TO:        Randy Smith, Vice Provost for Academic Programs
FROM:     Jennifer Schlueter, Faculty Fellow for Curriculum, Graduate School
DATE:     24 October 2017
RE:       Proposal for a new Category 3 Nurse Educator Graduate Certificate


The College of Nursing is proposing a new Category 3 Nurse Educator Graduate Certificate, which will support needs for preparation of nurse educators in academic and/or clinical settings. Twelve credit hours will be required. The curriculum is fully online, and a requisite MOU with ODEE is included.

The proposal was received by the Graduate School in summer 2017. It was reviewed by the combined GS/CAA Curriculum subcommittee, chaired by the Faculty Fellow, on 20 October 2017, and no revisions were requested. The Faculty Fellow forwarded it on to the Graduate Council for their review on 20 October 2017. The proposal was reviewed and approved at the Graduate Council on 23 October 2017. The positive results of this review were shared with the proposers on 24 October 2017.

June 14, 2017

Dr. Scott Herness
Interim Provost and Dean
Graduate School
University Hall
Campus

Dear Dr. Herness:

Attached is a proposal to create a new Category 3 graduate certificate program, entitled, "Nurse Educator Graduate Certificate."

As described in the proposal, this Category 3 certificate proposal will support needs for preparation of nurse educators in the academic and/or clinical setting.

Please let me know of any questions you may have in regard to this proposal.

Sincerely,

Celia E. Wills, PhD, RN, Graduate Studies Chairperson & College Secretary; Associate Professor
394 Newton Hall
wills.120@osu.edu

Copy: Dr. Cindy Anderson, PhD, CNP, ANEF, FAHA, FNAP, FAAN, Associate Dean for Academic Affairs
        and Educational Innovation
    Dr. Bernadette Melynk, Dean, College of Nursing
    Dr. Margaret Graham, Vice Dean, College of Nursing

**College of Nursing**

Newton Hall
1585 Neil Ave
Columbus, OH 43210

Phone (614) 292-8900
Fax (614) 292-4535
E-mail nursing@osu.edu
Web nursing.osu.edu

**THE OHIO STATE UNIVERSITY**

COLLEGE OF NURSING

June 14, 2017

W. Randy Smith, Vice Provost for Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210

Dear Dr. Smith:

The College of Nursing enthusiastically supports the attached proposal to create a new Category 3 graduate certificate program, entitled, "Nurse Educator Graduate Certificate."

The significance of this proposal is in regard to its contribution to addressing the ongoing nursing faculty shortage through a certificate program that is accessible and feasible for working nurses.

Sincerely,

Cindy Anderson, PhD, CNP, ANEF, FAHA, FNAP, FAAN
Associate Dean for Academic Affairs

Copy:  Dr. Bernadette Melynk, Dean, College of Nursing
       Dr. Margaret Graham, Vice Dean, College of Nursing

# MEMORANDUM OF UNDERSTANDING

| College: | College of Nursing |
|---|---|
| Department: | |
| Faculty director: | Cindy Anderson, PhD, CRNP, ANEF, FNAP, FAHA, FAAN (Anderson.2765), Associate Dean for Academic Affairs and Educational Innovation |
| Primary contact, if different from faculty director: | Cindy Anderson, PhD, CRNP, ANEF, FNAP, FAHA, FAAN (Anderson.2765), Associate Dean for Academic Affairs and Educational Innovation |
| Fiscal officer: | Linda Walsh |
| Marketing director: | Lainie Bradshaw, MBA (bradshaw.162), Senior Director of Marketing and Communications |
| Enrollment contact for state authorization compliance: | Cindy Anderson, PhD, CRNP, ANEF, FNAP, FAHA, FAAN (Anderson.2765), Associate Dean for Academic Affairs and Educational Innovation |
| Additional colleges/contacts: | Celia E. Wills, PhD, RN (wills.120) Graduate Studies Chairperson & College Secretary, College of Nursing<br><br>Awais Ali (ali.61), Director of Information Technology and Business Systems |

| Name of program: | Nurse Educator Graduate Certificate (Category 3 Graduate Academic Certificate) | |
|---|---|---|
| Approval process (change in delivery or new program): | New certificate program | |
| Will this program have a different fee structure from what would normally be assessed similar students at the university?  If so, then please explain: | No | |
| Project scope: | Program objective(s): | 1. Integrate evidence-based principles of teaching and learning into the design, development, implementation, and evaluation of nursing education.<br>2. Utilize appropriate principles, |

|  |  | models, and processes of instructional design to create educational experiences for nurses. <br> 3. Demonstrate Nurse Educator Core Competencies described by the National League for Nursing (NLN) for the nurse educator. |
|---|---|---|
|  | *This program will be successful when (top-ranked, make X money, enroll X students):* | **At least 20 students/year are enrolled for the first two years of the program.** <br><br> **70% of students, on average, will complete the certificate program on time,** <br><br> **90% of graduates will be employed in a nursing education within one year.** |
|  | *Asynchronous/synchronous courses:* | **Synchronous: 4 courses (Nursing 7530, Nursing 7536, Nursing 7537, Nursing 7538)** |
|  | *Total credit hours:* | **12** |
|  | *Timeline for completion (# of years as full time and # of years as part time):* | **FT 1 year** <br> **PT 2 years** |
| **Project goals:** | *# of courses to be created:* | **Two (Nursing 7536, Nursing 7537)** |
|  | *# of courses already in an online format that need ODEE review:* | **Two (Nursing 7530, Nursing 7538)** |
|  | *# of anticipated students:* | **20 per year for first two years** |
| **Marketing and Communications:** | **Marketing for an online certificate is different from marketing a traditional, OTG program. Having access to marketing resources will allow you to reach large audiences, compete with other online programs, and increase enrollments year-over-year. For this program, does your college plan to do any of the following? Yes/No** | |
|  | *Conduct advertising specific to this online program* | **Yes** |
|  | *Utilize your college communications team for advertising support* | **Yes** |
|  | *Designate marketing responsibilities for this program in an individual's job description (i.e. program director, program coordinator, college communications coordinator, etc.)* | **Yes – program coordinator and marketing coordinator** |
|  | *Secure an annual marketing budget for online program advertising* | **Yes – within existing budget** |
|  | *Host a webpage for your online program on the college's website* | **Yes** |

THE OHIO STATE UNIVERSITY

|  | Utilize your college's admissions/recruitment team to track and communicate with perspective distance students | Yes |
| --- | --- | --- |
| **State authorization:** | **For this program, does your college plan to do any of the following outside of Ohio? Yes/No** | |
|  | Maintain a physical location, facility or instruction site (may include server or other equipment or administrative offices) | No |
|  | Recruit students (either occasionally or consistently) | Yes |
|  | Conduct soliciting, marketing or advertising | Yes |
|  | Employ full time and/or adjunct faculty (1099/W-2) | No |
|  | Conduct instructional activities such as clinicals, labs, practicums, internships or externships (where students meet face to face) | No |
|  | Have contracts or agreements to provide services to students, such as proctored exams | No |
|  | Have partnerships with educational institutions | No |

| Course Name | Faculty Lead | OAA Approved for Online Delivery | Developed | Delivered | Updated and maintained | Reviewed (every 3 years) |
| --- | --- | --- | --- | --- | --- | --- |
| **Example: Principles of Basic Science** | **J. Smith** | | **AU16** | **SP17** | **SU17** | **SU19** |
| **Nursing 7530: Clinical Instruction in Nursing** | **J. Volkerding** | **SP17** | **SU17** | **AU17** | **SP18** | **SP19** |
| **Nursing 7536: Principles of Instructional Design for Nurses** | **T. O'Brien** | **SP17** | **SU17** | **SP18** | **SU18** | **SP19** |
| **Nursing 7537: Assessment and Evaluation in Nursing Education** | **C. Schubert** | **SP17** | **SU17** | **SU18** | **AU18** | **SP19** |
| **Nursing 7538: Teaching in Nursing Capstone** | **J. Volkerding** | **SP17** | **SU17** | **SU18** | **AU18** | **SP19** |

THE OHIO STATE UNIVERSITY

Office of
**Distance Education and eLearning**

| Colleges entering into this agreement will: |
| --- |
| Secure approval from the following, where applicable:<br>• Graduate School<br>• Council on Academic Affairs (CAA) |
| Contact the university budget office regarding new program and to request a distance education specific fee table. Differential fees must be approved by the Board of Trustees, if applicable. |
| Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models |
| Submit courses for online delivery and any course revisions to curriculum.osu.edu (after CAA approval) |
| Label students in Student Information System with appropriate subplan. Distance students = subplan ONL |
| Provide budget forecasting/market analysis using ODEE funding model (attached)<br>• Incur the costs for your program specific advertising<br>• Incur additional costs associated with distance education programming (e.g. student advising, increased TA support) |
| Collaborate with ODEE on State Authorizations as well as State Licensure approvals, if applicable<br>• Notify ODEE of states/countries where they would like to enroll students<br>• Communicate to prospective students their ability to enroll and seek federal financial aid based on State Authorizations |
| Collaborate with ODEE on the technical solutions for effective course delivery:<br>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)<br>• OSU identity/branding guidelines<br>• Carmen course template providing students with effective navigation and online course expectations, etc.<br>• Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery<br>• Utilize Quality Matters principles in course design<br>• Focus on outcome-based learning and incorporate assessment into courses |
| Work with faculty on the workload assignment |
| Encourage distance education faculty/instructors/students to participate in ODEE's Distance Education Learning and Teaching Academy |
| Collaborate with relevant student support services (ODS, UCAT, Writing Center, Libraries, Veterans Affairs, etc.)<br>• Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE |
| Collaborate with ODEE to review and update courses every three years. |
| Provide at least one required student participation activity each week in a course |

THE OHIO STATE UNIVERSITY

Office of
**Distance Education
and eLearning**

| |
|---|
| • Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc. |
| Identify student technology support for tools only used by your program |
| Provide replacement instructor(s) in a timely manner should an instructor separate from the university during the course development process or terminate and postpone course development until a replacement instructor can be identified. |

| **ODEE entering into this agreement will:** |
|---|
| Administer state authorization program<br>• Necessary to ensure program meets federal student financial aid guidelines<br>• Communicate with the colleges the status of approved state authorizations |
| Collaborate with the college on the technical solutions for effective course delivery:<br>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)<br>• OSU identity guidelines<br>• Course templates providing students with effective navigation and online course expectations, etc.<br>• Placing course content materials into mutually agreed upon formats and technologies for distance delivery<br>• Utilize Quality Matters principles in course design<br>• Focus on outcome-based learning and incorporate assessment into courses |
| Provide instructional designer production time |
| Provide distance education professional development opportunities for faculty/instructors/students through ODEE's Distance Education Learning and Teaching Academy |
| Collaborate with the college to review and update courses every three years |
| Collaborate with course instructors to provide at least one required student participation activity each week in a course<br>• Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc. |
| Provide distance education faculty and students access to:<br>• An OCIO managed 24/7 Tier 1 help desk for ODEE/OCIO provided tools/services |
| Conduct advertising and marketing for Ohio State Online, as well as provide certificate-level support that includes:<br>• Developing a :30 second certificate promotional video, as well as a :30 |

|  |
|---|
| second radio spot for use in your own certificate-level promotional efforts<br>• Consulting with designated marketing director on strategies for online certificate specific advertising<br>• Creating a certificate webpage hosted on Ohio State Online website<br>*Marketing will only be conducted in states/countries in which the certificate has been authorized |
| Collaborate with program directors to revise the course development process should an instructor separate from the university during that time. Options include continue work on course through the end of the 14 week development process with a replacement instructor or terminate and postpone course development until a replacement instructor can be identified. |

**\*Products and services used will be held to each service level of agreement.**

| MOU created by: | Celia E. Wills, Graduate Studies Chairperson & College Secretary, College of Nursing | |
|---|---|---|
| MOU approved by: | Mike Hofherr, Vice President and Chief Information Officer: | Date:<br><br>6.23. 2017 |
| | Dean, College: | Date: |

# PROGRAM REVENUE PROJECTION

| Approved by: | College Fiscal Officer: | Date: |
|---|---|---|
|  |  |  |

# Office of Distance Education and eLearning (ODEE)
## Distance Education Program Revenue *Projection - DRAFT*

06/26/17

| College: | Nursing |
|---|---|
| Program Name: | CON Cat 3 Nurse Educator Graduate Certificate |

| | |
|---|---|
| Number of Courses: | 4 |
| Total Credit Hours | 12 |
| Rank | Graduate |
| Residency (in/Out State Split) | 100% eligible |

| Rank | | 1st year | 2nd year | 3rd year | 4th year | 5th year |
|---|---|---|---|---|---|---|
| *Graduate* | # of Courses | 4 Course | 4 Course | 4 Course | 4 Course | 4 Course |
| | # of Students | 20 Students | 20 Students | 25 Students | 30 Students | 35 Students |
| | # of Credit Hours | 12 Cr Hours | 12 Cr Hours | 12 Cr Hours | 12 Cr Hours | 12 Cr Hours |
| | **Total Credit Hours of Instruction** | 240.0 hours | 240.0 hours | 300.0 hours | 360.0 hours | 420.0 hours |
| | **Instructional Fee** | | | | | |
| | Fees - Effective Rates | | $901.35 | $901.35 | $901.35 | $901.35 |
| | **State Subsidy** | | $502.70 | $502.70 | $502.70 | $502.70 |
| | **Projected Fees** | | $108,160 | $216,320 | $243,360 | $297,450 |
| | **Projected Subsidy** | | $60,320 | $120,650 | $135,730 | $165,890 |
| **Projected Revenue Generated** | | $0 | $168,480 | $336,970 | $379,090 | $463,340 |
| | | | | | | |
| **Marginal Revenue** | | $0 | $168,480 | $168,490 | $42,120 | $84,250 |
| | | | | | | |
| Support Units Tax rate | | 24% | 24% | 24% | 24% | 24% |
| **Support Units Tax** | | **$0** | **$40,440** | **$40,440** | **$10,110** | **$20,220** |
| *Cumulative Support Units Tax* | | *0* | *40,440* | *80,880* | *90,990* | *111,210* |
| **Net Margin** | | *$0* | *$128,040* | *$128,050* | *$32,010* | *$64,030* |
| | | | | | | |
| Colleges Share % | | 70% | 70% | 80% | 80% | 80% |
| **Colleges Share - Annual PBA** | | $0 | $89,630 | $102,440 | $25,610 | $51,220 |
| **Colleges Share (Cumulative Cash Generated)** | | $0 | $89,630 | $192,070 | $217,680 | $268,900 |
| | | | | | | |
| ODEE Share % | | 30% | 30% | 20% | 20% | 20% |
| **ODEE Share Annual PBA** | | $0 | $38,410 | $25,610 | $6,400 | $12,800 |
| **ODEE Share (Cumulative Cash Generated)** | | $0 | $38,410 | $64,020 | $70,420 | $83,220 |

| *Current Budget Model:* | | | | | |
|---|---|---|---|---|---|
| SSA 1 - Student Service Assessment 1 - UG - *$110.45* | | $0 | $0 | $0 | $0 |
| SSA 2 - Student Service Assessment 2 - Grad - *$468.24* | | $56,190 | $112,380 | $126,420 | $154,520 |
| SSA 3 - Student Service Assessment 3 - *$4.18* | | $500 | $1,000 | $1,130 | $1,380 |
| Total Current Assessments | $0 | $56,690 | $113,380 | $127,550 | $155,900 |

| *College Assessment savings under new model* | *$0* | *$18,280* | *$49,360* | *$57,130* | *$72,680* |
|---|---|---|---|---|---|

**Assumptions:**

No other Student Services Assessments would apply to Colleges under this model.
The Distance Education assessment applies to marginal revenues.
The Distance Education assessment only apply to students who are 100% distance Ed.
No inflationary adjustment is taken for instructional fees.
The projected numbers in this model are best estimates and the actual allocations might be slightly different.

*Revenue and Assessments Calculation is based on the following current FY17 rates:*

| | Fees | Subsidy |
|---|---|---|
| Undergraduate | $374.92 | $207.46 |
| Graduate | $901.35 | $502.70 |

## Proposal for a Nurse Educator Graduate Certificate

## (Graduate Credit Category 3 Academic Certificate)

The College of Nursing proposes the *Nurse Educator Graduate Certificate* program, a Category 3 Graduate Professional Certificate consisting of four graduate-level courses for RNs who previously have earned a B.S. in Nursing. This certificate program is designed to: (1) educate and prepare nurses to become nurse faculty and to practice in the role of nurse educator in the academic and/or clinical setting; and, (2) prepare nurses to take the National League for Nursing (NLN) Certification for Nurse Educators (CNE) examination. The target audience includes nurses interested in becoming educators in an academic or clinical setting, as well as those who may be interested in taking the National League for Nursing (NLN) Certification Exam for Nurse Educators (National League for Nursing, 2016). There will be special attention to diversity and inclusion supported by the strong infrastructure within the College of Nursing for recruitment and retention of students.

**Brief description of the disciplinary purpose, significance, and rationale**

This proposed certificate program is intended to provide new knowledge and skills for Registered Nurses (RNs) in their roles as educators and leaders in nursing and in healthcare. The certification as a nurse educator (CNE) can advance the careers of registered nurses interested in becoming educators in the academic or clinical setting, while broadening their knowledge base in sound pedagogical strategies in the instruction of nursing students, healthcare providers, patients, and community members. The significance of this proposal is in regard to its contribution to addressing the ongoing nursing faculty shortage through a Nurse Educator Certificate Program that is accessible and feasible for working nurses. This proposal seeks to address the nursing faculty shortage by providing lifelong learning options to nurses who seek to become educators but who need accessibility and flexibility that they cannot find in formal degree programs.

According to the American Association of Colleges of Nursing (AACN), 6.9% of all nursing faculty positions (over 1200) are vacant (AACN, 2015). These unfilled positions are directly related to a national nursing shortage and impending healthcare crisis due to a projected inadequate supply of nurses (AACN, 2014). By the year 2022, there will be more than one million jobs open for Registered Nurses (RNs), with the root cause of this problem being a nursing faculty shortage that constrains the numbers of students who can be educated at a given time (Bureau of Labor Statistics, 2013; AACN, 2015). Contributing factors include the increasing numbers of faculty retiring or being lured to the private sector due to higher compensation, lack of retention of faculty related to lack of formal preparation for the educator role, and graduate nursing programs that do not produce sufficient numbers of graduates entering faculty roles to replace those leaving faculty positions (AACN, 2015). Thus, there is an urgent need for educational programs that prepare nurses to teach and to assume the faculty role (Glasgow, 2012; Ruland & Leuner, 2010). The Association of Academic Health Centers (AAHC) states that worsening faculty shortages in academic health centers are threatening the nation's

health professions' educational infrastructure, and that 94% of their CEO's identify the shortage of nurse faculty as the most significant and severe facing their institutions (AAHC, 2007). In fact, nursing programs turned away 79,659 qualified applicants in 2012 due to an insufficient number of faculty (AACN, 2015).

To determine interest in meeting the need for more nursing faculty, the OSU College of Nursing surveyed OSU Wexner Medical Center nurses and CON graduate students in 2015, to assess the interest in a nurse educator certificate or minor degree program. Of 109 responses, 72 (66%) were "very interested," 32 (29%) were "interested," and the remaining 5 (5%) were neutral or "uninterested."

Beyond the local OSU context, information was also gathered on nurse educator programs (certificates, minors, and specialties) offered in Ohio and at peer institutions across the nation to assess current curricula and market saturation. The current certificate proposal is competitive with other offerings of similar certificate programs outside of OSU and requires fewer hours for the applied coursework (field experience requirement) compared to most schools in Ohio that offer similar programs, including those offered at Ohio University, Mount Carmel College of Nursing, Capital University, and the University of Cincinnati.

The proposed certificate program is in alignment with the OSU Teaching and Learning Institute's four institution-wide goals:
1. Teaching and Learning:  The program will be taught by experienced, student-centered, highly engaged educators who are experts in the field. The program has the potential to reach diverse groups of nurses due to its online delivery format that promotes accessibility as well as role-modeling of best contemporary practices in teaching and learning.
2. Research and Innovation:  The program will be innovative in addressing an urgent priority to address the national shortage of nursing faculty.
3. Outreach and Engagement:  The program will incorporate individualized field experiences that foster engagement and collaboration with the community.
4. Resource Stewardship:  The program will be feasible and economically sustainable due to college support and resources already in place (experienced faculty, online courses).

**Description of the proposed curriculum**

The program and course-level educational objectives are consistent with the National League for Nursing (NLN, 2016) *Competencies for the Academic Nurse Educator* and the Certification for Nurse Educators exam blueprint. The proposed curriculum in nursing education design is based on a constructivist view of adult learning and highlights a backward design approach to creation of learning experiences.

The Nurse Educator Certificate Program will prepare students to:
1. Integrate evidence-based principles of teaching and learning into the design, development, implementation, and evaluation of nursing education.

2. Utilize appropriate principles, models, and processes of instructional design to create educational experiences for nurses.
3. Demonstrate Nurse Educator Core Competencies described by the National League for Nursing (NLN) for the nurse educator.

The curriculum for this fully on-line certificate program includes 4 courses and a total of 12 graduate credit hours. Two existing courses (Nursing 7530 and Nursing 7538 [renumbered from existing Nursing 7532 course number for logically consistency of course numbering]) will be included within the certificate program, and two additional new courses (Nursing 7536 and Nursing 7537) will be developed. All courses include core content regarding the role of the nurse educator.

The program of study includes the following courses:

- **NURSING 7530 - Clinical Instruction in Nursing (3 credits):** instruction in the clinical setting, simulation, ethics, legal considerations, due process, feedback in the clinical setting
- **NURSING 7536 (new course) - Principles of Instructional Design for Nurses (3 credits**): course and program design, backward design process, writing course and module objectives, integration of technology into course design and teaching, quality online and face-to-face course design, and Bloom's taxonomy of learning
- **NURSING 7537 (new course) - Assessment and Evaluation in Nursing Education (3 credits):** standards and processes for assessment and evaluation of learning outcomes; evaluation strategies for the individual, course, and program
- **NURSING 7538 (renumbered; previously Nursing 7532)– Teaching in Nursing Capstone (3 credits):** culminating ('capstone') course bringing together educational theory, learning environment, academic versus practice setting, teaching strategies, and learner characteristics

 Nursing 7530, Nursing 7536, and Nursing 7537 may be taken in any order the learner wishes, which allows for flexibility and choice regarding the program's timeline. Most students are expected to complete the certificate program within one to two calendar years, depending upon whether one or multiple courses are taken in a given semester. The fourth and final course in the program, Nursing 7538, Teaching in Nursing Capstone, requires successful completion of the first three courses. Nursing 7538 is a capstone course unique to the proposed certificate program that will be highly customizable to the learner's unique professional goals and interests. It will consolidate knowledge acquired in the first three courses and lead to creation of a culminating product and educator immersion experience designed by the student in collaboration with the course faculty.

All of the courses are/will be designed with a Universal Design for Learning (UDL) framework that can accommodate individual learning differences.  The flexibility and customizability of the curriculum and course assignments will align well with constructivist learning theory and the principles of adult learning theory. That is, the learner will be highly involved in the planning and evaluation of instruction, he or she will choose projects according to professional goals and interests, previous experience will have a significant

influence on choice of projects, and assessment products and performances will be intentionally problem-centered rather than focused on decontextualized content.

**Admission, performance, and exit standards**

Entrance, performance, and exit standards for the certificate program are consistent with Graduate School standards for admission and progression. Admission to the Nurse Educator Certificate Program requires a baccalaureate degree in nursing and an Ohio license as a Registered Nurse (RN). Admissions standards of the Graduate School will apply, including a minimum overall GPA of at least 3.0 in prior undergraduate and graduate coursework. The submission of GRE scores will be required if the minimum GPA requirement is not met, or there are other requirements for submission of GRE scores such as prior coursework at an unaccredited institution or use of a non-standard grading scale or non-graded prior coursework. Minimum GPA and grades to complete program are GPA 3.0/4.0 and only grades of A through B- (B minus) may be counted toward the completion of the certificate program. As required by the Graduate School, the certificate program and academic progression of students will be overseen by the College of Nursing Graduate Studies Committee.

**Administrative arrangement for the proposed program**

The Nurse Educator Certificate will be a graduate certificate program that is fiscally and programmatically supported by the College of Nursing (CON). The CON will manage recruitment, admissions, course offerings, and program evaluation. The certificate program itself is required to be overseen by the Graduate Studies Committee, which is also responsible for overseeing the admissions process and the advisor assignment process per Graduate School policy. Administrative and resources oversight, including assigning teaching responsibilities, is the responsibility of the Associate Dean for Academic Affairs and Educational Innovation. Additional administrative responsibilities of the Associate Dean and lead certificate program faculty appointees will include the following:

- Assuring alignment with NLN's Certification for Nurse Educators exam blueprint, and consistency with American Association of Colleges of Nursing's Center for Credentialing in Nursing Education standards
- Promoting the program within the nursing education and practice community to engage partners
- Recruiting students
- Assisting faculty in the delivery of program content to help students meet learning objectives

Multiple current CON faculty have the expertise to contribute to the certificate program:

Carolyn Schubert, DNP, CNE, RN-BC, is Assistant Professor of Clinical Nursing in the College of Nursing. Dr. Schubert has over 35 years of experience in clinical nursing, and has been an educator for 20 years. She earned the National League for Nursing's certification as a Nurse Educator (CNE) in 2012, and achieved two 'Quality Matters' awards for excellence in online education because of her design of N7480 and NP8480

in 2013 and 2014. She is involved in numerous scholarly efforts at the college and university level, all of which focus on evidence based teaching and learning modalities.

Joni Tornwall, MEd, BSN, RN, is Manager of Instructional Services in the College of Nursing. She began her career as an operating room nurse and transitioned to higher education in 2006. She has taught human biology, learning strategies, and instructional design courses in the online and face-to-face environments for over 10 years. She is certified as a Quality Matters Master Reviewer and trainer, and she regularly presents at conferences and workshops on pedagogy and instruction. She is currently pursuing her PhD in Learning Technologies through the College of Education at OSU.

Jill Volkerding, DNP, RN, CNL, CNE is Assistant Professor of Clinical Practice in the College of Nursing. Dr. Volkerding has been a nurse for ten years, with bedside experience within the critical care environment. She began her teaching career in 2012 and earned the National League for Nursing's certification as a Nurse Educator (CNE) in 2015. She has taught a variety of courses within the College of Nursing including, Instructional Strategies in Clinical Nursing. Dr. Volkerding's doctoral project focused on nursing students' and their perceptions of patient safety. She is also certified as a clinical nurse leader (CNL), a role which focuses on quality, safety and process improvement.

Tara O'Brien, PhD, RN, CNE, has 10 years of experience working as a full-time educator in an academic setting with nursing students.  She has been a Certified Nurse Educator since 2010. In 2014-2015, Dr. O'Brien received the nomination for the UNC-Charlotte Chancellor's Senior Survey for the individual who made the most significant and positive contribution to student education, and she received the 2012 UNC-Charlotte Directors Award for Best Teaching Practices in Community Health Simulation for Undergraduate Baccalaureate Nursing Students.

In addition, two faculty (Anita Zehala and Loretta Sue Ulrey-Keys) have recently completed specialty programs as nurse educators and are preparing to complete the Certified Nurse Educator exam. Both are highly qualified and experienced to teach this program, and additional faculty in the College of Nursing have achieved national recognition as nurse educators and would be qualified to teach in the Nurse Educator Certificate Program as needed.

Minimal additional fiscal or faculty resources are needed to support this certificate program. Of the four courses proposed, two are already approved and offered on a regular basis throughout the academic year, and two other new courses will be developed  Students in the two pre-existing courses can be absorbed into class numbers without any additional costs or resources.

Admissions processes, advising and administration of the certificate program will be absorbed into the existing structure of the college where it will be administratively housed and managed with the support of Student Affairs. Minor assistance from the Office of Distance Education and eLearning (ODEE) will be required for development of the final capstone course.

Students in the certificate program will be taking courses available to all graduate level nursing students in the college. This creates the potential for students who are matriculated as non-degree graduate students to continue on to earn a graduate degree in a College of Nursing graduate program, including the M.S. in Nursing, DNP, or Ph.D. programs.  This certificate program could also be of interest to nurses who are enrolled in the Master of Applied Clinical and Pre-Clinical Research (MACPR) and the Masters of Healthcare Innovation (MHI) professional/tagged masters degree programs in the College of Nursing.

**Evidence of need, including opportunities for employment if applicable**

Courses will be offered individually, most likely in seven (7) week blocks, allowing students to easily split their time between work obligations and schoolwork. This also allows the option for students to begin the program at any time during the year, and to complete the certificate within one academic year if they begin in Autumn semester. When comparing the proposed program to similar programs across the state of Ohio, the proposed program is competitive in that it meets or exceeds the content of other similar programs, and is feasible for students who have fulltime outside employment based on the fully online format and flexibility of course scheduling.

**Prospective enrollment**

Because the Nurse Educator Certificate Program will be offered fully online and prepares nurses to take a nationally accredited certification examination, enrollment in the program can potentially come from all states for which OSU is authorized for distance education learning. The program will be especially attractive to graduate students at the OSU College of Nursing and nurses who are currently employed by the OSU Wexner Medical Center because of their existing affiliation and tuition benefits. It is anticipated that there will be at least 20 students enrolled per year for the first two years with increasing enrollments thereafter, with enrollment numbers to be determined and confirmed by the CON leadership.

**Special efforts to enroll and retain underrepresented groups in the discipline.**

Enrollment efforts will target underrepresented groups in nursing by advertising the program at local and national conferences, which are attended by a diverse population of nurses across the country. In addition, two of the four courses proposed for the Nurse Educator Certificate Program are currently attended by individuals in the Health Resource Services Administration (HRSA) Nurse Faculty Loan Program.  It is anticipated that all of these courses will attract nurses who meet the criteria for the Nurse Faculty Loan Program (NFLP) program, which requires elective courses in nursing education as well as an employment commitment as a faculty member at an approved health professions institution for a minimum of four years.

The Nurse Educator Certificate program will utilize the College of Nursing's full-time Coordinator for Diversity Recruitment and Retention who creates programs and

opportunities that aim to increase and retain the number of underrepresented students for all of the college's programs.  The Coordinator partners with the Office of Diversity and Inclusion, as well as non-profits, administration, faculty, students, and the College marketing team to create a comprehensive plan for recruitment and retention of underrepresented groups. The diversity plan includes incorporating diversity in marketing materials, conducting diversity climate assessments, and monitoring retention of underrepresented students.

<div align="center">References</div>

American Association of Colleges of Nursing (AACN). (2014). *Special survey on vacant faculty positions for academic year 2014-2015.* Retrieved from http://www.aacn.nche.edu/leading-initiatives/research-data/vacancy14.pdf

American Association of Colleges of Nursing (AACN). (2015). *Nursing Faculty Shortage.* Retrieved from http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-faculty-shortage

Bureau of Labor Statistics**.** (2013). *Economic releases: Occupations with the largest projected number of job openings due to growth and replacement needs*. Retrieved from https://www.bls.gov/news.release/ecopro.t08.htm

Glasgow, M. E. S. (2012, August 29). *A new dawn in nurse education*. Robert Wood Johnson Foundation.  Retrieved from http://www.rwjf.org/en/library/articles-and-news/2012/08/a-new-dawn-in-nurse-education.html

Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health*. Retrieved from http://books.nap.edu/openbook.php?record_id=12956&page=R1

Knowles, M. S. (1984). *Andragogy in Action. Applying modern principles of adult education*. San Francisco: Jossey Bass.

National League for Nursing. (2016). *Nurse Educator Core Competency*. Retrieved from http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency

Ruland, J., & Leuner, J. (2010).  Master's programs preparing nurse educators: What is the current state of affairs?  *Nurse Educator, 35*(6), 248-253.

**Subject:** Re: Request for support

**Date:** Thursday, June 15, 2017 at 9:58:17 AM Eastern Daylight Time

**From:** Wills, Celia

**To:** Wills, Celia

---

**From:** Cindy Anderson <anderson.2765@osu.edu>
**Date:** Wednesday, June 14, 2017 at 4:41 PM
**To:** Celia <wills.120@osu.edu>
**Subject:** FW: Request for support

The support from CEHE below.  Thank you, Cindy

---

**From:** Warnick, Bryan
**Sent:** Wednesday, June 14, 2017 3:03 PM
**To:** Anderson, Cindy M. <anderson.2765@osu.edu>
**Subject:** RE: Request for support

**Dear Cindy,**

**On behalf of the College of Education and Human Ecology, I write to offer our support to your proposed Nurse Educator Graduate Certificate. We are pleased to see that a number of professional units across campus are creating academic programs developing educational excellence in their respective areas. We welcome and support this trend.  We wish you well in this new endeavor.**

**Best,**

**Bryan**

**Bryan R. Warnick**
**Associate Dean**
**College of Education and Human Ecology**

---

**From:** Anderson, Cindy M.
**Sent:** Tuesday, May 02, 2017 1:16 PM
**To:** Warnick, Bryan <warnick.11@osu.edu>
**Subject:** Request for support

Bryan,

The College of Nursing has approved a new certificate designed to prepare nurses for the educator role.  A brief description follows.  I am writing to request your support and concurrence for this offering.  We are excited to prepare the next generation of nurse faculty!  Please let me know if you have any questions,

Cindy

Cindy Anderson, PhD, CRNP, ANEF, FNAP, FAHA, FAAN

Associate Dean for Academic Affairs and Educational Innovation
College of Nursing
The Ohio State University
Office phone: 614-292-4179

**Nurse Educator Graduate Certificate**

**(Graduate Credit Category 3 Academic Certificate)**

The College of Nursing proposesthe *Nurse Educator Graduate Certificate* program, a Category 3 Graduate Professional Certificate consisting of four graduate-level courses for RNs who previously have earned a B.S. in Nursing. This certificate program is designed to: (1) educate and prepare nurses to become nurse faculty and to practice in the role of nurse educator in the academic and/or clinical setting; and, (2) prepare nurses to take the National League for Nursing (NLN) Certification for Nurse Educators (CNE) examination. The target audience includes nurses interested in becoming educators in an academic or clinical setting, as well as those who may be interested in taking the National League for Nursing (NLN) Certification Exam for Nurse Educators (National League for Nursing, 2016). There will be special attention to diversity and inclusion supported by the strong infrastructure within the College of Nursing for recruitment and retention of students.

The Nurse Educator Certificate Program will prepare students to:
1. Integrate evidence-based principles of teaching and learning into the design, development, implementation, and evaluation of nursing education.
2. Utilize appropriate principles, models, and processes of instructional design to create educational experiences for nurses.
3. Demonstrate Nurse Educator Core Competencies described by the National League for Nursing (NLN) for the nurse educator.

The curriculum for this fully on-line certificate program includes 4 courses and a total of 12 graduate credit hours. Two existing courses (Nursing 7530 and 7532) will be included within the certificate program, and two additional courses (Nursing 7194a and 7194b) will be developed (initially as temporary Group Studies x194 courses for the initial program offering; thereafter, permanent course numbers will be assigned), all of which apply core content to the role of the nurse educator.

**THE OHIO STATE UNIVERSITY**
**Graduate School**
**DEPARTMENT OF NURSING**
**Nursing 7530 (existing course)**
**Instructional Strategies in Clinical Teaching**
**3 Credits (didactic)**

**Prerequisite:** Admission to Category 3 Nurse Educator certificate program; or permission of instructor.

**Course Description:** The primary focus of this course is the differentiation of best pedagogical practices for effective teaching in clinical nursing settings.

The **AACN Essentials of Masters Education for Professional Nursing Practice** were used to guide course development. AACN Essentials IV, and IX are met in this course.

**Objectives:** Upon completion of the course, the student will be able to:
1. Identify factors influencing health care education.
2. Describe the role of the clinical nurse educator in higher education systems.
3. Analyze the best educational practices for addressing the challenges of clinical teaching.
4. Evaluate instructional strategies for optimizing clinical learning assignments to the intended learning outcomes.
5. Describe the process and decision-making associated with writing a clinical evaluation in nursing.
6. Analyze legal, ethical, cultural and diversity issues in clinical nursing education.
7. Explore various technology used for clinical nursing teaching.
8. Examine clinical education curricula using principles from a variety of perspectives including evidence-based learning outcomes, learning theories and critical thinking frameworks.

**Topics:**
- Instruction in the clinical setting
  - Classroom versus clinical teaching
  - RN-BSN
- Standards influencing clinical teaching
  - QSEN
  - Essentials of nursing education
  - IOM
- Teaching the diverse student population
  - Multigenerational
  - Culturally diverse
- Legal and Ethical issues in clinical teaching
  - Due process
  - Moral integrity
  - Incivility
- Teaching and learning in the clinical setting
  - Facilitating discussions
  - Clinical conferences
  - Clinical assignments (written, case studies)
  - Simulation
  - Critical thinking/ reasoning
- Feedback in the clinical setting

- Assess learning
- Providing written feedback
- Clinical remediation
- Formative/ summative evaluation
- Incorporating EBP into clinical teaching
  - Creating a PICOT with students
- Adult learning theories and frameworks
  - Principles of adult learning
  - Active learning
  - Experiential learning
  - Constructivism
  - Incorporating technology into clinical teaching
  - Technology exploration

**Evaluation:** will be based on performance in discussions, written papers, other assignments demonstrating competency related to nurse educator competencies.

**THE OHIO STATE UNIVERSITY**
**Graduate School**
**DEPARTMENT OF NURSING**
**Nursing 7536 (new course)**
**Principles of Instructional Design for Nurses**
**3 Credits (didactic)**


**Prerequisite:** Admission to Category 3 Nurse Educator certificate program; or permission of instructor.

**Course Description:** Theoretical and practical approaches to creation of learning experiences for nursing and health education with an emphasis on backward design and evidence-based instructional design strategies.

The **AACN Essentials of Masters Education for Professional Nursing Practice** were used to guide course development. AACN Essentials I, II, III, IV, V, VI, VII, and VIII are met in this course.

**Objectives:** Upon completion of the course, the student will be able to:
1. Interpret and apply evidence-based course design standards to the instructional development process.
2. Apply instructional design models and processes to the design and development of educational programming for nurses and healthcare professionals.
3. Design instruction that supports active learning, student engagement and success, and usability.
4. Apply evidence-based course design standards in a peer review and evaluation of at least one complete unit of instruction developed by a nurse educator.

**Topics**
- Instructional design models for nursing education design
  - ADDIE
  - Backward design
  - Dick and Carey
  - ARCS motivational design
- Evidence-based course design standards for nursing education
- Curriculum mapping and alignment
- Goals, objectives, outcomes in nursing
- Assessment and evaluation design
- Engaging the learner
- Integration of learning technologies into course design
- Evaluation and continuous improvement of nursing education
- Design for motivation and socialization of the nurse
- Scholarship of nursing education design

**Evaluation:** will be based on performance in discussions, presentations, examinations, other assignments demonstrating competency related to nurse educator competencies

**THE OHIO STATE UNIVERSITY**
**Graduate School**
**DEPARTMENT OF NURSING**
**Nursing 7537 (new course)**
**Assessment and Evaluation in Nursing Education**
**(3 credits didactic)**

**Prerequisite:**  Admission to Category 3 Nurse Educator certificate program, or permission of instructor

**Course Description**:  Principles and processes in nursing education pertaining to assessment and evaluation of student learning, courses, curricula, program outcomes, and teaching practices.

The **AACN Essentials of Masters Education for Professional Nursing Practice** were used to guide course development.   AACN Essentials I, III, and IV were met in this course.

The **National League for Nursing (NLN) standards for nurse educators** were used to guide course development.  Standards I, III, IV, and V were met in this course.

**Objectives:**
1.  Define and discuss concepts of assessment and evaluation, and describe the processes for each when measuring learning outcomes in nursing education.
2.  Compare and contrast types of assessment (formative, summative) and evaluations (internal and external).
3.  Distinguish between multiple strategies, instruments, and tools for evaluation of learning outcomes in nursing education, and discuss efficiency and effectiveness of each methodology.
4.  Compare and contrast various evaluation models utilized to formulate a comprehensive nursing program evaluation plan.
5.  Describe purposes, benefits, and steps of a systematic program evaluation in relation to accreditation of nursing education programs.

**Topics:**
- Defining Assessment and Evaluation
  - Internal versus external
  - Formative versus summative
- Assessment and Evaluation Methods
  - Instruments, reliability, validity reliability/validity)
  - Developing Tests –Writing items/item analysis, test banks
- Processes for Measuring Learning Outcomes
  - Portfolios
  - Critical reflection
  - Papers/essays/concept mapping/recordings/role play/simulation
- Management of Data
  - collecting, interpreting, disseminating results
- Evaluation of Clinical Performance
  - Methods and Tools
- Systematic Program Evaluation
  - Purposes, benefits
  - Models
  - Evaluation Plan

- Evaluation of curriculum, course, teaching strategies
- Faculty development

- ○ scholarship, performance, self-evaluation
- Accreditation Process

**<u>Evaluation</u>**:
Will be based on performance in discussions, presentations, examinations, projects, and other assignments requiring knowledge, and competency related to assessment and evaluation.

**THE OHIO STATE UNIVERSITY**
**Graduate School**
**DEPARTMENT OF NURSING**
**Nursing 7538 (new course)**
**Teaching in Nursing Capstone**
**3 Credits (2 credits didactic; 1 credit practicum)**

**Prerequisite:** Admission to Category 3 Nurse Educator certificate program; or permission of instructor.

**Course Description:** The primary focus of this course is on the analysis and application of best pedagogical practices for effective teaching in clinical nursing settings.

The **AACN Essentials of Masters Education for Professional Nursing Practice** were used to guide course development. AACN Essentials IV, and IX are met in this course.

**Objectives:** Upon completion of the course, the student will be able to:
1. Analyze organizational/system level forces influencing clinical education in nursing.
2. Analyze teaching/learning strategies appropriate for adult learners.
3. Utilize selected education-related technology as it applies to best clinical nursing practice.
4. Analyze contemporary issues related to teaching in nursing.
5. Compare and contrast teaching practices associated with direct supervision and precepted practicum experiences.
6. Demonstrate synthesis of the educator role in precepted practicum experiences.

**Topics:**
- University/ College Teaching
  - Scholarship
  - Philosophical foundations
- Teaching Role
  - NLN Competencies
  - Academic versus practice setting
- Learning Taxonomy
  - Writing measurable objectives
- Student academic performance
  - Handling plagiarism
  - Legal/ Ethical responsibilities
- Strategies for active engagement
- Knowing the learner
  - Students with disabilities
- Developing learner centered courses
- Curriculum design
  - Concept based learning
  - Blocked curricula
  - Competency based education

**<u>Evaluation:</u>**  will be based on performance in discussions, written papers, other assignments demonstrating competency related to nurse educator competencies