



Masters of Science in Nursing Education & Certificate of Advanced Study in Nursing Education

**Hartwick College Department of Nursing
2022-2023**

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About

Hartwick College is a four-year, rural, private, co-educational liberal arts and sciences college. Nursing at Hartwick College began as one of the original four Cadet Nurse Corps education programs sanctioned by New York State in 1942 and over time evolved to its current form that offers both pre-licensure and post-licensure (transfer) baccalaureate degree options. Over the past 76 years, the Hartwick College nursing program has graduated more than 1400 nurses who work in 40 states and five foreign countries. Almost half remain in New York State providing healthcare in metropolitan areas and medically underserved communities.

The Master of Science (MS) degree in Nursing Education with a focus on transformational leadership will prepare nurses for the advanced, multidimensional role and responsibility as nurse educators within academic and health care settings. The department of nursing faculty mentor graduates to become leaders in nursing education through focus on excellence and innovation, translation of research to practice, and integration of new knowledge as maturing professionals. A spirit of inquiry and critical reasoning, moral integrity and creativity, professional identity and self-authorship are emphasized throughout this engaging curriculum. As co-partners in this graduate program, nursing faculty support the scholarship of teaching and learning to expand nursing knowledge and embrace life-long learning, embody the values and standards of the profession to meet educational and global health care needs, and to transform nursing education for the future.

The Certificate of Advanced Study (CAS) in Nursing Education prepares post master's learners with the foundation and tools essential for facilitating learning in a variety of academic and health care settings. Experienced nurse educators collaborate with learners through exciting and innovative specialty curriculum in stimulating scholarly inquiry, knowledge expansion, and professional evolution.

Purpose

Within this context, the Master of Science in Nursing Education and a Post- Masters' Certificate of Advanced Study (CAS) in Nursing Education programs have been created to respond the regional and global shortage of qualified nursing faculty and subsequently, the shortage of highly qualified registered nurses for the practice arena. This graduate program is designed using an online learning environment with support from doctoral prepared faculty, who serve as mentors with content expertise and teaching experience in online delivery. Hartwick's program uses the Desire 2 Learn/Brightspace (D2L) platform. Students will be expected to meet synchronously at designated timeframes for an orientation session at the start of the program, midway after completion of 18 credits for a

formative program progression session, and at the completion of 36 credits for a summative program evaluation. A conservative estimate on projected enrollment yields 80 students for the MS program and 25 students for the CAS program at the end of the first five (5) years. These two programs are structured to be offered simultaneously to optimize facilitations and completion.

The MS in Nursing Education Program is a 36 credit curriculum that provides the foundation for lifelong learning, a solid grounding in nursing education, and empowers advancement toward doctoral study. The program consists of 9 credits in core courses: Philosophies and Theories in Nursing Knowledge; Policy, Ethics and Law; and Research Utilization: Quantitative and Qualitative Paradigms; 16 credits in specialty courses: Educational Theory and Practice; Transformational Leadership; Curriculum Development and Evaluation; Cognitive Development and Instruction; Educational Measurement and Evaluation; Executive Mentorship in Nursing Education and Leadership; 7 credits in cognate courses: Advances in Pathophysiology and Pharmacology; Holistic/Integrative Health Assessment; Writing for Publication and Funding; and 4 credits that includes 180 experiential hours in the internship course: Mentorship Practicum.

The CAS in Nursing Education Program is an 18 credit curriculum that provides foundational courses designed to assist the post master's learner in transitioning to a variety of educational settings, including, but not limited to, academia, practice, and industry. The program consists of Educational Theory and Practice, Curriculum Development and Evaluation, Cognitive Development and Instruction, Transformational Leadership, Educational Measurement and Evaluation, and the Mentorship Practicum.

Finally, the Master of Science in Nursing Education/Certificate of Advanced Study program builds upon the professional foundation in baccalaureate or equivalent coursework from accredited nursing programs and the framework of the ANA Scope and Standards of Practice, CCNE Essentials and NLN Competencies for Advanced Practice Role in Nursing Education (Nurse Educator Core Competencies), State Education Guidelines, and the ANA Code of Ethics. The Master of Science in Nursing Education and the Certificate of Advanced Study will position graduates who are interested in the Certification in Nursing Education (CNE) credential.

Program Outcomes

At the completion of the MS in Nursing Education program, the graduate will be able to:

1. Integrate nursing's historical legacy to advance nursing knowledge and cultivate self-authorship as professionals.
2. Participate as a transformational educator with a specialized body of knowledge to create professional environments and programs that address standards of practice and contemporary educational and health care issues across settings.
3. Engage in the spirit of inquiry and lifelong learning through discovery and application of scholarship to practice arenas.
4. Inform curriculum decisions based on health care trends and emerging innovations in nursing education.
5. Design learning environments based on a paradigm shift from teacher to learner using the domains of learning and assessment to facilitate engaged learning.
6. Collaborate in creating and assessing the efficacy of instructional approaches that integrate theories of teaching and learning, and emerging communication developments across a variety of settings with individuals and populations.
7. Advocate for academic and organizational policy within complex academic and health care organizations that address disparities in health care and educational services to the public.
8. Lead in translating best practices and evidence that informs practice decisions and advances the future directions of nursing.

At the completion of the CAS in Nursing Education program, the graduate learner will be able to:

1. Participate as a transformational educator with a specialized body of knowledge to create professional environments and programs that address standards of practice and contemporary educational and health care issues across settings.

2. Inform curriculum decisions based on health care trends and emerging innovations in nursing education.
3. Design learning environments based on a paradigm shift from teacher to learner using the domains of learning and assessment to facilitate engaged learning.
4. Collaborate in creating and assessing the efficacy of instructional approaches that integrate theories of teaching and learning, and emerging communication developments across a variety of settings with individuals and populations.
5. Lead in translating best practices and evidence that informs practice decisions and advances the future directions of nursing.

Policies

Admission Criteria for Matriculation Consideration and Status

- Completed admissions application
- GPA of 3.0 or higher on a 4 point scale for the last 30 hours of the undergraduate or graduate level course work.
- Official transcripts of Bachelor of Science degree with a major in nursing from a nationally accredited (CCNE/ACEN) nursing program for MS applicants.
- Official transcripts of Master of Science degree with a major in nursing from a nationally accredited (CCNE/ACEN) nursing program for CAS applicants.
- Current, unencumbered registered nurse (RN) license.
- Professional Liability Insurance with rider for academic role.
- Work experience of at least ONE year in nursing.
- Interview with nursing chair/designated faculty with a focus on:
 - reasons for seeking admissions to the master's program, professional goals, and meaningful contributions made to nursing and proposed upon completion of the master's program.
- Official scores of Graduate Record Examination (GRE); GRE waived for those showing a GPA of 3.3 or higher.
- Transcript showing successful completion of Descriptive and Inferential Statistics.
- Two letters of recommendation from a nursing or other professional such as employer, faculty, or leader to attest to the applicant's potential to succeed in graduate study.

Degree Requirements

- Graduate students must have achieved an overall GPA of 3.0 or higher to graduate.
- Regardless of overall GPA, graduate students can apply only "B" grades in courses taken towards the degree.
- Graduate nursing course(s) graded below a "B" may be repeated only one time; a total of only one nursing course may be repeated.
- Graduate students who do not pass the graduate nursing course with a "B" grade or better after 2 times, will be required to withdraw from the program.
- Graduate students may transfer up to nine graduate credit hours with a "B" grade or better, if applicable and if they are deemed equivalent to the required courses, from another graduate program.

Academic Policies

- Unless noted here, students enrolled in the Nursing graduate or certificate programs are expected to adhere to policies and procedures outlined in the Academic Policies & Procedures section of the Hartwick College Catalog.

2022-23 Calendar

- Fall Quarter: starts Sept. 10, ends November 15
- Winter Quarter: starts Dec. 10, ends Feb. 14 with one week off for Winter Holiday at end of December
- Spring Quarter: starts March 2, ends May 8
- Summer Quarter: starts May 25, ends July 31

Degree/Certificate Requirements

Masters of Science in Nursing Education (36 credits)

- NURS-500 (3 cr) NURS-510 (2 cr) NURS-520 (3 cr) NURS-525 (2 cr) NURS-526 (3 cr) NURS-530 (3 cr) NURS-540 (3 cr) NURS-545 (3 cr) NURS-600 (2 cr) NURS-620 (3 cr) NURS-630 (2 cr) NURS-650 (4 cr)

Certificate of Advanced Study in Nursing Education (18 credits)

- NURS-510 (2 cr) NURS-545 (3 cr) NURS-530 (3 cr) NURS-540 (3 cr) NURS-630 (2 cr) NURS-650 (4 cr)

COURSE DESCRIPTIONS

NUR 500 Philosophies and Theories in Nursing Knowledge (3cr)

The rich heritage of nursing as an art and science are examined within the context of advanced practice and how they continue to develop paradigm shifts in nursing philosophy and theories today. As a unique body of knowledge, borrowed theories from various sciences infused with nursing science are analyzed to explain and predict health conditions, cognitive and behavioral responses, and life processes. The epistemology of nursing through Carper's seminal works of "Ways of Knowing" are also evaluated with a focus on the integration of new insights, personal perspectives, ethical and empirical knowing to advance one's self authorship as a maturing professional and in developing new knowledge in nursing. The paradigm shifts and the multidimensional role and responsibilities of the advanced practice nurse are critically viewed through the lens of the sciences, arts, humanities, theories, and diverse influences that transform contemporary practices and direct the future of nursing.

NUR 510 Educational Theory and Practice (2cr)

Principles of educational theory past and present are examined and applied to populations of learners in academic and health care organizations. Focus is on applying principles from adult learning theory, experiential learning, self-directed discovery, self-efficacy, constructivism, behavioral learning, motivation, coaching and reflective practice in the applied discipline of nursing. Review of teacher centered and learner centered strategies are evaluated with attention to best evidence to support active participation and deep learning that advances knowledge, reforms skills and supports professional disposition across a variety of learning environments. Integrative teaching and learning in clinical situations are also analyzed to develop clinical reasoning and multiple ways of thinking and to create approaches to situations that transform theory to practice.

NUR 520 Policy, Ethics, and Law (3cr)

Cultivating a culture of political influence and advocacy is emphasized with attention to creating population health and professional practice environments when shaping policy in academia and health organizations. Historical influences and theoretical underpinnings on policy evolution is examined at the regional, national, and global level. Through the lens of advanced practice nurse educators, focus is on becoming transformational leaders in policy development, upholding standards of practice, and applying law and legal parameters. Critical conversations related to educational policy, ethical and legal considerations, social and political ramifications are also analyzed across healthcare and educational organizations.

NUR 525 Advances in Pathophysiology and Pharmacology (2cr)

The science of drugs with use for medicinal and nutritional values has advanced over time to include a broader use of chemical substances on living tissue. The interrelationship of drug classifications and its impact on human conditions is examined through the study of case studies with pathophysiological conditions, cultural practices, and nutritional supplements. The role of the nurse educator and expanding the student's knowledge in current and emerging clinical pharmacology use and nursing management practices is also emphasized to promote the future health of people across cultures.

NUR 526 Holistic Integrative Health Assessment (3cr)

Principles of holistic health assessment and evaluation are explored across various cultures within the region and globally. Transcultural values and beliefs; self-awareness in cultural competence; communication patterns and barriers; and healthcare planning are compared through the lens of the person seeking service and the healthcare team. Holistic health assessment plans with attention to person-centered care are co-designed with the individual in support of one's meaning of health to maximize the individual's potential and attainment of wellbeing. Empirical and theoretical evidence related to care practices and integrative healing modalities are also appraised and translated to inform practice across diverse populations.

NUR 530 Transformational Leadership (3cr)

Transformational leadership is integral to being a nurse educator who not only has a vision but realizes to lead others is not to be alone in achieving that vision. Cultivating the talents and potential of others are explored with the integration of principles related to transpersonal relationships, appreciative inquiry, civility and care models, interprofessional collaboration, motivation, and empowerment. Attributes and traits of being a leader are examined such as integrity, trust, credibility, respect, authenticity, engaging, and inspirational and are applied to nursing education encounters and clinical situations. Standards of Practice and the role of advanced practice nurses are addressed as nurse educators lead in transforming the workplace across academic and health care institutions.

NUR 540 Curriculum Development and Evaluation (3cr)

Curriculum development is examined as a creative and collaborative process in nursing education. Various curriculum approaches are evaluated as each applies to the philosophical underpinnings, purpose, teaching learning process, and the educator and learner role. Modes of inquiry, domains of learning, and accreditation standards are also considered in guiding the educator throughout the curriculum process. Collaborative conversations focus on reflective teaching, professional values, and educational guidelines with emphasis on designing meaningful, well-structured, and challenging programs that meet the diversity of learner needs, and the essential standards and competencies of the profession.

NUR 545 Cognitive Development and Instruction (3cr)

Principles of adult learning theories, cognitive development, and best evidence in educational designs are examined and applied to instructional design models. Strategies for teaching materials that support transfer of knowledge, development of competencies, and enhancing learning environments for lifelong learning are emphasized. Focus is also on evidence based teaching aligned with motivation and learner theories across generational groups; frameworks for instructional designs that support online and traditional delivery systems; learner-centered, experiential modalities with emerging technologies; and the efficacy of instructional designs to meet programmatic outcomes.

NUR 600 Executive Mentorship in Nursing Education and Leadership (2cr)

Mentoring in nursing education and leadership is presented as a transformative and guided experience that nurtures a caring spirit and collaborative relationship. Distinctions are made between coaches, preceptors and mentors with discussions focused on the culture of mentoring, stages of the mentoring continuum, and best practices in mentoring. Merits of contemporary mentorship models are explored with recommendations to strengthen professional practice environments through creative strategies and models of mentoring across educational and academic practices.

NUR 610 Research Utilization: Quantitative and Qualitative Paradigms (3cr)

The emergence of new knowledge from evidence-based literature is examined with the application to practice in clinical and educational settings. Emphasis is on developing a spirit of inquiry and utilizing quantitative and qualitative research methodologies to answer questions, predict outcomes, and support best practices. Bridging the gap between research and practice is emphasized with critical conversations related to upholding ethical considerations and professional standards; cultivating collegial partnerships and interdisciplinary collaborations; informing practice decisions based on best evidence; and transforming practice arenas to advance research utilization across practice and learning environments.

NUR 620 Educational Measurement and Evaluation (3cr)

Professional standards and accreditation guidelines, the nurse educator role and responsibility in assessment, and organizational principles of quality improvement are applied to the evaluation of educational programs, policies, and outcomes. The benchmarking process within organizations; formative and summative methodologies; and multiple measures of assessment are integrated throughout the evaluation process to inform practice. Critical conversations related to learner needs and potential; the faculty characteristics and expertise; and social, ethical, and legal issues are also discussed. Attention to the strengths and gaps in clinical evaluation and observational measures; standardized testing and item construction; written works and discussions; rubric designs and alignment to performance levels are presented and analyzed across learning environments.

NUR 630 Writing for Publication and Funding (2cr)

Genres related to various types of papers are discussed with a focus on writing strategies for successful grant writing and peer review publications. Challenges associated with writing effectively, succinctly, and comprehensively; adhering to ethical standards and intellectual property; and framing an idea within a relevant theory are discussed. Emphasis is placed on developing scholarly works through grant proposals and manuscripts that align innovations and research with the goals and interests of potential funding sources and professional journals; and provides a forum to advance and inform practices in nursing education and address contemporary healthcare issues.

NUR 650 Mentorship Practicum (4cr)

A participatory shift has occurred in health care that requires collaborative endeavors and creative partnerships in practice. Through mentoring, nurse educators and leaders share their stories and wisdom and use their knowledge through example to form those partnerships with future colleagues. The mentorship practicum is an experiential immersion for learners and mentors built upon a humanistic paradigm of mutual respect and trust; collegial dialogue and openness; and moral integrity and support that guides educational practices. With support from selected mentors in nursing education, a variety of learning opportunities are made available for learners to actively engage in curriculum and instructional activities, faculty forums and committee work, in-services and workshops, and scholarly endeavors.

A total of 180 experiential hours including classroom and clinical is required for this practicum.