**Certification Program Nursing Education**

1. Courses Required for Certification

NURS 5073 - Curriculum Design and Development in Nursing Education

NURS 5083 - Methods of Assessment and Evaluation in Nursing Education

NURS 5093 - Instructional Design and Delivery in Nursing Education

NURS 5343 - Specialty Development: Teaching Practicum\*prerequisites NURS 5073;5083;5093

1. Total Semester Credit Hours – 12
2. All courses are existing courses in the MSN – Nurse Educator concentration.
3. Program Goals and Objectives
	1. Promote evidence-based teaching and learning practices through problem identification and the critique of research findings.
	2. Collaborate in policy development, resource management, and cost-effective program delivery.
	3. Apply legal/ethical principles to promote professional practice in nursing education.
	4. Affect health care outcomes through advanced roles of clinician and teacher.
	5. Utilize theories from nursing and other disciplines for decision making.
	6. Provide leadership in education in clinical and academic settings.
4. Expected Student Learning Outcomes

Upon successful completion of these courses, the student will have demonstrated the ability to:

* 1. Examine the historical and philosophical foundations of nursing education curricula
	2. Evaluate selected theories and concepts in education and nursing for application to curriculum design.
	3. Analyze the impact of socio- political, cultural, technological and environmental factors on curriculum design and development.
	4. Design a nursing education curriculum that demonstrates knowledge of curriculum alignment, teaching philosophy, target audience, teaching/learning strategies, and program evaluation.
	5. Apply leadership strategies to enhance a culture of change within nursing programs and institutions.
	6. Explore the theoretical foundations for the varied approaches to assessment and evaluation in nursing education.
	7. Apply systematic processes to guide evaluation strategies for assessing achievement of course and program outcomes expected of learning and the profession.
	8. Develop methods and strategies of assessing and evaluating student performance in multiple learning environments.
	9. Create evidence-based tools and strategies to measure achievement of student outcomes at multiple levels of learning.
	10. Understand the legal and ethical considerations associated with student grading, assessment and evaluation.
	11. Describe major historical events influencing nursing education.
	12. Compare and contrast theories of teaching and learning for application in nursing education.
	13. Translate and implement the best-evidence for teaching and learning to educational decisions.
	14. Create appropriate teaching and learning materials to meet specified program and course outcomes.
	15. Analyze the appropriate uses of technology in nursing education.
	16. Understand the factors necessary for creating an educational environment conducive to learning.
	17. Describe strategies to develop behaviors expected in the advanced role of nurse educator.
	18. Function as a leader in nursing education to recognize and facilitate the need for change as a means of quality improvement.
	19. Recognize the role of scholarship in teaching and learning for continuous quality improvement.
	20. Apply theories, models and systematic processes previously learned to the advanced practice role as direct care provider.
	21. Analyze existing methods and strategies of assessment and evaluation of student performance as a means for quality improvement in educational delivery.
	22. Improve care delivery to patients, populations and organizations through application of evidence-based teaching and learning strategies to promote achievement of program outcomes.
	23. Design appropriate teaching and learning activities for a specific group of learners as a member of a team of health professionals.
	24. Demonstrate competencies expected in the direct care provider role of the nurse educator.
1. Documentation that program meets employer needs.

The faculty shortage continues to affect the quality and number of available nurses to enter the workforce annually. The combination of increased age of existing faculty, salary disparities and workload issues add to the problem. Many nurse educators come from a clinical background with little preparation for the complex faculty role. Those without the academic preparation in the role of the nurse educator beyond clinical expertise adds yet another layer to the problem of attracting and then retaining qualified individuals (Feldman, Greenberg, Jaffe-Ruiz, Kaufman & Cignarale, 2015; McDermid, Peters, Jackson & Daly, 2012). This certification program will prepare the next generation of nurse educators for the role in academic settings. Students will be offered a certificate to augment their existing Master’s degree with knowledge and skills to function as qualified nursing educators read for the demands of the academic setting. The students completing this certificate will fill the needs of nursing education programs across the country. The certificate will be offered 100% online.

1. Student demand (projected enrollment) for proposed program.

At present, students enrolled in the Doctor of Nursing Practice program may be interested in earning the certificate instead of the multi-degree option of the MSN and DNP. In addition, nurses holding MSN degrees in other specialties will be able to earn a certificate preparing them to teach in schools of nursing. This is another opportunity for students to gain the knowledge and skills without completing a final scholarly project.

1. Program approval letter from licensure/certification entity, if required
2. Scheduled program review date (within 10 years of program): 2026-2027

References

Feldman, H.R., Greenberg, M.J., Jaffe-Ruiz, M., Kaufman, S.R. & Cignarale, S. (2015). Hitting the nursing faculty shortage head on: Strategies to recruit, retain and develop nursing faculty. Journal of Professional Nursing, 31(3). 170-178. <https://doi.org/10.1016/j.profnurs.2015.01.007>

McDermid, F., Peters, K., Jackson, D. & Daly, J. (2012). Factors contributing to the shortage of nurse faculty: A review of the literature. Nurse Education Today, 32(5). 565-569. https://doi.org/10.1016/j.nedt.2012.01.011