should be kept intact.
Use provided template or copy
and paste from the template into
your document.

Then add any course-specific
information you want to add.

abled persons. A qualified disabled person is a person with a
modifications to rules, policies, or practices, the removal of
tation barriers, or the provision of auxiliary aids and
quirements for the receipt of services, or the participation in
c entity **and** who can perform the **"essential functions"** of
plicity requirements for participation in the School of Nursing
ecessary activities (**NOT** all inclusive) should be used to assist
ether accommodation or modification is necessary.

Standard

**Some Examples of Necessary
Activities (not all inclusive)**

Critical thinking abilities sufficient for clinical
judgment

Identify cause-effect relationships in clinical
situations, develop nursing care plans.

Interpersonal abilities sufficient to interact with
individuals, families, and groups from a variety of
social, emotional, cultural, and
backgrounds

Establish rapport with patients/clients and
colleagues

Communication abilities sufficient
with others in verbal and written

This table:

- 2 columns of equal width
- Headings left-aligned, bold
- At least 1 blank line at bottom of each cell

procedures, initiate health
and interpret nursing actions
responses.

Abilities sufficient to move from room to room
and maneuver in small spaces

Moves around in patient's rooms, work spaces,
and treatment areas, administer cardio-
pulmonary procedures.

Abilities sufficient to provide safe and effective
nursing care

Calibrate and use equipment; position
patients/clients.

Abilities sufficient to monitor and assess health
needs

Hears monitor alarm, emergency signals,
auscultatory sounds, cries for help.

Abilities sufficient for observation and assessment
necessary in nursing care

Observes patient/client responses.

Abilities sufficient for physical assessment

Perform palpation, functions of physical
examination and/or those related to therapeutic
intervention, e.g., insertion of a catheter.

ADA ⇨ - Guidelines for Students – Americans with Disabilities Act

Attachment B
LEARNING MODULE TEMPLATE

Year Term
Module ___

Page 1 of 1

GNUR ___
Course Title

The following sections are recommended for each module:

- Introduction
- Module Objectives
- Reading Assignments
- Other Assignments (can be called by other names such as Skills Assignments, Activities, or other related name)

Other sections can be added at the discretion of the faculty member to support the learning goals of the module. These might include:

- Evaluation plan (for the module objectives)
- References or Bibliography of sources used in the creation of the module
- Goals to be accomplished in clinical practicums which relate to the content learned

Formatting guidelines:

- Each Module should be saved as a separate PDF file for linking individually using the Blackboard Learning Modules tool.
- The page header follows the same formatting rules as that for the syllabus.
- The body of each module should be formatted with these guidelines:
 - All text should be set to Verdana, size 9.
 - First level headings should be bold and left-aligned.
 - Second-level headings should be underlined and not bold.
- References should be formatted in APA style.

If a table is used to organize the information, center the table and use borders.

Information will vary from course to course.