George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate: ___X__ NEW  ____ MODIFY  ____ DELETE

Local Unit:  College of Nursing and Health Science

Graduate Council Approval Date:

Course Abbreviation:  NURS  Course Number:  811

Full Course Title:  Nurse as Educator and Scholar

Abbreviated Course Title (24 characters max.):  Nurse Educ & Scholar

Credit hours:  2  Program of Record:  PhD

Repeatable for Credit?
___ D=Yes, not within same term  ___ T=Yes, within the same term  
X__ N=Cannot be repeated for credit

Activity Code (please indicate):  ___ Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)  
___ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)  X__ Seminar (SEM)

Catalog Credit Format  2 : 2 : 0  Course Level:  GF(500-600)  X__ GA(700+)

Maximum Enrollment:  15  For NEW courses, first term to be offered: Spring 2006

Prerequisites or corequisites:  NURS 920; NURS 930

Catalog Description (35 words or less)  Please use catalog format and attach a copy of the syllabus for new courses:

Uses seminar/discussion to explore the nurse educator role in meeting research/scholarship expectations. Approaches to scholarship are addressed in relation to the types of evidence appropriate for various scholarly expectations in the academic setting.

For MODIFIED or DELETED courses as appropriate:
Last term offered:  Previous Course Abbreviation:  Previous number:
Description of modification:

APPROVAL SIGNATURES:

Submitted by: _________________________________ email: ____________
Department/Program: _______________________________ Date: __________
College Committee: _______________________________ Date: __________
Graduate Council Representative: __________________ Date: __________
GEORGE MASON UNIVERSITY  
Course Coordination Form  

Approval from other units:

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
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Graduate Council approval:  _______________________________  Date:  __________

Graduate Council representative:  _______________________________  Date:  __________

Provost Office representative:  _______________________________  Date:  __________
Nurse as Educator and Scholar

Course Number: NURS 811

Course Title: Nurse as Educator and Scholar (2:2:0)

Placement in Curriculum: Prerequisite: NURS 920; NURS 930

Catalog Description:

Uses seminar/discussion to explore the role of the nurse educator in meeting research/scholarship expectations of the college or university. Approaches to scholarship are addressed in relation to the types of evidence appropriate for various scholarly expectations in the academic setting.

Course Objectives:

1. Discuss historical trends in the tenure and promotion processes within academic settings.

2. Compare and contrast the types of evidence needed by nurse educators for different approaches to scholarship.

3. Discuss gender-based characteristics of faculty success in academe.

4. Describe the role of peer reviewers in the evaluation of nursing faculty members’ teaching and scholarship.

5. Explain the scholarship of writing as it relates to promotion and tenure for nurse educators.

6. Formulate appropriate mentoring activities at different stages of a nurse educator’s professional career.

7. Design a teaching portfolio that provides evidence of the scholarship of teaching.

8. Critique characteristics of a casebook prepared for application for tenure.

9. Evaluate the criteria for balancing teaching, scholarship, and service within a satisfying personal existence for nurse educators.
**Teaching Strategies:**

Teaching strategies will include seminar leadership and discussion; interdisciplinary dialogue; writing; development of teaching portfolio.

**Evaluation Methods:**

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<tr>
<th>Activity</th>
<th>Percent Grade</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
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<tr>
<td>Reflective paper</td>
<td>20%</td>
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<tr>
<td>Seminar Presentation</td>
<td>30%</td>
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<td>Teaching Portfolio</td>
<td>40%</td>
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**Required Texts:**


**Topical Outline:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>1   Historical trends in the tenure and promotion processes</td>
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<td>2   Evidence to validate accomplishment of approaches to scholarship in nursing</td>
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<td>3   Gender-mediated facilitators and barriers in the nurse educator role</td>
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<td>4   Peer review for teaching and scholarship in nursing</td>
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<td>5   The scholarship of writing in nursing</td>
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<td>6   The scholarship of teaching in nursing</td>
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<td>7   Building a program of research in nursing</td>
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<td>8   Institutional expectations of service in the nurse educator role</td>
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</table>
Research related to mentoring in nursing education

Teaching portfolios in nursing education

Making the case for promotion and tenure

Ethical aspects of inquiry in the nurse educator role

Finding personal satisfaction in the role of nurse, educator, scholar, citizen of academe

**Selected Readings**


