

SAS Program Change Request Form

Date of Submission: January 26, 2015

Submitted by: Vickie Kelly

Identify the nature of the request:  New Program  Modification  Deletion

Proposal must be attached to this form.

Rationale must be attached which includes assessment data to support request. (note: submissions will not be accepted which do not include assessment information)

Effective Date for Implementation: Spring 2016

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**New Programs**

- An approved detail budget (pro forma) must accompany the proposal.
- Explain how existing faculty/university resources will be utilized.
- Attach the complete proposal.
- Have existing courses on campus been utilized where possible? Please identify where a similar course may exist.
- Have cooperative efforts with existing programs been incorporated? Explain.
- Have existing catalogue numbers been ruled out to avoid Banner/registrar problems.
- Advising form/degree audit form should accompany proposals.

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**Program Modification**

- Provide a copy of existing curriculum.
- Provide a copy of the proposed curriculum.
- Describe and detail all differences between current and proposed curriculum.
- Describe the impact of changes on faculty/adjunct resources.
- Provide budget information (i.e., requests for or reductions in adjuncts, faculty, books, equipment, etc.)

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**Deletion of Program**

- Identify number of current majors
- Submit a timeline for the phase out of program.
- Describe how current program resources (i.e., equipment, etc.) will be reallocated
- Describe how existing majors will be able to complete their requirements.
- Describe the impact of changes on faculty/adjunct resources.

Department Approval: Michelle Shipley Date: 1/26/15  
C&P Approval: [Signature] Date: 2/18/15  
Faculty Council Approval: [Signature] Date: 2/27/15  
Dean Approval: [Signature] Date: 2/27/15

## **Request for adoption of Post-Graduate Certificate in Health care Education**

Since the inception of the Master of Health Science in Healthcare Education in January of 2013, the cohort model of admission and completion of the graduate degree has been in place. During that time, regulatory changes in some of the professional fields require that those with a clinical doctorate or non-education graduate degrees who are currently administering allied health degree programs must complete graduate-level education courses as a condition of continuing accreditation. At the same time this shift is occurring, Washburn has been phasing out the MSN program, and its associated post-graduate degree in Nursing education toward development of the Doctorate of Nursing Practice.

Inclusion of a post-graduate certificate in the Allied Health Department will provide assistance to those DNP students who would like to approach a teaching career. According to the guidelines from the National League of Nursing, in the 2014 Certified Nurse Educator Candidate Handbook (Certified Nurse Educator (CNE) 2014 Candidate Handbook) after completion of the DNP program, certificate recipients would be eligible to sit for the Certified Nurse Educator testing.

The current MHS program requires 36 hours of graduate instruction. Of these courses, 9 hours have been identified which are currently being taught which could be utilized to form a Post-graduate Certificate in Health Care Education. It is anticipated this certificate could be offered to DNP students who wish to pursue a teaching career, as well as other allied health professionals who are already masters and doctorate level certified staff.

The following required classes have been identified:

AL 600 Foundations of Health Care Education: this is an 8 week class taught in the first quarter each fall. This course focuses on the history of health care education programs, educational theory and concepts, teaching and learning styles, and principles of adult education including characteristics, needs, and motivations of adult learners.

AL 624 Assessment in Health Care Education: this is an 8 week class taught in the second quarter each fall. This course examines the elements of effective learner assessment within health care education programs including the clinical setting. Fundamental principles of assessment are discussed as well as various authentic assessment methods. This course emphasizes practical application in which the learner will develop a learning module using various assessment strategies and analyze the effectiveness of each assessment.

AL 720 Curriculum and Instruction in Health Care Education: an 8 week class taught in the 2 quarter of the spring semester. This course focuses on understanding the process of developing health care related curriculum. Instructional design models, implementation planning, student assessment methods, analysis of effectiveness and continuous improvement are discussed. This course emphasizes practical application.

Enrollment management has determined that no separate course numbering will be necessary.

### **PROJECTED CERTIFICATE SCHEDULE:**

Fall 1(a): AL 600 Foundations of Health Care Education

Fall 1(b): AL 624 Assessment in Health Care Education

Spring 1(b): AL 720 Curriculum and Instruction

**Additional Resources Required:**

A full time instructor was included in the previous proforma for the MHS program. To handle an anticipated increase in students, this position would need to be filled.

Administrative Asst. An additional .2 would need to be added to handle the administrative work associated with degree audits, overrides, and related administrative issues which a second track would add to the MHS staff. This would require the part-time administrative assistant's hours be increased to handle the additional work.

Library Resources: No additional library resources would be needed.

**Post-Graduate Certificate in Health Care Education (9 hours)**

Student Name:

WIN#

Address:

Non-Washburn e-mail:

**REQUIRED COURSES:**

Grade		
	3 credit hours	AL 600 Foundations of Health Care Education
	3 credit hours	AL 624 Assessment of Health Care Education
	3 credit hours	AL 722 Curriculum and Instruction in Health Care Education

All courses must be completed with a grade of "B" or better.

A revised program application is attached to this document.

## References

*Certified Nurse Educator (CNE) 2014 Candidate Handbook*. (2014). Retrieved from National League of Nursing: [www.nln.org/certification/index.htm](http://www.nln.org/certification/index.htm)

# **AI 600 Foundations of Health Care Education**

## **Syllabus - Fall 2015**

### ***Instructor Information***

***Vickie Kelly, EdD, MS, BS***

### ***Instructor Office Information***

***Benton 103***

***785-670-2280***

***[vickie.kelly@washburn.edu](mailto:vickie.kelly@washburn.edu)***

***Office Hours: By Appointment***

### ***Class Information***

***Number of Weeks***

**8 - Online**

### ***Course Description***

This course focuses on the history of healthcare education programs, educational theory and concepts, teaching and learning styles, and principles of adult education including characteristics, needs, and motivations of adult learners.

### ***Exit Learning Outcomes Addressed In This Course***

#### ***Program Outcomes***

- A. To meet the need of allied health professions for qualified and effective educators within our community, state and country.
- B. To develop allied health educators who are prepared to manage the accreditation requirements and administrative duties of allied health education programs.
- C. To develop allied health educators who effectively use technology in the in the learning/instructional process.
- D. To develop the concepts of continuous improvement and problem solving within education utilizing the concepts of action research.

### ***Course Level Learning Outcomes - Competencies***

#### **History of Health Care Education**

##### **A. Educational Theories**

1. Evaluates key theories of learning: behaviorism, cognitivism, constructivism, informal/post-modern theories.
2. Describes how educational theories impact on one's decision in selecting teaching strategies.
3. Predicts the use of educational theories in a variety of learning environments.

##### **B. Teaching Styles**

1. Compares and contrasts Expert, Formal Authority, Personal Model, Facilitator, and Delegator styles.
2. Self-assesses personal teaching style.

### C. Learning Styles

1. Discusses Visual, Auditory, and Kinesthetic learning styles.
2. Provides examples of Learner-centered, knowledge-centered, assessment-centered, community-centered learning styles.
3. Defends Principles of deeper learning (social, active, contextual, engaging, student centered).

### D. Adult Learners

1. Identifies characteristics of adult learners.
2. Describes unique needs of adult learners.
3. Analyzes motivating factors of adult learners.
4. Discusses the vital elements of collaborative learning.

TEXTBOOK (REQUIRED): Adult Learning Methods: A Guide for Effective Instruction. Galbraith, Michael, Third Edition, Kreiger Publishing, ISBN: 1-57524-232-X

## *Grading Information*

### *Grading Scale*

A 91-100%

B 81-90%

C 71-80%

D 61-70%

F 60% or below

### Assignments and Assessments:

- 1) Weekly Discussions (240 points): weekly discussion are utilized to assess comprehension of weekly material. Each week, two discussion questions are posted. Weekly contributions should include one original post and two replies (maximum 15 points per question). The posts are graded according to the following rubric:

CATEGORY	Exceeds Expectations	Meets Expectations	Approaching Expectations	Unsatisfactory
	(4-5)	(3)	(2)	(0-1)
Discussion	Exceptionally critical, relevant and consistent connections made between evidence, subtopics, counter-arguments, and thesis or topic showing excellent analysis.	Consistent connections made between evidence, subtopics, counter-arguments, and thesis or topic showing good analysis.	Some connections made between evidence, subtopics, counterarguments and thesis or topic showing basic analysis.	Limited connections made between evidence, subtopics, counterarguments and thesis or topic showing a lack of analysis.

- 2) Teaching Philosophy (150 points): The assignment is utilized to assess personal qualities associated with teaching. A draft (50 points) will be submitted during week one and the final copy (100 points) will be submitted in week three. The rubric utilized for grading the final copy is included in the unit three folder.
- 3) Teaching Styles (50 points): This assignment is utilized to assess the student s identification of teaching styles.

- 4) Learning Styles (100 points): This assignment is utilized to assess the student's comprehension of their own learning styles. The rubric for grading the learning styles paper is included in the Unit Six folder.
- 5) Course Paper (250 points): This assignment is utilized as a final course project. Instructions and the grading rubric are included in the course paper



# **AL 624 Assessment in Health Care Education**

## **Syllabus**

### ***Instructor Information***

Vickie Kelly, EdD

### ***Instructor Office Information***

*Benton 103*

*785-670-2280*

*vickie.kelly@washburn.edu*

### ***Class Information***

***Meeting Times/Location***      Online

### ***Course Description***

This course examines the elements of effective learner assessment within health care education programs including the clinical setting. Fundamental principles of assessment are discussed as well as various authentic assessment methods. This course emphasizes practical application in which the learner will develop a learning module using various assessment strategies and analyze the effectiveness of each assessment.

### ***Prerequisites***

1 AL 620

### ***Textbooks***

## ***Exit Learning Outcomes Addressed In This Course***

### ***Program Outcomes***

- A To meet the need of allied health professions for qualified and effective educators within our community, state and country.
- B To develop allied health educators who are prepared to manage the accreditation requirements and administrative duties of allied health education programs.
- C To develop allied health educators who effectively use technology in the learning/instructional process.
- D To develop the concepts of continuous improvement and problem solving within education utilizing the concepts of action research.

## ***Course Level Learning Outcomes - Competencies***

### 1. Learner Assessment

- a. Discusses principles underlying classroom assessment.
- b. Constructs diverse, authentic assessments which apply the concept of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, evaluation.
- c. Describes cognitive, psychomotor, and affective domains.
- d. Compares and contrasts Summative and Formative assessments.
- e. Defends the importance of providing feedback to learners.
- f. Constructs methods for minimizing plagiarism.
- g. Describes various grading strategies for courses.
- h. Constructs a grading strategy and includes it in a course syllabus.
- i. Develops a rubric for assignment/project.
- j. Presents a short learning module using various assessment strategies.

### 2. Clinical Outcomes Assessment.

- a. Discusses issues related to student performance evaluation and competency testing, including objectivity, inter-rater reliability, and confidentiality.

## ***Grading Information***

### ***Grading Scale***

- A 91-100%
- B 81-90%
- C 71-80%
- D 61-80%
- F 60% or less

Assignments:

Assignments:

- 1) Discussions (15 points each): there will be discussion questions posted during the course. Discussion questions are utilized to assess understanding of weekly objectives. The following rubric will be utilized to grade replies. Each discussion topic requires one original post and a minimum of two replies to gain the maximum points.

CATEGORY	Exceeds Expectations	Meets Expectations	Approaching Expectations	Unsatisfactory
	(4-5)	(3)	(2)	(0-1)
<b>Discussion</b>	Exceptionally critical, relevant and consistent connections made between evidence, subtopics, counter-arguments, and thesis or topic showing excellent analysis.	Consistent connections made between evidence, subtopics, counter-arguments, and thesis or topic showing good analysis.	Some connections made between evidence, subtopics, counterarguments and thesis or topic showing basic analysis.	Limited connections made between evidence, subtopics, counterarguments and thesis or topic showing a lack of analysis.

- 2) Assignment: (180 points ): Multiple choice and true/false questions. See specific week for instructions.
- 3) Course Project: (275 points): Directions for the course project are included in the project module. The course project is utilized to assess the program objectives.

# **AL 720 Curriculum and Instruction Methods in Health Care**

## **Syllabus**

### ***Instructor Information***

Vickie Kelly, EdD, MS, BS

### ***Instructor Office Information***

*Benton Hall Room*

*785-670-2280*

*Vickie.kelly@washburn.edu*

### ***Class Information***

<i>Number of Weeks</i>	8
<i>Meeting Times/Location</i>	Online

### ***Course Description***

This course focuses on understanding the process of developing health care related curriculum. Instructional design models, implementation planning, student assessment methods, analysis of effectiveness and continuous improvement are discussed. This course emphasizes practical application.

### ***Textbooks***

1. Grunert O'Brien, Millis & Cohen *The Course Syllabus: A learning-centered approach*, Jossey-Bass, Second Edition, 2008, ISBN 978-0-470-470-19761-5
2. Galbraith, Michael, *Adult Learning Methods: A Guide for Effective Instruction*. Third Edition, Kreiger Publishing, ISBN: 1-57524-232-X

## ***Exit Learning Outcomes Addressed In This Course***

### ***Program Outcomes***

- A To meet the need of allied health professions for qualified and effective educators within our community, state and country.
- B To develop allied health educators who are prepared to manage the accreditation requirements and administrative duties of allied health education programs.
- C To develop allied health educators who effectively use technology in the in the learning/instructional process.
- D To develop the concepts of continuous improvement and problem solving within education utilizing the concepts of action research.

### ***Course Level Learning Outcomes - Competencies***

1. Discusses various instructional design models.
2. Analyzes factors for creating an effective learning environment.
3. Defends active learning.
4. Predicts the impact of accreditation criteria on curriculum design.
5. Examines best practices of higher education instruction.
6. Develops curriculum for the dynamic health care system.
7. Plans/Develops material for health care related course or continuing education presentation/in-service.
8. Conducts needs assessment to determine needs and interests of learners.
9. Analyzes population for whom the unit is being developed.
10. Analyzes delivery mode.
11. Provides rationale for delivery mode/approach.
12. Develops logical scope and sequence.
13. Defines measurable Goals, Outcomes, Objectives
14. Guidelines for writing effective learning objectives
15. Ties into accreditation requirements/guidelines
16. Develops appropriate resources to enhance learning.
17. Plans implementation schedule.
18. Develops diverse assessments including formative and summative
20. Evaluates unit for effectiveness.
21. Creates mode for continuous improvement/modification.

## Grading Information

### Grading Scale

A	91-100%
B	81-90%
C	71-80%
D	61-70%
F	60% or less

### Assignments and Assessments:

- 1) Weekly Discussions (120 points): weekly discussions are utilized to assess comprehension of weekly material. Weekly contributions should include one original post and two replies (maximum 15 points per question). The posts are graded according to the following rubric:

CATEGORY	Exceeds Expectations	Meets Expectations	Approaching Expectations	Unsatisfactory
	(4-5)	(3)	(2)	(0-1)
Discussion	Exceptionally critical, relevant and consistent connections made between evidence, subtopics, counter-arguments, and thesis or topic showing excellent analysis.	Consistent connections made between evidence, subtopics, counter-arguments, and thesis or topic showing good analysis.	Some connections made between evidence, subtopics, counterarguments and thesis or topic showing basic analysis.	Limited connections made between evidence, subtopics, counterarguments and thesis or topic showing a lack of analysis.

- 2) Course Syllabus Project (200 points): Directions for the project are in the folder. Due at the end of week two.

- 3) Final Course Project (500 points): Directions for the project are in the folder. Due at the end of the course.



Allied Health  
Post-Graduate Certificate in Health Care Education

Computer/Software  
Other Electronic Hardware  
Renovation  
Program Equipment  
Initial Accreditation Costs  
Program Development  
Membership  
Release Time to Develop  
Consultant  
Site Visit  
Inservice/Preservice Prep

Footnotes:



Allied Health  
Post-Graduate Certificate in Health Care Education

Year 5	
# Students	10
# Cr Hrs	9
	90
	433

\$38,970

Year 5      FTE

4,304  
1,076

5,380

\$ 33,590  
Year 5

WASHBURN UNIVERSITY  
SCHOOL OF APPLIED STUDIES  
POST GRADUATE CERTIFICATE IN HEALTH CARE EDUCATION

**APPLICATION**

Date: \_\_\_\_\_

Name: \_\_\_\_\_  
Last First Maiden (if applicable)

Washburn Identification Number: W \_\_\_\_\_

Preferred Mailing Address: \_\_\_\_\_  
Street  
\_\_\_\_\_  
City – State – Zip Code

Permanent Mailing Address: \_\_\_\_\_  
Street  
\_\_\_\_\_  
City – State – Zip Code

Telephone: ( \_\_\_\_\_ ) \_\_\_\_\_

Email: \_\_\_\_\_  
(An email address other than your Washburn email address.)

**PLEASE INCLUDE THE FOLLOWING ALONG WITH THIS APPLICATION:**

- 1) Apply to Washburn University
- 2) Copy of transcripts – *Masters and/or Doctoral level only need be included with this application. All transcripts are required for university admission.*
- 3) DNP students should provide certification of current acceptance in the DNP program.  
*\*This may be sent as an e-mail from current academic advisor acknowledging acceptance in (and/or good standing in) the DNP program.*

**SUBMIT COMPLETED APPLICATION TO:**

Washburn University  
Allied Health Department MHS Program  
1700 SW College Ave Topeka, KS 66621

## **ADMISSION REQUIREMENTS**

Candidates for admission to the Post-Graduate Certificate in Health Care Education, must have completed a masters and/or doctorate degree and have two years professional work experience in a health care environment. Such professional experience would include, but is not limited to, health care administration, health information technology, occupational therapy assistants, respiratory therapist, physical therapist assistants, radiologic technologist, dental hygienist, and other health care specialists. Doctorate of Nursing Practice (DNP) students may apply for admission as part of their DNP coursework.

### **GENERAL REQUIREMENTS FOR ADMISSION:**

1. New Students: Complete and submit Graduate Admission application to the Allied Health Department.
2. Submit all official transcripts of undergraduate and graduate course work to both the Registrar's Office and the Washburn University Allied Health Department.
3. Applicants must submit a resume detailing their education and professional growth.
4. It is the responsibility of the applicant to be familiar with the Microsoft Office productivity software, including Word, Excel, and PowerPoint.

### **LIFE EXPERIENCE**

*Under no circumstances will academic credit be awarded for life experiences.*

### **CERTIFICATE REQUIREMENTS**

1. To complete the program, students are required to have at least a 3.0 grade point average in all three graded courses. A student receiving a "C" may retake the course, but only one time.
2. The completion of 9 hours of course work
3. NOTE: DNP students will be eligible to receive the certificate at the completion of their DNP program.

### **PROBATION AND DISMISSAL:**

Students are placed on probation whenever the grade-point average falls below 3.0, or whenever a grade of "C" or below is earned. Students on probation must work with the MHS advisor to develop a plan of study to be restored to good standing the next semester. Students who continue on probationary status more than one semester will be dismissed from the program. Students receiving three (3) grades of "C" will be dismissed and not be eligible for the certificate.

**POST-GRADUATE CERTIFICATE  
IN HEALTH CARE EDUCATION (9 HOURS)**

**AUDIT SHEET**

Student Name: \_\_\_\_\_ WIN# \_\_\_\_\_

Address: \_\_\_\_\_

Non-Washburn e-mail: \_\_\_\_\_

**REQUIRED COURSES:**

Grade		
	3 credit hours	AL 600 Foundations of Health Care Education
	3 credit hours	AL 624 Assessment of Health Care Education
	3 credit hours	AL 722 Curriculum and Instruction in Health Care Education

*All courses must be completed with a grade of "B" or better.*

**APPROVAL OF SCHEDULE:**

The Post Graduate Certificate in Health Care Education program at Washburn University is a non- traditionally scheduled program. As such, the classes in the sequence are taught in 8 week increments, sequentially, with a week off in the fall and spring semester.

By scheduling in 8 week increments, the traditional college schedule of fall and spring break may be incorporated into the course schedule. However, classes will always have at minimum one week between scheduled start and end times.

**PROGRAM CURRICULUM: (9 HOURS) ANTICIPATED SCHEDULE**

- AL 600 - Foundations of Health Care Education (3) *August Start*
- AL 624 - Assessment in Health Care Education (3) *October Start*
- AL 720 – Curriculum and Instruction Methods in Health Care (3) *March Start*

Please sign, date and return the following:

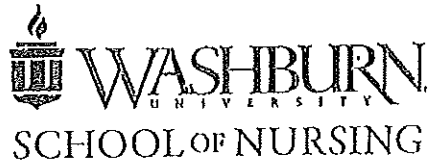
I have read the course scheduling document and understand the scheduling may not strictly follow the university calendar. By signing this document, I agree with the scheduling of the program.

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(type or print name)

Signature: \_\_\_\_\_

For MHS Program Director:

Date Received:



February 16 2015

Dear Dr. Kelly

I am writing in support of the proposed Post-graduate Certificate in Health Care Education program. The planned program is thoughtfully designed to meet the needs of Doctor of Nursing Practice students who want to develop skills and knowledge to prepare them for a career in nursing education in a clinical or academic setting. Additionally, the three courses offered meet the National League of Nursing requirements for the Certification in Nurse Education testing.

Thank you for this opportunity. I look forward to our continued collaborations.

Sincerely,

A handwritten signature in cursive script that reads "Shirley Dinkel".

Shirley Dinkel, PhD, APRN  
Director, Doctor of Nursing Practice Program