Standard V: Culture of Learning and Diversity – Curriculum and Evaluation Processes

Faculty design program curricula to create a culture of learning that fosters the human flourishing of diverse learners through professional and personal growth, and supports the achievement of expected student learning outcomes. Professional nursing standards and other professional standards appropriate to the program type are foundational curricular elements and are clearly integrated throughout the curriculum. Teaching, learning and evaluation processes take into consideration the diverse learning needs of students and are designed to support student achievement of learning outcomes. Distance learning programs are held to the same curricular, teaching/learning, and evaluation standards as campus-based programs. The program's culture of learning and diversity related to the implementation of curriculum and teaching/learning/evaluation processes is evident through the creation of a positive learning environment and achievement of the following associated quality indicators.

Quality Indicators	Interpretive Guidelines	Supporting Evidence Exemplars
V-A. The curriculum is designed to foster achievement of clearly delineated student learning outcomes that are specific to the program mission and type (i.e., practical/vocational, diploma, associate, bachelor's, master's, post-master's, and clinical doctorate) and aligned with expected curricular program outcomes.	➤ Student learning outcomes are clearly delineated for each program type (i.e., practical/vocational, diploma, associate, bachelor's, master's, post-master's, and clinical doctorate) and are appropriate for the expected practice (employment) role students will assume upon graduation from the program. ➤ The curriculum design includes competencies, course objectives, unit/module objectives, learning activities, and evaluation strategies that are student-centered, support progression toward achievement of identified student learning outcomes and curricular program outcomes ➤ Students of the program are able to describe course student learning outcomes, their relationship to program outcomes, and provide examples of how the curriculum facilitates student achievement of the outcomes.	➤ Copies of program outcomes, competencies, course outcomes/objectives for each program type offered ➤ Course syllabi with examples of learning activities and evaluation strategies ➤ Examples of learning activities appropriate for program type ➤ Students articulate examples of learning outcomes relationship to program outcomes and how the curriculum fosters their attainment of outcomes.
V-B. The curriculum incorporates professional nursing standards and other	➤ Faculty identify and adopt the appropriate professional and regulatory nursing standards, other professional standards and guidelines, and	➤ Examples of teaching/learning/evaluation processes that demonstrate the

Quality Indicators	Interpretive Guidelines	Supporting Evidence Exemplars
professional standards and guidelines, associated with PN/VN and RN licensure, APRN certification and/or other graduate level practice competencies aligned with practical/vocational, diploma, associate, bachelor's, master's, post-master's certificate, and clinical doctorate types.	competencies in accordance with expected program and student learning outcomes, according to program type (practical/vocational, diploma, associate, bachelor's, master's, post-master's certificate, and clinical doctorate, and the intended practice roles associated with those program types. ➤ Graduate programs preparing advanced practice nurses incorporate established APRN professional standards into the curriculum to ensure student eligibility to achieve national certification for intended practice roles, including minimum number of supervised clinical hours. **NOTE:** When specialty accreditation options are available, each APRN degree/certificate program is required to seek accreditation by an agency recognized by the US Department of Education for the specific nursing practice role. ➤ Evidence exists that the adopted standards and competencies have been systematically integrated throughout the curriculum and the curriculum has been designed to address current licensure and certification criteria. ➤ Students and faculty can articulate which professional and regulatory standards, guidelines and competencies have been integrated into the curriculum and cite examples of how they are applied to the curricula.	integration of professional and regulatory nursing standards, other professional standards and guidelines and competencies into the curriculum (i.e., tables, cross-walks, syllabi, etc.) ➤ Copies of course syllabi ➤ Evidence of graduate APRN curricular elements addressing alignment with APRN populations (i.e., LACE document), including degree transcript designations and attainment of minimum number of supervised clinical hours ➤ Copies of professional standards, regulatory statutes, guidelines, competencies, etc. and evidence of how they are integrated into the respective curricula ➤ **NOTE:** See Appendix B for examples of professional standards, etc. that faculty may consider, as appropriate, for integration into program curricula
V-C. The program's curriculum is sequenced, designed and implemented to progressively support student achievement of learning outcomes and the acquisition of competencies appropriate for the intended	➤ The PN/VN and RN pre-licensure and undergraduate curriculum is built upon and incorporates a foundation of nursing arts and sciences into the program of study. Faculty and students can describe how any courses taken to fulfill the general education, basic sciences, social sciences, and/or human sciences curricular requirements of the program	➤ Program designs depict curriculum program of study for each program type offered ➤ Examples of how articulation (i.e., bridging programs) support student acquisition of and progression through previous

Quality Indicators	Interpretive Guidelines	Supporting Evidence Exemplars
practice role.	support the development of the professional identity of nurses. ➤ The curriculum is sequenced and designed to promote student progression through the program without unnecessary duplication of learning experiences. ➤ Rationale is provided to support faculty decisions related to credit hour requirements, curriculum sequencing and progression design. ➤ Baccalaureate nursing competencies and outcomes are the underpinning for the graduate nursing programs at the master's level (MSN) as evidenced by program-specific outcomes and student learning activities that demonstrate student progression from undergraduate level competencies to graduate level competencies for the intended practice role. ➤ Graduate nursing programs at the clinical doctorate level clearly build upon master's level competencies as evidenced by program-specific outcomes and student learning activities that demonstrate student progression through master's level competencies to direct and indirect graduate level practice competencies for intended practice role. ➤ Academic progression model programs that bridge students from prelicensure to post licensure (e.g. second degree program, entry-level master's, etc.); practice/vocational nursing to registered nursing programs; RN-BSN programs; and post-licensure programs to graduate programs (e.g., ASN-MSN, BSN-DNP, etc.), demonstrate how learners acquire the requisite knowledge, skills, and professional behaviors of the bridged program. Evidence exists that students successfully transition the bridged curriculum and achieve the expected learning	educational levels and allow for student achievement of learning outcomes at the intended program outcome level. ➤ Rationale for selection of general education, basic sciences, social sciences, and/or human sciences courses chosen to support and complement learning in nursing courses. ➤ Rationale for sequencing of nursing courses ➤ Students articulate examples of competencies needed for the intended practice role following graduation ➤ Course syllabi demonstrate learning expectations relevant to the program type

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Quality Indicators	Interpretive Guidelines	Supporting Evidence Exemplars
	outcomes of the subsequent program.	
V-D. The curriculum is up-to-date, dynamic, evidence-based, and reflects current societal and health care trends and issues, research findings, and contemporary educational practices.	➤ There is evidence that faculty design, review, and revise curricula based on consideration of current evidence-based findings, societal needs, health care issues and trends, practice regulation, and feedback from communities of interest. ➤ Contemporary and innovative practices in nursing education and curriculum design are considered by faculty and integrated as appropriate into the curriculum. ➤ Relevant local, regional, national, and international social and health care trends, and issues, and workforce needs are addressed as appropriate within the curriculum and in congruence with the program's mission, goals, values, and expected program outcomes.	➤ Documentation of data-driven curriculum review and revisions in minutes, reports, etc. and resulting actions ➤ Learning examples specify contemporary and innovative practices as appropriate ➤ Students and faculty articulate Identified trends, issues and workforce needs
V-E. The curriculum provides students with experiential learning that supports evidence-based practice, intra- and interprofessional collaborative practice, student achievement of clinical competence, and as appropriate to the program's mission and expected curricular outcomes, expertise in a specific role or specialty.	➤ Faculty design and incorporate a variety of experiential learning experiences into the curriculum, including distance education programs, as appropriate for the expected practice role of the program's graduates. ➤ Partnerships and agency contracts with health care and community facilities and other organizations are comprehensive and diverse in scope and designed to foster student acquisition of evidence-based practice competencies relevant to the workforce practice role for which the learner is being prepared. ➤ Intra- and interprofessional collaborative student learning opportunities are provided to facilitate professional role development.	➤ Examples of student learning activities in classroom, clinical, laboratory and simulated environments and accompanying examples of student's achievement of learning outcomes ➤ Copies of agency contracts ➤ Copies of student/faculty evaluation of agencies used to support experiential learning activities ➤ Course syllabi
V-F. The curriculum provides experiential learning that enhances student ability to	➤ The faculty design and implement experiential learning experiences throughout the curriculum, including distance education programs, that foster	➤ Examples of student learning activities in classroom, clinical, laboratory and simulated

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demonstrate leadership, clinical reasoning, reflect thoughtfully, provide culturally responsive care to diverse populations, and integrate concepts, including, but not limited to context and environment of care delivery, knowledge and science, personal and professional development, quality and safety, patient-centered care, and teamwork into their practice.	the acquisition of professional nursing values, encompassing, but not limited to, leadership skills, clinical reasoning, reflective thought, and culturally responsive care to diverse populations. ➤ The curriculum integrates the concepts, including, but not limited to, context and environment of care delivery, knowledge and science applied to implementation and evaluation of evidenced-base care, personal and professional development, quality and safety, patient-centered care, and teamwork to enable students to develop role specific competencies.	environments and accompanying examples of student's achievement of learning outcomes ➤ Course syllabi
V-G. The faculty use a variety of teaching, learning, and evaluation strategies within the curriculum, including distance education programs, that are evidence-based, student-centered, and designed to create a culture of learning as demonstrated by student achievement of expected course and curricular program outcomes appropriate for the program type (i.e., practical/vocational, diploma, associate, bachelor's, master's, post-master's certificate, and clinical doctorate).	➤ Teaching, learning, and evaluation strategies in all settings, including distance education programs, are selected and planned by faculty based upon evidence related to best practices in education. Teaching/learning strategies are designed to foster active student learning and evaluation strategies are chosen to measure student attainment of expected learning outcomes. ➤ An environment exists within the program that facilitates student-centered teaching/learning practices and supports faculty in adopting and integrating new teaching/learning strategies as appropriate. ➤ Evaluation strategies are appropriate for measuring the student achievement of expected course and program outcomes. ➤ The learning environment is inclusive of classroom, experiential, laboratory, and simulated settings.	➤ Examples of student learning activities in classroom, clinical, laboratory and simulated environments and accompanying examples of student's achievement of learning outcomes ➤ Examples of teaching, learning and evaluation strategies that are used in distance learning programs ➤ Course syllabi

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Quality Indicators	Interpretive Guidelines	Supporting Evidence Exemplars
V-H. The faculty design and implement evaluation strategies to measure individual student achievement, ensuring the evaluation strategies are explicitly communicated in course materials and program policies and related to expected course and curricular program outcomes.	➤ Evaluation strategies in all programs, including distance education programs, are appropriate to the learning activities being evaluated, and are focused on each student's achievement of course and curricular program outcomes. ➤ Faculty retain the responsibility for evaluation of each student's performance, including precepted learning experiences. ➤ Grading policies, scales, and criteria are clearly defined at the course level and communicated to all students at the beginning of each course. ➤ There is evidence that grading policies, including those used in distance education programs, are consistently applied by faculty.	➤ Examples of grading policies, scales, rubrics
V-I. Technology, including the use of distance education technology as applicable, is used effectively to support the teaching, learning, and evaluation process.	➤ Faculty and students receive adequate support and development in the use of technology to support the teaching, learning, and evaluation process. ➤ Technology-supported learning materials are accessible to all students enrolled in the nursing program. ➤ Students are oriented to any technology required to participate in the teaching/learning process. ➤ Faculty are oriented to and receive development and support in the use of instructional technology.	➤ Examples of technology orientation programs ➤ Evidence of technology staff support for faculty and students ➤ Examples of professional development opportunities for faculty ➤ Students articulate examples of technology supporting attainment of learning
V-J. There is systematic and ongoing review and evidence-based revision of the curriculum and teaching, learning, and evaluation strategies by faculty within a culture of continuous quality improvement to foster achievement of the program's	➤ The curriculum and the teaching, learning, and evaluation process undergo scheduled, periodic review. ➤ Data are regularly obtained from faculty, students, alumni, and practice partners to determine outcomes achieved and satisfaction with curriculum and teaching/learning/evaluation strategies. ➤ Data are analyzed and shared with communities of	➤ Evidence of means by which student feedback on curriculum and teaching/ learning/evaluation processes is solicited and how feedback is used to inform program decision-making ➤ Documentation of preceptor roles and responsibilities in student

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Quality Indicators	Interpretive Guidelines	Supporting Evidence Exemplars
expected student outcomes.	interest. ➤ Resulting data feedback is used by faculty to inform continuous quality improvement efforts and make evidence-based decisions about curricular revisions.	evaluation process ➤ Copies of course evaluations ➤ Examples of evaluation tools