

**Proposing Institution**

Francis Marion University

**Title of Proposed New Program**

Master of Science in Nursing

Nurse Educator

**Submission Date**

May 15, 2012



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Dr. Luther Fred Carter, President

Francis Marion University

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## A. Classification

Program Title:	Master of Science in Nursing - Nurse Educator
Academic Unit:	Department of Nursing
Designation, type and level of degree:	New Program, Graduate, Master's level (Master of Science in Nursing – Nurse Educator)
Proposed implementation date:	January 2013
CIP code:	51.1699
Program(s) Identification:	New
Site:	Francis Marion University, Florence, SC
Program qualifies for supplemental Palmetto Fellows Scholarship and Life:	No
Delivery Mode:	Hybrid (combination of traditional and as appropriate online delivery)

## B. Justification

### B.1. Purposes and Objectives of the Program

The purpose of this program track is to provide Registered Nurses (RNs) access to a high quality graduate education within their home region in order to mitigate the nurse educator shortage in Pee Dee and the state of South Carolina. The specific objectives of this program are to:

- B.1.a. Provide accessible high quality graduate education that is accessible to RNs;
- and
- B.1.b. Increase the number of qualified nurse educators.

### B.2. Need for the Program

At the present time, the only deficit affecting the nursing profession that is more serious than the nursing shortage itself is the declining number of nurse educators to teach nursing students (Joint Commission, 2010). According to the American Association of Colleges of Nursing (AACN, 2009), U.S. nursing schools turned away 50,000 qualified applicants to baccalaureate and graduate nursing programs in 2008, and this trend has continued. One of the main reasons for the faculty shortage is the aging population of nurse educators. The National League for Nursing (NLN, 2011) has reported that the between 2006 and 2009, the percentage of full-time nurse educators over the age of 60 grew from 9% to 16%. Overall 57% of part-time and 76% of full-time faculty were over the age of 45 years in 2009. A recent survey on vacant nursing faculty positions for the 2009-2010 academic year indicates that 56% of 554 respondents had 17 % faculty vacancies; another 21% of respondents had no vacancies, but still needed more faculty (The Joint Commission, 2010).

Also of concern is the lack of diversity among nursing faculty. Men only represent 5% of full-time faculty, and African Americans 7.5 percent. The Pee Dee region is rich in ethnic diversity, and currently the Department of Nursing at FMU employs 12 full-time faculty members, of which 17% are of African American descent - double the national average (NLN,

2011). FMU is in a demographic area that will lend itself to the recruitment of African American graduate students in nursing education, leading to a more diverse future generation of nurse educators.

The findings of the feasibility study for a MSN program at FMU are decidedly affirmative. Two hundred eighty one surveys were sent to nurses in the Pee Dee region who had completed their BSN. One hundred eighty respondents (72%) wished to pursue a MSN. The majority of participants wished to attend classes part-time. Almost all of the participants that desired to attend the MSN program indicated an intention to enroll within five years. This program will begin within that period. The categories of study preferred by the survey participants were nurse practitioner (primary care) and nurse educator.

### **B.3. Congruence with Mission**

FMU's mission is to make available an excellent undergraduate education in the liberal arts and to offer selected professional programs at the undergraduate and graduate level. The University responds to the needs of its region and the state through its academic programs, and for that reason, FMU has developed a Master of Science in Nursing-Nurse Educator degree program that will be offered by the Department of Nursing. This master's program addresses the need for advanced education of nurses in the region and the state, and will be an exceedingly desirable addition to the University's list of graduate offerings.

Expanding the pool of qualified nurse educators by means of an innovative nurse educator curriculum will promote the mission and vision of Francis Marion University. This program will increase the number of Masters prepared nurses with the advanced knowledge, skills, and abilities needed to bring expert nursing education to regional universities, technical colleges, and health care organizations.

The National League for Nursing has clear competencies for nurse educators (Wittmann-Price & Godshall, 2009). Nurse educators need advanced content in educational pedagogy and diverse student learning styles. Nurse educator programs are needed for nurses to make the successful transition from practice to academia. Nurse educators are already competent nurses, and in order to teach, the State Board on Nursing in SC requires at least two years of clinical practice. As stated by Wittmann-Price (2011), "It is the educational courses in pedagogy, curriculum, and evaluation that set nurse educators apart as practice experts in the classroom, and clinical areas" (Dreher & Glasgow, 2011, p. 170).

This MSN track prepares nurse educators in the essential competencies of nursing education by providing courses in pedagogy, curriculum, and evaluation, and innovatively addresses the learning needs of today's diverse learners with graduate courses from the FMU School of Education. The courses offered by the School of Education will address interventions needed for divergent learning styles which are ever-increasing in the learner population. The curriculum will expose MSN learners to interdisciplinary education by collaboration with graduate faculty in the FMU School of Education.

### **B.4. Relationship to Other Programs**

The strength of this program track is reflected in the collaboration of the Department of Nursing with the graduate faculty in the FMU School of Education. This program track provides expertise in areas of learning theory and teaching strategies for diverse learners to increase the depth and breadth of the proposed curriculum. Higher educational institutions are at the precipice of change in understanding and managing the diversity within the college-age learner population. Nurse educators will be taught generation-specific and alternative pedagogies needed to enhance knowledge acquisition for the upcoming learner population. This track addresses these needs with an interdisciplinary approach. The NLN (2011) supports this innovative track, as shown in their recent statement by President Halstead (NLN, 2011):

Innovative educational programs that provide opportunities for lifelong learning and academic progression will result in a more educated and diverse workforce and an increase in nurse educators. (p. 1)

The curriculum for the nurse educator track is also congruent with that of the Family Nurse Practitioner track beginning at FMU. Core courses in advanced nursing practice are shared to increase the perspectives of both future advanced practice nursing roles: educators and practitioners. The courses included in the core curriculum are: Advanced Practice Role: Theory and Knowledge Development; Biostatistics; Advanced Research and Evidenced-based Practice, and Health Policy and Leadership. These are essential for all graduate roles in nursing, and create the foundation for understanding the advanced practice role within the discipline and social-political environment. The core courses will enable learners to appraise evidence in order to apply data to either the educational or practice environment. More importantly, by having both practitioners and educators in the same learning environment, the program fosters collaboration that may decrease the theory-practice gap in nursing.

The University has a strong relationship with clinical partners in the Pee Dee region. There are abundant opportunities for learners to teach in the clinical setting, including the two major hospital systems (McLeod Regional Medical Center and Carolina Healthcare System) as well as outpatient systems, rehabilitation institutions, and long-term care and hospice settings. Additionally, there are academic institutions available for learners to practice teaching in the classroom and laboratory settings. These include: Central Carolina Technical College, Florence-Darlington Technical College, Horry-Georgetown Technical College, Northeastern Technical College, and other institutions.

#### **B.5. Comparison of Program to Other Institutions**

Other programs in South Carolina offer the Master of Science in Nursing. However, the FMU nursing program will focus on preparing advanced practice nurses to educate nurses in the rural Pee Dee region. The closest of the existing MSN-Nurse Educator degree programs is approximately 90 miles from Francis Marion University. Because of the travel distances involved, nurses living in northeastern South Carolina consider these programs to be relatively inaccessible. Most baccalaureate-prepared nurses in the Pee Dee region are employed full-time, a circumstance that makes it difficult for them to access programs outside the region. There is at present no master's program in nursing in the nine-county region of the Pee Dee.

Proprietary institutions such as the University of Phoenix, South University, and Walden University offer online degrees. However, proprietary programs can be very expensive, and rely on students to find local preceptors to provide them with practicum experience. FMU's proposed MSN-Nurse Educator program will offer a combination of accessibility, affordability, and quality that may not be found in online programs.

### **C. Enrollment**

#### **C.1. Admission Criteria**

To be considered for admission as a graduate degree student, an applicant must submit the following materials to the FMU Graduate Office:

1. The graduate application for admission and non-refundable application fee
2. Official transcripts(s) of all undergraduate and graduate work from accredited institutions
3. Appropriate scores on the Graduate Record Examination (GRE) from within the last five years
4. Two letters of confidential recommendations from professional associates or former professors who can attest to the academic potential of the applicant

5. A written statement of the applicant's career goals, 300 to 500 words in length, including the applicant's interest and reasons for seeking admission to the MSN/Nurse Educator track
6. Current license to practice nursing in South Carolina or other National Council of State Boards of Nursing (NCSBN) Nurse Licensure Compact state
7. Satisfactory criminal background check and drug screen
8. Health history per college requirement (TB, Hepatitis, Immunizations)
9. American Heart Association (AHA) CPR certification at the healthcare provider level, earned prior to the start of classes.

All of the above materials must be submitted in one packet to the Graduate Office, Francis Marion University, Post Office Box 100547, Florence, SC 29502-0547.

Completed applications are reviewed for merit by the Department of Nursing faculty. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, consideration is given to both the merit of each application received and to the number of slots available in the program at the time of application. Favorably reviewed applications are submitted to the FMU Graduate Council for review. Offers for admission are given to those applicants who show the most promise of success in graduate studies.

Admission to the MSN/Nurse Educator program track takes place during the spring semester. To be guaranteed timely consideration for acceptance, all of the above materials should be submitted by October 15 of the fall semester prior to the desired semester of admission.

### **C.2. Projected Total Student Enrollment**

Based on the needs assessment conducted in the region, it is anticipated that most of the master's students will be enrolled 6-9 credit hours per semester. The criterion for full-time status at FMU is six graduate credit hours per semester (summer sessions are considered one semester). It is further anticipated that as the program's visibility and reputation grow, the number of applicants and enrollees will increase significantly. Students will be recruited from the pool of baccalaureate prepared nurses in the region, and from those currently enrolled in the pre-licensure and RN to BSN programs of Francis Marion University.

### **C.3. Table A – Total Enrollment**

<b>PROJECTED TOTAL ENROLLMENT</b>						
<b>YEAR</b>	<b>FALL</b>		<b>SPRING</b>		<b>SUMMER</b>	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2012-2013	0	0	12*	72	12	72
2013-2014	12	72	24	144	24	144

2014-2015	24	144	24	144	24	144
2015-2016	24	144	24	144	24	144
2016-2017	24	144	24	144	24	144

\* Spring admits 12 each year.

#### C.4. Table B – New Enrollment

ESTIMATED NEW ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2012-2013	0	0	12*	72	12	72
2013-2014	12	72	24	144	24	144
2014-2015	12	144	24	144	24	144
2015-2016	12	144	24	144	24	144
2016-2017	12	144	24	144	24	144

\* Spring admits 12 each year.

#### D. Curriculum

The curriculum of the Master of Science degree in nursing education has been designed to develop nurse educators with an advanced level of knowledge, skills, and abilities to be responsive to the learning needs of diverse nursing students. The curriculum design is based on the National League of Nursing's (2005) Core Competencies for Nurse Educators. Upon completion of the curriculum, graduates will be fully qualified to apply for national certification examination after completing two years of full-time teaching [National League of Nursing (NLN) Certified Nurse Educator (CNE)] (Wittmann-Price & Godshall, 2009).

The advanced practice curriculum in the Nurse Educator track prepares nurses who are current in teaching/learning theory, teaching diverse learners, classroom management, curriculum design, evaluative strategies, program development, learning outcomes, clinical and simulation experiences, and the use of evidence-based educational practice (Moyer & Wittmann-Price, 2007). Learners will engage in educational practica with both academic and clinical nurse educators.

##### D.1. MSN Nurse Educator Curriculum

###### Nursing Graduate Core Courses (12)

APRN 501 Advanced Practice Role: Theory and Knowledge Development

APRN 502 Biostatistics

APRN 503 Advanced Research and Evidenced-based Practice  
 APRN 504 Health Policy and Leadership  
Functional Area Content (24)  
 EDUC 742 Procedures for the Divergent Learner  
 APRN 604 Teaching and Learning in Nursing  
 EDUC 621 Understanding Learning Differences  
 EDUC 622 Assessment of Learning and Behavior  
 APRN 605 Curriculum Development and Program Evaluation  
 APRN 708 Academic Practicum  
 APRN 709 Clinical Practicum  
 APRN 710 Education Capstone Seminar

**D.1.a. Course offerings per semester  
 Full-time Nurse Educator Study Plan**

Semester	Course	Credits
Spring	APRN 501 Advanced Practice Role: Theory and Knowledge Development (3)	3
	APRN 502 Biostatistics (3)	3
Summer Session I	APRN 503 Advanced Research and Evidence-based Practice (3)	3
Summer Session II	APRN 604 Teaching and Learning in Nursing (3)	3
Fall	EDUC 621 Understanding Learning Differences (3)	3
	APRN 504 Health Policy and Leadership (3)	3
<b>YEAR 1 TOTAL</b>		<b>18</b>
Spring	APRN 708 Academic Practicum (135 practicum hours) (3)	3
	EDUC 742 Procedures for the Divergent Learner (3)	3
Summer Session I	APRN 605 Curriculum Development and Program Evaluation (3)	3
Summer Session II	EDUC 622 Assessment of Learning and Behavior (3)	3
Fall	APRN 709 Clinical Practicum (135 practicum hours) (3)	3
	APRN 710 Education Capstone Seminar (3)	3
<b>YEAR 2 TOTAL</b>		<b>18</b>
<b>Program Total</b>		<b>36</b>

(Lecture (Semester) hours = 1:1, practicum (Contact) hours = 3:1).

**Part-time Nurse Educator Study Plan**

Semester	Course	Credits
Spring	APRN 502 Biostatistics (3)	3
Summer Session I	APRN 503 Advanced Research and Evidenced-based Practice (3)	3
Summer Session II	APRN 604 Teaching and Learning in Nursing (3)	3
Fall	EDUC 621 Understanding Learning Differences (3)	3
<b>YEAR 1 TOTAL</b>		<b>12</b>
Spring	APRN 501 Advanced Practice Role: Theory and Knowledge	3

	Development (3)	
Summer Session I	APRN 605 Curriculum Development and Program Evaluation (3)	3
Summer Session II	EDUC 622 Assessment of Learning and Behavior (3)	3
Fall	APRN 709 Clinical Practicum (135 practicum hours) (3)	3
<b>YEAR 2 TOTAL</b>		<b>12</b>
Spring	APRN 708 Academic Practicum (135 practicum hours) (3)	3
Summer Session I	APRN 504 Health Policy and Leadership (3)	3
Summer Session II	EDUC 742 Procedures for the Divergent Learner (3)	3
Fall	APRN 710 Education Capstone Seminar (3)	3
<b>YEAR 3 TOTAL</b>		<b>12</b>
	<b>Program Total</b>	<b>36</b>

(Lecture (Semester) hours = 1:1, practicum (Contact) hours = 3:1) Conferences can only be applied to 10% of practicum).

#### D1.b. Course Offerings each Year

Spring	Summer 1	Summer 2	Fall
<b>APRN 501</b> Advanced Practice Role: Theory and Knowledge Development (3) <b>APRN 502</b> Biostatistics (3)	<b>APRN 503</b> Advanced Research and Evidenced-based Practice (3)	<b>APRN 604</b> Teaching and Learning in Nursing (3)	<b>APRN 504</b> Health Policy and Leadership (3) <b>EDUC 621</b> Understanding Learning Differences (3)
<b>6 SH (Semester Hours)</b>	<b>3 SH</b>	<b>3 SH</b>	<b>6 SH</b>
<b>Total Credits Offered First Program Year</b>			<b>18 SH</b>
Spring	Summer 1	Summer 2	Fall
<b>APRN 501</b> Advanced Practice Role: Theory and Knowledge Development (3) <b>APRN 502</b> Biostatistics (3) <b>APRN 708</b> Academic Practicum (135 practicum hours) (3) <b>EDUC 742</b> Procedures for the Divergent Learner (3)	<b>APRN 503</b> Advanced Research and Evidenced-based Practice (3) <b>APRN 504</b> Health Policy and Leadership (3) <b>APRN 605</b> Curriculum Development and Program Evaluation (3)	<b>APRN 604</b> Teaching and Learning in Nursing (3) <b>EDUC 622</b> Assessment of Learning and Behavior (3) <b>EDUC 742</b> Procedures for the Divergent Learner (3)	<b>APRN 504</b> Health Policy and Leadership (3) <b>EDUC 621</b> Understanding Learning Differences (3) <b>APRN 709</b> Clinical Practicum (135 practicum hours) (3) <b>APRN 710</b> Education Capstone Seminar (3)
<b>12 SH (Semester Hours)</b>	<b>9 SH</b>	<b>9 SH</b>	<b>12 SH</b>

**D.1.c. Progression Policy**

Progression policies in the MSN/Nurse Educator program track are in compliance with the FMU Catalog chapter regarding “Graduate Academic Programs.” In order for a student to successfully progress through the MSN program, the student must complete his or her degree within a six-year period; achieve course grades of C or better; and maintain a 3.0 cumulative grade point average for all graduate courses. Students in the Graduate Programs of Nursing will be allowed to retake one course due to academic failure.

**D.2. Program Outcomes:**

The Nurse Educator track program will use the NLN core competencies for nurse educators as a model for curriculum design. The competencies are as follows:

**a. Competency 1 – Facilitate Learning**

Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

**b. Competency 2 – Facilitate Learner Development and Socialization**

Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.

**c. Competency 3 – Use Assessment and Evaluation Strategies**

Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.

**d. Competency 4 – Participate in Curriculum Design and Evaluation of Program Outcomes**

Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.

**e. Competency 5 - Function as a Change Agent and Leader**

Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.

**f. Competency 6 - Pursue Continuous Quality Improvement in the Nurse Educator Role**

Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.

**g. Competency 7 – Engage in Scholarship**

Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.

**h. Competency 8 – Function within the Educational Environment**

Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social and economic forces impact their role.

**D.2.a. Competency alignment with course offerings (Table C).**

<b>NLN Competency (2005)</b>	<b>Corresponding FMU Courses</b>
<p><b>Competency 1 – Facilitate Learning</b> Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the</p>	<p>EDUC 742 Procedures for the Divergent Learner APRN 604 Teaching and Learning in Nursing EDUC 621 Understanding Learning Differences EDUC 622 Assessment of Learning and Behavior APRN 708 Academic Practicum APRN 709 Clinical Practicum</p>

achievement of desired cognitive, affective, and psychomotor outcomes.	
<p><b>Competency 2 – Facilitate Learner Development and Socialization</b> Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.</p>	<p>APRN 501 Advanced Practice Role: Theory and Knowledge Development APRN 504 Health Policy and Leadership EDUC 742 Procedures for the Divergent Learner APRN 604 Teaching and Learning in Nursing EDUC 621 Understanding Learning Differences EDUC 622 Assessment of Learning and Behavior APRN 710 Education Capstone Seminar</p>
<p><b>Competency 3 – Use Assessment and Evaluation Strategies</b> Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.</p>	<p>APRN 502 Biostatistics APRN 503 Advanced Research and Evidenced-based Practice APRN 605 Curriculum Development and Program Evaluation</p>
<p><b>Competency 4 – Participate in Curriculum Design and Evaluation of Program Outcomes</b> Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.</p>	<p>APRN 504 Health Policy and Leadership APRN 605 Curriculum Development and Program Evaluation</p>
<p><b>Competency 5 - Function as a Change Agent and Leader</b> Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.</p>	<p>APRN 501 Advanced Practice Role: Theory and Knowledge Development APRN 504 Health Policy and Leadership APRN 710 Education Capstone Seminar</p>
<p><b>Competency 6 - Pursue Continuous Quality Improvement in the Nurse Educator Role</b> Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.</p>	<p>APRN 501 Advanced Practice Role: Theory and Knowledge Development APRN 710 Education Capstone Seminar</p>
<p><b>Competency 7 – Engage in Scholarship</b> Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself</p>	<p>APRN 501 Advanced Practice Role: Theory and Knowledge Development APRN 710 Education Capstone Seminar</p>

is a scholarly activity.	
<b>Competency 8 – Function within the Educational Environment</b> Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social and economic forces impact their role.	APRN 501 Advanced Practice Role: Theory and Knowledge Development APRN 710 Education Capstone Seminar

### D.2.b. Graduation

To receive a master's from FMU a student must fulfill the following requirements (FMU Catalog 2011-2012, p. 198):

- 1) Complete the number of graduate hours and specific courses required in the student's approved program;
- 2) Achieve a 3.0 cumulative GPA on all graduate courses; and
- 3) Satisfactorily complete all the other requirements of the program, which include completing all (270) clinical hours successfully prior to graduation.

### D.3. All Program Courses: **GRADUATE COURSES FOR NURSING (APRN) GRADUATE COURSES FOR EDUCATION (EDUC)**

#### **APRN 501 Advanced Practice Role: Theory and Knowledge Development (3) S.**

This course examines advanced practice nursing concepts, theoretical underpinnings, and current professional issues. Learners will examine how theoretical issues are integrated into practice and how they can be a mechanism to improve patient outcomes related to health promotion and disease prevention. Understanding of the role and scope of the advanced practice registered nurse is an expectation.

**APRN 502 Biostatistics (3) S.** This course applies theoretical foundations and applications of hypothesis testing, simple linear regression, and multiple regression analysis. The learner will use computer software to analyze biophysical data for frequency distributions, clinical significance, and correlation of variables.

#### **APRN 503 Advanced Research and Evidence-based Practice (3)**

(Prerequisite/Corequisite: 502) SU. This course explores quantitative and qualitative approaches to research issues in advanced practice nursing. Theories, methods, designs, measurement, ethical conduct, and skills in critical research appraisal are emphasized, along with the use of research to improve practice and client outcomes.

#### **APRN 504 Health Policy and Leadership (3) (Prerequisite/Corequisite: 501) S.**

This course explores how health policy affects the practice of advanced practice nurses and the healthcare of patients, families, and populations. It assists the learner to assume a leadership role that can affect healthcare policy. The learner will be expected to use analytical skills to promote policy development based on population need and best practice.

### **Functional Area Content (24)**

#### **APRN 604 Teaching and Learning in Nursing (3) SU.**

This course discusses teaching/learning theory in nursing education. It facilitates understanding

of teaching strategies, classroom and clinical management, learner outcomes, syllabi development, and curriculum building. Developing and applying a lesson plan for learners or patients is a course expectation.

**APRN 605 Curriculum Development and Program Evaluation (3) SU.**

This course emphasizes different types of curricula used in nursing. It includes understanding of accreditation processes using program outcomes. This course will familiarize students with course sequencing, competency leveling, and learner outcomes. The content includes integration of current clinical standards from the Institute of Medicine, Quality and Safety in Nursing Education, and The Joint Commission.

**EDUC 621 Understanding Learning Differences (3) F, S, SU.**

This course will present the student with contemporary approaches to topics including cognition, cognitive learning, brain functionality, language development, divergent learners, developmental milestones, social development, developmental prerequisites, and educational methodologies required of a contemporary educator. Emphasis will be placed on how, why, and when children learn and develop naturally, and will include those children with exceptionalities.

**EDUC 622 Assessment of Learning and Behavior (3) F, S, SU.**

(Prerequisite/corequisite: EDUC 621 or permission of the school)

This course addresses techniques and procedures for systematically observing and evaluating students' behavior and achievement. It examines the construction and validation of conventional measures (e.g., tests and rating scales), as well as alternative approaches to assessment, such as performance measures, rubrics, and portfolios, and how their validity and reliability can be assessed.

**APRN 708 Academic Practicum (3: 9) (135 practicum hours/semester) S.**

(Prerequisites: APRN 501, 502, 503, 504).

This course is a practicum course and will concentrate on developing an academic teaching/learning session with a qualified preceptor. The expectations of this course are that students will receive teaching experience in the classroom, and will demonstrate skill and competency in assessment learners' needs. The goal of the course is that students will develop and implement and educational session, and evaluate learner knowledge acquisition.

**APRN 709 Clinical Practicum (3: 9) (135 practicum hours/semester) F.**

(Prerequisites: APRN 501, 502, 503, 504).

This course is a practicum course and will concentrate on developing a clinical teaching/learning session with a qualified preceptor. The expectations of this course are that students will receive teaching experience in the clinical domain and demonstrate skill and competency in assessing learners' needs. The goal of the course is that students will develop and implement educational sessions, as well as evaluate learner knowledge acquisition and clinical skill attainment.

**APRN 710 Education Capstone Seminar (3) F.**

(Prerequisites: APRN 501, 502, 503, 504: Prerequisite/corequisite: APRN 604, 605, EDUC 621, 622, 742).

This seminar course addresses the academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a professional plan, and skills in interviewing and presentation.

### **EDUC 742 Procedures for the Divergent Learner (3) F, S, SU.**

The purpose of this course is to study the instructional strategies and educational procedures necessary to accommodate the needs of divergent learners. Emphasis will be placed on current research and practice.

#### **E. Faculty**

At present there are faculty in the FMU Department of Nursing who are qualified to teach in the Nurse Educator track. For example, the FMU Nursing Department Chair holds the Ph.D. in nursing science, is a Certified Nurse Educator (CNE), and will teach in the program. The Department of Nursing at FMU also has four faculty educated at the doctoral level who hold Doctorate of Nursing Practice (DNP) degrees. Two of those faculty members have a background in curriculum design.

The FMU School of Education includes doctorally-prepared graduate faculty who will teach the three graduate education courses in the Nurse Educator track and will customize their instruction to meet the needs of nurse educators, who once they graduate from the program will themselves be dealing with a diverse population of students. The expertise of the graduate education faculty will enhance the knowledge and skills needed by nurse educators to teach students who may have significant generational, learning style, and cognitive differences.

The FMU MSN program will strive to have all program faculty prepared at the doctoral level with CNE certification, in accordance with the FMU Graduate Faculty statement in the University catalog: "All full-time and part-time faculty teaching graduate courses will (a) hold the terminal degree in their disciplines or in unusual cases have demonstrated exceptional scholarly or creative activity or professional experience and do not hold the terminal degree, (b) demonstrate scholarship appropriate for graduate instruction, and (c) show evidence of professional characteristics appropriate for graduate instruction" (FMU Catalog, 193-194).

Administration of the MSN-Nurse Educator track will be overseen by the current chair of the FMU Department of Nursing because of her expertise in nursing education. No new faculty will be needed for the first full year of the program's existence (January 2013 to December 2013), since the core courses are the same as the FNP track apart from APRN 604 in the summer II session. Summer courses are generally taught by full-time 9-month faculty on separate summer contracts. During the second full year of the program (January 2014 to December 2015), courses specific to the Nurse Educator track will be offered. Thus the University plans to add one additional faculty member by January 2014 and a second additional faculty member by August 2014.

We anticipate that an administrative assistant will be hired during the second year to serve both the MSN-Family Nurse Practitioner program (approved by the Commission on Higher Education on May 3, 2012) and the MSN-Nurse Educator program.

**E.1. Table C – Faculty List (Existing)**

<b>List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc)</b>	<b>Highest Degree Earned</b>	<b>Field of Study</b>	<b>Teaching in Field (Yes/No)</b>
Professor #1	PhD	Nursing Science	Yes
Professors #2-5	DNP	Doctorate of Nursing Practice	Yes

Professors #6-7	EDd	Doctorates of Education	Yes
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**E.2. New Faculty**

As indicated above, the University plans to hire one additional faculty member by January 2014 and a second additional faculty member by August 2014. These two new full-time faculty members will be expected to teach the equivalent of twelve-semester hours during the Spring semester and the equivalent of nine-semester hours during the Fall semester.

**E.3. Currently Employed Faculty**

Within the FMU Department of Nursing as currently constituted, there are four doctorally-prepared nursing faculty who have had courses in nursing education and who are well-versed in teaching methods and pedagogy. One of those faculty members will be designated as the coordinator of the Nurse Educator program and will work in concert with the Department Chair in administering the program.

**E.4. Faculty Development**

The Department of Nursing will set aside a budget of \$10,000 per year for advanced practice faculty development to be used for conferences specific to nursing education. Professional funds are also available through the University’s Professional Development Committee at a rate of \$2,500 per year per faculty member, with preference given to support of scholarly presentations. Other opportunities for staff development exist internally in the University and within the Department of Nursing. The University presents ongoing education related to innovative technology and new pedagogy. The Department of Nursing has two full day workshops per year, as well as ongoing monthly educational sessions. Education sessions focus on developing reliable and valid tests, writing for publication, best clinical teaching practices, developing an academic portfolio, and mentoring.

The Department of Nursing is also a recipient of a Department of Health and Human Services, Health Resources and Services Administration (HRSA) Faculty Development Award: Integrating Technology into Nursing Education and Practice, "PA/DC Nursing Education Technology Collaborative" (PADCNETC), PI: Linda Wilson RN, PhD, Drexel University; Ruth Wittmann-Price - Role: Francis Marion University Site Director; Funding Period: July 1, 2008 - June 30, 2013, Award - \$1,493,107.00. Six current nursing faculty members have been educated in iPod as electronic references and received iPods through the PADCNETC grant funds.

Each year in October the Chair of the Department of Nursing conducts a regional conference, held in Columbia, SC, which is a review for the Certified Nurse Educator exam. This past year four FMU nursing faculty attended this conference, as well as other nurse educators from nursing programs located in South Carolina.

**E.5. Definition of FTE**

The fulltime teaching equivalency (FTE) at Francis Marion for:

- Tenured and Tenure-track faculty is a 3-4 annual teaching load with four contact courses in either the Fall or Spring semester and three contact courses in the other semester.
- Non-tenure track (term contract) is a 4-4 annual teaching load with four contact courses each semester.

**E.6. Table D – Unit Support**

<b>UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT</b>						
<b>YEAR</b>	<b>NEW</b>		<b>EXISTING</b>		<b>TOTAL</b>	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
<b>Administration</b>						
2012 – 13	0	0	1	1.0	1	1.0
2013 – 14	0	0	1	1.0	1	1.0
2014 – 15	0	0	1	1.0	1	1.0
2015 – 16	0	0	1	1.0	1	1.0
2016 - 17	0	0	1	1.0	1	1.0
<b>Faculty</b>						
2012 – 13	0	0	6	6.0	6	6.0
2013 – 14	1	1.0	6	6.0	7	7.0
2014 – 15	1	1.0	7	7.0	8	8.0
2015 – 16	0	0	8	8.0	8	8.0
2016 - 17	0	0	8	8.0	8	8.0
<b>Staff</b>						
2012 – 13	0	0	0	0	0	0
2013 – 14	1	1.0	0	0	1	1.0

2014 – 15	0	0	1	1.0	1	1.0
2015 – 16	0	0	1	1.0	1	1.0
2016 - 17	0	0	1	1.0	1	1.0
<b>TOTAL</b>	<b>3</b>	<b>3.0</b>	<b>44</b>	<b>44.0</b>	<b>47</b>	<b>47.0</b>

## **F. Physical Plant**

### **F.1. Existing Plant**

The Dr. Frank B. Lee nursing education building will provide facilities for the graduate program. The 30,000 square foot building provides adequate classroom and seminar rooms to support the program. Students have access to the computer lab, skills lab, and auditorium for classes and informal meetings. The Rogers Library also provides study rooms that students may use for individual or small group study. Students have access to a break area for use between classes and scheduled activities.

In the Lee Nursing Building, there is a conference room that has been converted to faculty offices, which brings the total number of offices available to fourteen. Two newly hired graduate faculty members will be housed in the converted conference room.

### **F.2. Future Plans**

Looking to the future, FMU is confident of obtaining private funding from a local foundation and from one other donor for a new Health Sciences building to be located in downtown Florence. When constructed, the new building will provide additional facilities and more than meet the needs of the MSN programs.

## **G. Equipment**

The Lee Nursing Building is equipped with state of the art audiovisual equipment and a simulation laboratory. The simulation rooms in the nursing skills lab are equipped with video capability in order to evaluate student performance. Standardized patient (SP) experiences are also being used and involve collaboration with the theater department.

Simulation equipment includes Laerdal SimMan, Sim Child, Sim Baby, Noelle, Vital Sim, and IV Sim. Simulation rooms are equipped with cameras to record performances for evaluation purposes. Standardized patient experiences are used to validate competencies in therapeutic communication, problem-solving, decision-making, diagnosing, and appropriate plans for interventions. Students will have instruction utilizing these devices and will undergo proficiency testing in teaching strategies, conflict resolution, and counseling of pre-licensure students.

## **H. Library Resources**

The Library currently houses a collection of 9,079 volumes representing 7,534 titles in the Medicine/Nursing subject area. Included in this collection are 1241 titles under the Nurse, Nursing identification range. Also included are the NetLibrary e-book collection of 1456 books in the field of Nursing under the subject heading of Health and Medicine.

The library houses a collection of 175 print periodicals and serials including 35 current subscriptions to titles in the field of nursing. In addition, the university provides access to an extensive collection of electronic resources including CINAHL and ERIC full text.

The Nursing resources collection has been analyzed and found to contain varied materials to support the nursing curriculum. Obsolete print resources were pulled from the collection over the spring and summer of 2009. Additional Nursing resources are being

purchased as requested by Nursing Department faculty. Currently the vast majority of purchasing is now dedicated to online access to periodicals and serials, although the library does maintain print periodicals and serials.

Membership in **PASCAL** (Partnership Among South Carolina Academic Libraries) has further enhanced the university's ability to provide a wide variety of quality resources for the nursing program. For example, through PASCAL and beginning January 2010, Ovid Lippincott online was made accessible to faculty and students in the program.

The library's web site

<http://www.fmarion.edu/rogerslibrary/subjectguidenursing.htm> lists selected print resources and electronic resources in its **Nursing Subject Guide and ERIC database** which are listed under **Research Tools and "Choose a subject"**.

## **I. Accreditation, Approval, Licensure, or Certification**

### **I.1. Professional Accreditation**

The Francis Marion University baccalaureate program received initial accreditation from the National League for Nursing Accrediting Commission, Inc in 2006, and in June of 2011 full 8-year continuing accreditation was granted. The MSN program will seek accreditation from the NLNAC. The graduate program will apply for candidacy the semester that we will have our first graduates (email communication of 8-11-11 with Patricia Barlow, Manager of Accrediting Services).

### **I.2. Licensure and Certification**

#### ***I.2.a. Licensure***

The SC State Board of Nursing regulations for an APRN do not apply to nurse educators.

#### ***I.2.b. Certifications***

1. The NLN, which certifies nurse educators, states: "Certification in any field is a mark of professionalism. For academic nurse educators, it establishes nursing education as a specialty area of practice and creates a means for faculty to demonstrate their expertise in this role. It communicates to students, peers, and the academic and health care communities that the highest standards of excellence are being met. By becoming credentialed as a Certified Nurse Educator (CNE), you serve as a leader and a role model. The mission of the Academic Nurse Educator Certification Program is to *recognize excellence in the advanced specialty role of the academic nurse educator.*" The goal of NLN certification is to:

- Distinguish academic nursing education as a specialty area of practice and an advanced practice role within professional nursing
- Recognize the academic nurse educator's specialized knowledge, skills, and abilities and excellence in practice
- Strengthen the use of core competencies of nurse educator practice
- Contribute to nurse educators' professional development (NLN, 2011, p. 1).

2. Criteria for certification is:

#### **Option A: Must meet criteria 1, 2, & 3**

1. Licensure: A currently active registered nurse license in the United States or its territories.
2. Education: A master's or doctoral degree in nursing with:
  - a major emphasis in nursing education
  - nine or more credit hours of graduate-level education courses\*  
Examples of acceptable courses include: Curriculum Development and Evaluation; Instructional Design; Principles of Adult Learning; Assessment/Measurement & Evaluation; Principles of Teaching and

Learning, Instructional Technology

Note: Graduate-level research or statistics courses do not count toward this requirement.

- Experience: Two years or more of full-time employment\*\* in the academic faculty role within the past five years.

Option B: Must meet criteria 1, 2 & 3

- Licensure: A currently active registered nurse license in the United States or its territories.
- Education: A master’s or doctoral degree in nursing (with a major emphasis in a role other than nursing education).
- Experience: Four years or more of full-time employment, as defined by the institution, in the academic faculty role within the past five years.

**J. Articulation**

**J.1. Path**

This program track is designed to be accessible for students with baccalaureate degrees in nursing from accredited programs in South Carolina. It contains enhanced accessibility for FMU BSN graduates (both pre-licensure and RN to BSN learners) by offering graduate course options to undergraduate students per the University catalog policy: “With written department approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. With written departmental approval and with an overall grade point average of 3.0 or better, seniors may take courses numbered 600-799 for graduate credit. All seniors taking courses for graduate credit must submit a graduate application for admission. No more than 12 hours of graduate work may be completed prior to the completion of baccalaureate degree requirements and admission to the graduate program as a graduate degree student” (FMU Catalog, 194-195). Transfer graduate students per catalog policy will be able to transfer a maximum of six credits from a regionally accredited institution (FMU Catalog, 198).

**J.2. Terminal Degree**

The MSN is not a terminal degree in nursing. After successful completion of this program learners will be eligible to apply for doctoral degrees, and will have had the pre-requisite courses required by most doctorate of nursing practice and PhD programs in nursing. Those courses include research and biostatistics.

**K. Estimated Cost**

**K.1. Table E - Costs to the Institution and Sources of Financing**

ESTIMATED COSTS BY YEAR						
CATEGORY	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	TOTALS
Program Administration	0	0	0	0	0	0
Faculty Salaries(2)	0	75,000.	152,250.	156,817.50	161,522.03	545,589.53

Graduate Assistants	0	0	0	0	0	0
Clerical/Support Personnel	0	33,750.	34,762.50	35,805.38	36,879.54	141,197.41
Supplies and Materials	2,500.	5,000.	5,000.	5,000.	5,000.	22,500.
Library Resources	1,000.	1,000.	1,000.	1,000.	1,000.	5,000.
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Other (Identify)	0	0	0	0	0	0
<b>TOTALS</b>	3,500.	114,750.	193,012.50	198,622.88	204,401.56	714,286.94

**SOURCES OF FINANCING BY YEAR**

<b>CATEGORY</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>TOTALS</b>
Tuition Funding	237,978.00	245,117.34	252,470.86	260,044.99	267,846.34	1,263,457.52
Program-Specific Fees	6,246.00	6,433.38	6,626.38	6,825.17	7,029.93	33,160.86
State Funding	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	0	0	0	0
Federal Funding	0	0	0	0	0	0
Other Funding (Specify)	0	0	0	0	0	0
<b>TOTALS</b>	244,224.00	251,550.72	259,097.24	266,870.16	274,876.26	1,296,618.38

Salaries, benefits, tuition, and fees are calculated at a 3% increase per year.

**L. Institutional Approval**

- L.1. Department of Nursing    October 4, 2011
- L.2. FMU Graduate Council    October 25, 2011
- L.3. FMU Faculty Senate      November 8, 2011

L.4. FMU Full Faculty  
L.5. Board of Trustees

November 22, 2011  
March 4, 2012

**M. References**

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