Memorandum

Date: June 13, 2002

To: Randy Hansen, Interim Vice Provost
From: Darlene Schott-Baer
Re: Proposed Certificate in Nursing Education Program

The attached proposal for the Certificate in Nursing Education Program from the School of Nursing is being forwarded to Graduate Council for its consideration and evaluation. This program has been reviewed and approved by the SON Graduate Committee on Instruction and Faculty Assembly. If you have questions you can contact me at schottba@oakland.edu, ext. 4491, or 248-443-0758.The following index lists the contents of this proposal.

Proposed Certificate in Nursing Education Program
School of Nursing
Darlene Schott-Baer Ph.D., R.N.
Kathy Emrich Ph.D., R.N.

<u>**Rationale**</u>:

National statistics show that in the next 10 years the demand for nurse educators will exceed the supply with the situation growing worse by 2020. Associate degree and baccalaureate programs, as well as the service setting, will have a need for skilled clinical and classroom educators. As with the nursing profession in general, the average age for nurse educators is rapidly increasing with many planning retirement within the next 10 years. As the need for nursing faculty increases the number of nurses who are prepared as teachers has decreased from 23% to 6.2% from 1976 to 1996 (NLN, 1991, 1997). Seven and a half percent fewer nurses were enrolled in educator programs in 1997 than in 1995 (AACN, 1998). Over the last two decades graduate nursing programs focused on clinical roles like nurse practitioners or clinical nurse specialists rather than the educator role (DeYoung, & Bliss 1995; Andreoli, 1987). Masters and doctoral education emphasize the clinical and research components respectively, leaving nurses to acquire the skills of an educator to on-the-job-training. Retirement or resignation can be expected to account for a one-third reduction of the nursing faculty work force between 1992 and 2006 (Ryan, & Irvine, 1994). Factors like these are likely to stimulate demand for nurse educators and may increase interest in a certificate program that prepares nurses to teach in a variety of settings. In the AACN document on the nursing shortage (January 23, 2002) it is predicted that only 1% of baccalaureate nursing students are expected to become nursing faculty. They suggest developing post-baccalaureate programs to make the career trajectory to nursing education more attractive to recruit and retain nursing faculty.

This 15-credit certificate program prepares nurses for teaching positions in higher education and staff development. The program emphasizes instruction in curriculum, program and course design, development, and evaluation. A field experience, which may occur in either an academic or service setting, provides students with the opportunity to apply these skills in actual classroom and clinical environments under the guidance of expert School of Nursing faculty. Content focuses on learning styles, teaching methods, and evaluation strategies. On-line and web enhanced technology will be incorporated into course content and used as an instructional method.

The Strategic Plan for Oakland University specifies goals that enable the SON to be at the forefront in education and prepare students for a rapidly changing workplace and prepare leaders for the future (OU Strategy 2; SON Goal II). This program will prepare nurses for both academic and service educational environments that focus on undergraduate and staff development needs. Recent collaborative relationships with community partners will support the implementation of the Certificate in Nursing Education program and foster the development of alliances to prepare nurse educators for all levels of nursing education (SON Goal IV). This program will utilize enhanced technology (WebCT) to supplement traditional classroom experiences to prepare students who are comfortable with using advanced computer and internet capabilities

for instructional purposes. Several support letters from affiliating institutions are included after the appendices.

Goals of the Program:

The purpose of this program is to prepare nurses to:

1. Design and develop curriculum/s for both academic and staff development programs.

2. To prepare faculty to teach both undergraduate students and practicing nurses using a variety of methods.

3. Evaluate effectiveness of instructional strategies in relation to program outcomes.

Comparison to Similar Programs:

Wayne State University (WSU) has a similar program but differs in some significant requirements from the proposed OU program. The WSU program is 12 credits, requires an MSN degree, and has no opportunities to individualize the coursework to specific student needs (no electives). Madonna University offers a post-masters Health Care Educator certificate program requiring the completion of 12 semester hours within the Nursing Department and appears to be available to anyone in a health care field. All three of the programs (WSU, Madonna, and the proposed OU programs) include content on curriculum development, instructional strategies and evaluation with the opportunity for experiential learning. The unique aspects of the proposed OU program are the post-BSN requirement and the use of supplemental on-line teaching strategies. The rationale for the post-BSN minimum requirement is that the service settings frequently utilize nurses with bachelor degrees for staff development and orientation. The use of WebCT for supplemental course instruction will give students the opportunities to become comfortable with on-line instruction and be in a better position to incorporate and implement on-line instruction within their work setting. Courses may require intermittent on site contact with the instructor as well as on-going distance experiences through WebCT.

Student Recruitment:

Recruitment of registered nurses will encompass all of the metro Detroit area. Within this diverse region, we have noted interest from such facilities as Oakwood Hospital in Dearborn, St. John Hospital of Detroit-Riverview, and Botsford General Hospital of Farmington Hills. Although a majority of our current nursing student population resides in Oakland and McComb counties, it is our hope that enhanced recruitment efforts within these and other locations will result in increased representation from other counties.

Admission Requirements:

1. Compliance with Graduate School admission requirements
2. Bachelor Degree in Nursing from an accredited school of nursing with a cumulative GPA of 3.0
3. Eligible for licensure as a Registered Nurse in the State of Michigan
4. Written goals statement
5. Two recommendations from persons familiar with the applicant in a professional capacity. If possible, one recommendation should come from current supervisor.
6. Satisfactory score on GRE

Plan of Study:

Course (See Appendix D)	Credits
NRS 632 Curriculum and Instruction in Nursing Education	4
NRS 634 Evaluation in Nursing Education	4
NRS 636 Field Experience in Nursing Education	3
Elective	4
	Total 15 credits

NOTE: Since students would have the option to complete these courses during their MSN program we are proposing that they be allowed 2 years from admission to Graduate School to complete the coursework. In the event the student has completed a course at another university that is considered equivalent to a required SON course alternative coursework can be substituted (example, courses from Curriculum, Instruction and Leadership, or Training and Development programs SEHS, CIL588, CIL658, HRD510, HRD605).

Field Experience:

Field Experience (3 credits=126 hours) will occur in an approved academic or service setting under the direction of School of Nursing faculty (See Appendix D). Pre- and co-requisites to the field experience include: NRS 632 pre or co-requisite to NRS 634, and NRS 634 pre or co-requisite NRS 636.

Library Resources:

See Memorandum from Millie Merz, Kresge Library and Appendices A, B, C

Faculty Qualifications and Workload:
Minimum of 3 years teaching experience at the undergraduate level and MSN. Experience with WebCT will be helpful. Courses will be taught within current workload.

Resources:
No additional computer equipment will be needed since SON faculty have recently been updated on computer equipment and software. WebCT training and faculty development has provided faculty with expertise to offer online classes.

Reference List

Accord, L. (2000). Help wanted-faculty. *Journal of Professional Nursing*, 16(1), 3.

Author (1999). Faculty shortages intensify nation's nursing deficit. *AACN Issue Bulletin.*

American Association of Colleges of Nursing (1998). As RNs age, nursing schools seek to expand to pool of younger faculty. *AACN Issue Bulletin.*

Andreoli, K. (1998). Specialization and graduate curricula: Finding the fit. *Nursing and Health Care,* 8(2), 65-69.

Brendtro, M., & Hegge, M. (2000). Nursing faculty: one generation away from extinction? *Journal of Professional Nursing*, 16(2), 97-103.

DeYoung, S., & Bliss, J. (1995). Nursing faculty-An endangered species? *Journal of Professional Nursing*, 11, 84-88.

Hinshaw, A. (2001). A continuing challenge: the shortage of educationally prepared nursing faculty. *On-line journal of Issues in Nurisng*, 6(1), manuscript 3.

Natinal League for Nursing. (1991). Nursing data review 1991. New York: Author.

National League for Nursing (1997). Nursing data scouce 1997. (Vol. 2). Sudbury, MA: Jones and Bartlett.

Budget: SON

Proforma Income Statement
Fiscal Year 2003

Certificate in Nursing Education

26-Mar-02	Year 1	Year 2
Revenue Variables:		
Headcount	15	15
Total Credit Hours	120	105
Undergraduate	0	
Graduate	113	113
Tuition Rate Per Credit Hour		
Undergraduate	$132	$132
Graduate	$246	$246
Course Fees	$13	$13
General Service Fee	$140	$140
Revenue		
Tuition	$29,520	$25,830
Enrollment Fees	$0	$0
Course Fees	$1,500	$1,313
General Service Fee	$2,100	$2,100
Total Revenue	$33,120	$29,243
Expenses		
Salaries/Wages		
Faculty Inload (Replacement Costs)	$0	
Faculty Overload		
Part-time Faculty	$8,300	$7,230
Visiting Faculty		
Administrative		
Clerical		
Wages		
Student		
Graduate Assistant		
Out of Classification		
Overtime		
Total Salary Expenses	$8,300	$7,230
Fringe Benefits	$635	$553
Total Salary and Fringe Benefits	***$8,935***	***$7,783***
Operating Expenses		
Supplies and Services	$500	$500
Travel	$200	$200
Telephone	$0	$0
Equipment	$2,500	$2,500
Facility	$2,000	$2,000
Total Operating Expenses	***$5,200***	***$5,200***
Total Expenses	$14,135	$12,983
Net Income/Loss	$18,985	$16,259
Less Fees	$3,600	$3,413
Total Available for Distribution	$15,385	$12,847
Net Income Percentage	46%	44%

MEMORANDUM

TO: Darlene Schott-Baer
                Associate Professor
                School of Nursing

FROM: Mildred H. Merz
                Coordinator for Collection Development
                Kresge Library

SUBJECT: Library Collection Evaluation for Proposed Certificate in
                Nursing Education

DATE: May 14, 2002

In preparing this assessment of the library's ability to support a certificate program in Nursing Education, I consulted the March 2002 description of the proposed program. I focused on the descriptions of the three new courses to be offered and noted that "On-line and web enhanced technology will be incorporated into course content and used as an instructional method."

In determining needed library resources I considered both resources specific to nursing education and more general resources related to curriculum design, development, and evaluation. To discover possible resources that might prove relevant for the program I searched both the primary nursing journal index (Cumulative Index to Nursing and Allied Health Literature) and the principal education journal database (ERIC). I did general searches on "nursing education" and more specific searches on topics related to the three courses. I also looked at bibliographies from articles from some important nursing education journals that we already own (Nurse Education Today, Journal of Nursing Education, Journal of Professional Nursing, and Nurse Educator.) In addition I consulted Dorothy R. Hill and Henry N. Stickell's "Brandon/Hill Selected List of Print Nursing Books and Journals" (Nursing Outlook, 48.1, 2000, 10-22) and Katz's Magazines for Libraries (2002). I also looked for relevant journal titles frequently interloaned for faculty members in the School of Nursing and consulted with Elizabeth Kraemer, the librarian liaison to the School of Nursing.

Indexes/Abstracts/Online Databases

The library has access to several online databases of specific relevance to this proposed program. I mentioned both ERIC and CINAHL above. We also have MEDLINE (the National Library of Medicine's journal index) and Education Abstracts. All four of these resources are available through the *FirstSearch* interface and include citations to most all journals relevant to the program and fulltext access to articles from several of these journals. The library also has another online journal index with a health focus (Health Reference Center Academic). HRCA (an *Infotrac* databases) has fulltext articles to several nursing journals for which we have no other access. All of these resources are available both to students and faculty from the library, from computers elsewhere on campus, and from off campus via the library's proxy server. Links are from the library's web site (www.kl.oakland.edu).

Another possibly relevant resource to which the Library does not subscribe is ProQuest Nursing Journals, a database with fulltext articles from over 280 nursing and related publications. Through other sources, OU already has access to online articles from approximately 150 of these journals and magazines, and only 3 or 4 of the remaining 130 have direct relevance for the Nursing Education program. This makes the over $11,000 annual cost much too high to justify purchasing it for this program. However, we will continue to monitor this database's addition of journals with fulltext access realizing the growing importance of having online library materials for students who may rarely visit campus for any purpose.

Books
In addition to noting book titles cited in relevant journal articles and books listed in the Brandon/Hill article, I also considered nursing education titles in the annual "Books of the Year Awards" article in the American Journal of Nursing and nursing education books held by the Wayne State University Libraries. OU's library already held most of the nursing education titles cited. Since there were so few program related books that OU lacked, we have already placed orders for the most significant ones not owned using regular nursing book allocations. Book needs for this program could be met in future years by a $250 allocation (with increases each year for inflation). This allocation will allow for the purchase of between five and eight new books per year.

Journals
OU's holdings of journals specifically focused on nursing education are quite strong. Of the six most significant, Oakland has five of them. It is only lacking the one directed toward staff development (Journal for Nurses in Staff Development). It has current subscriptions to Journal of Nursing Education (both a print subscription and online articles via *FirstSearch*), Nurse Educator, Nursing Education Perspectives (both this title and its earlier titles available in print and with online articles through 2001 via HRCA), Nurse Education Today (online subscription from 1999 via Academic IDEAL), and Journal of Continuing Education in Nursing (available both in print and with online articles via *FirstSearch*). The library also has subscriptions and significant backfile holdings for other nursing and education journals with articles related to nursing education and to educational theory and teaching (see Appendix A). Our lacks are for still other nursing journals with frequent articles on nursing education and for some key higher education titles dealing with college teaching and with distance education (see Appendix B). While subscribing to all of these titles is not essential, we should add several of them—especially those for which online access can also be secured. I am suggesting that first year subscriptions costing approximately $1,500 be added with future years' allocations based on likely 10% per year inflation and with additional titles added in years three and five. If it is possible to add online access to subscriptions the library already has, part of this money should be used for that purpose.

Library Service Needs
Since students will not be on campus regularly for classes, consideration needs to be given to providing these students with access to materials available only on campus in print form. Faculty can request that print articles and other short items needed by an entire class be scanned and placed on electronic reserve. However, for books and for other print only articles needed by individual students, other arrangements must be made. In the past, the Library's Circulation Department has, on a limited basis, sent photocopied articles and books to students when they have been enrolled in OU courses at distant locations. Similar services must be made available for these students and must be budgeted for. The $1,000 figure included in Appendix C is an estimate of costs for such services.

Conclusion
Library holdings are surprisingly strong for this program both because of the library's nursing and education holdings. There are some gaps that we need to fill, and for these I have budgeted (Appendix C). However, there may be additional budgetary needs that will develop after the program begins—resulting from off campus students having special needs to secure increased numbers of library materials online.

cc: Elaine K. Didier, Dean of the Library
Elizabeth Kraemer, Librarian Liaison to Nursing

Appendix A
Journals to Which the Library Has Access
Relevant to the Proposed Program in Nursing Education
*(does **not** include all nursing journals to which the library subscribes)*

*ANS, Advances in Nursing Science (print subscription plus online articles via HRCA)
American Journal of Evaluation
*Assessment and Evaluation in Higher Education (online articles only via FirstSearch)
*British Journal of Educational Technology (online articles only via FirstSearch)
*College Teaching (online articles only via FirstSearch)
Computers in Nursing (new title to be Computers, Informatics, Nursing)
Educational Technology
*Educational Technology Research and Development (print subscription plus online articles via
          FirstSearch)
*Higher Education (online only subscription via Kluwer)
*Holistic Nursing Practice (print subscription plus online articles via HRCA)
*Innovative Higher Education (online only subscription via Kluwer)
*Instructional Science (online only subscription via Kluwer)
*International Nursing Review (print subscription plus online articles via FirstSearch's ECO)
Journal of Advanced Nursing
Journal of College Science Teaching
*Journal of Continuing Education in Nursing (print subscription plus online articles via
          FirstSearch)
Journal of Educational Research (print subscription plus online articles via FirstSearch
*Journal of General Education (online only subscription through Project Muse)
*Journal of Higher Education (print subscription and online subscription through Project Muse)
*Journal of Nursing Education (print subscription plus online articles via FirstSearch)
Journal of Professional Nursing
Journal of Research and Development in Education
*Journal of Teacher Education (print subscription plus online articles via FirstSearch's ECO)
*Nurse Education Today (online only subscription via Academic IDEAL)
Nurse Educator
*Nursing Education Perspectives (and its earlier titles which include Nursing and Health Care
          Perspectives)
Nursing Outlook
Nursing Research
*Nursing Science Quarterly (print subscription plus online articles via FirstSearch's ECO)
*Online Journal of Issues in Nursing (online only)
*Research in Higher Education (online only subscription via Kluwer)
*T.H.E. Journal: Technological Horizons in Education (print subscription plus online articles
via
          FirstSearch)

Titles with asterisks are available online. All other titles are available in print only—on 4th floor
of Kresge Library.

Appendix B
Recommended Titles to Support
Proposed Program in Nursing Education

American Journal of Distance Education $85

Journal for Nurses in Staff Development $237

Journal of Clinical Nursing $633 (includes cost of print and online)

Journal of Cultural Diversity [a nursing journal] $150

Journal of Distance Education $40

Journal of Transcultural Nursing $185 (includes cost of print and online)

Nurse Researcher $111

Professional Nurse $139

Scholarly Inquiry for Nursing Practice $123

Teaching in Higher Education $385 (includes cost of print and online)

Total 2002 Subscription Costs of Recommended
Titles=$2,088

Appendix C
Budget for Library Materials for
Program in Nursing Education

	Year 1	Year 2	Year 3	Year 4	Year 5
Books	$ 250	$ 258	$ 265	$ 273	$ 281
Journals	$1,500	$1,650	$1,965*	$2,162	$2,528*
Off-campus service**	$1,000	$1,000	$1,000	$1,000	$1,000
<u>Totals</u>	$2,750	$2,908	$3,230	$3,435	$3,809

Allocation for books is inflated at 3% per year; that for journals is inflated at 10% per year.
*In year three and five $150 is added for the addition of new journal titles not begun in year one.

**Off-campus Service would include costs of mailing books and faxing articles to students at distant locations.

Appendix D

Proposed Courses

Curriculum and Instruction in Nursing Education

Course Number: NRS 632   Credit Allocation: 4 cr.

Course Overview

This course focuses on the process of curriculum development in nursing education. Societal trends and issues impacting professional nursing are explored. Students learn how to analyze a written curricular plan including a mission statement, philosophy, and other necessary elements. Each student develops an individual nursing course including identification of content and instructional methods. Teaching methods can include: lecture, on-line discussion, student led seminars and presentations, group and individual projects.

Course Objectives

1. Examine the process of curriculum development.
2. Analyze the impact of professional and societal forces on curriculum decision making.
3. Develop a written curriculum plan.
4. Synthesize concepts leading to the development of a curricular plan.

Topic Outline

Principles of curriculum/course development
Learning Theories
Teaching Methodologies
Clinical Instruction
Classroom Testing
On-line and WEB Enhanced Teaching Strategies
Staff Development
Teaching Critiques
Standards and Competencies

Evaluation in Nursing Education

Course Number: 634   Credit Allocation: 4 cr.

Course Overview

This course focuses on evaluation concepts for use in nursing education. At the program level, students examine distinctions between a variety of evaluation models. At the course level, students construct examination/s and analyze the difficulty and discriminatory power of individual items. Student will develop examination items, clinical evaluation tool/s, and an evaluation plan for a hypothetical-nursing program. Teaching methods can include: lecture, on-line discussion, student led seminars and presentations, group and individual projects.

Course Objectives

1. Examine a variety of models used for curriculum evaluation.
2. Distinguish among various classroom and clinical evaluation methodologies.
3. Construct an examination and analyze student responses.
4. Develop a plan for evaluating the achievement of clinical objectives in a nursing course.
5. Develop an evaluation plan for a hypothetical-nursing program.

Topical Outline

Theoretical Foundations of Curriculum Evaluation
Introduction to Educational Measurement
Evaluation Methods for Classroom Testing
Evaluation Methods for Clinical Instruction
Interpreting Test Scores
Grading
Legal Issues
Web-Enhanced Evaluation Strategies
Program Evaluation
Program Production

Field Experience in Nursing Education

Course Number: NRS 636??   Credit Allocation: 3 cr.

Course Description:

Students will be assigned to a School of Nursing faculty who will be responsible for providing the student with opportunities to implement concepts and skills gained in NRS 632 and NRS 634. Field experiences can be in either academic or service settings with an emphasis on preparing nurse educators whom can adapt to a changing educational environment. Experiences will include: classroom and clinical teaching experiences, evaluation of classroom and clinical instruction and testing methodologies, and documentation of experiences. The field experience requires that students spend 126 hours (3 cr.) in relevant activities during the semester. NRS 632 is a pre-requisite and NRS 634 co-requisite to the field experience.

Course Objectives:

1. Identify an academic or service setting appropriate for a field experience.
2. Implement teaching and learning concepts from NRS 632 and NRS 634.
3. Evaluate teaching and evaluation strategies.

DSB/KE Spring, W-02
Approved by FA March 2001

Appendix E

Support Letters