TO:  Sarah Mangelsdorf  
       Provost and Vice Chancellor for Academic Affairs

       Wendy Crone,  
       Interim Dean, Graduate School

FROM:  Katharyn May  
        Dean and Professor

RE:  Proposals for Nurse Educator Certificate Programs

DATE:  April 21, 2015

On behalf of the faculty of the School of Nursing, I am pleased to forward two proposals for nurse educator certificate programs: one is for a graduate/professional certificate, the other for a capstone certificate. We would appreciate review of these proposals by GFEC at the May 8 meeting. If approved, the proposals would go for information and automatic consent to UAPC.

If you have any questions, please do not hesitate to contact Associate Dean Nadine Nehls (nmnehls@wisc.edu) or Assistant Dean Gale Barber (mgbarber@wisc.edu).

Thank you for your assistance in the review of these certificate options.

Cc:  Jocelyn Milner, APIR  
     Marty Gustafson, Graduate School  
     Judith Strand, Continuing Studies  
     Katy Duren, Continuing Studies  
     Nadine Nehls, Nursing  
     Gale Barber, Nursing

Memo to campus re Nursing Education Certificates
Proposal to Offer a Nurse Educator Graduate/Professional Certificate Program

1. **Certificate name and academic home:** Nurse Educator Graduate/Professional Certificate
   The School of Nursing is requesting approval to offer a nurse educator graduate/professional certificate program. Prospective certificate students are graduate students in the nursing doctoral programs (Doctor of Nursing Practice and PhD) as well as master’s prepared nurses in other graduate/professional programs on campus who seek additional preparation in the science of nursing education. The program will be offered as an on-line, distance-delivered program. Periodic on campus classes are required, however, all the formal courses are distance-delivered and the practicum may be arranged in or near the student’s home community.

   Key program faculty include:

   - Nadine Nehls, PhD, RN, Associate Dean and Professor. Professor Nehls regularly teaches one of the nursing education core courses, is a member of the Teaching Academy, and is interested in academic leadership preparation in nursing.
   - Elizabeth Rice, PhD, RN, Clinical Associate Professor. Professor Rice teaches core courses in the nursing education sequence, is an active member of the Teaching Academy, and the director of the Doctor of Nursing Practice Program in the School of Nursing.
   - Mara Eisch, DNP, RN, CNE, Assistant Clinical Professor. Professor Eisch is a Certified Nurse Educator, teaches core courses in the nursing education sequence, oversees practicum experiences and maintains a teaching role in graduate and associate degree nursing programs. Professor Eisch will serve as program director for the certificate program.
   - George Jura, PhD, Director of Academic Technology. Dr. Jura oversees the Center for Technology-Enhanced Learning in the School of Nursing and guides educational innovation activities. He will co-teach in the core courses of the certificate program.
   - Paula Jarzemsky, RN, MS, Clinical Professor. Professor Jarzemsky has lead responsibility for development and evaluation of simulation activities. She frequently mentors graduate students in teaching practicums focusing on simulated learning.

2. **Describe the intended timeline for implementation:** January 2016

3. **Supporting letters/memos:** Letters of support from the Wisconsin Center for Nursing and the Wisconsin Technical College System are included with this proposal.

4. **Governance:** Governance responsibility for the Nurse Educator Certificate Program will reside in the School of Nursing. Associate Dean Nadine Nehls has administrative responsibility for academic programs and will appoint Professor Eisch to serve as the initial program director.
Subsequent appointments will be made by the Associate Dean with input from program faculty. The program director will work with program faculty and staff in the Academic Programs Office (Assistant Dean for Academic Programs, DNP Student Services Coordinator and Graduate Practicum Coordinator) in the oversight of admissions, curriculum, practicum coordination, student progression, and verification of certificate completion. The Graduate Programs Committee (GPC), an elected faculty committee in the School of Nursing, has responsibility for curriculum oversight and will conduct the five year review of the graduate certificate program.

5. **Purpose, rationale, justification:** The goal of the Nurse Educator Certificate Program is to prepare nurses in the science of nursing education. The certificate program aligns with the School of Nursing’s mission to “prepare leaders who improve human health through nursing science, education, and practice”. Students who complete the certificate are eligible to sit for the National League for Nursing (NLN) Certified Nurse Educator Examination. NLN recognizes the nurse educator role as a specialty area of practice. The certification of nurse educators provides a means for faculty to demonstrate their expertise in the science of nursing education. It is these experts who build the evidence for a stronger education system to prepare nurses to practice as full partners with other health care professionals and participate in policy making that impacts patient care outcomes.

The 2011 Institute of Medicine Report (IOM) *The Future of Nursing: Leading Change, Advancing Health*, identifies key messages related to how nurses play fundamental roles in the transformation of the health care system. Nursing’s participation in the transformation of the health system will be dependent on an educational system built on practice evidence and nursing education science.

Simply increasing the number of nurse practice experts to fill academic positions will not improve the educational process. To address this area of concern requires the preparation of practice experts for the nurse educator role (Penn, Wilson and Rosseter, 2008). Certification programs prepare practice experts with the science of nursing education to facilitate role transition and development of the specialty role of nurse educator.

Increasing the number of certified nurse educators will help to address the shortage of nursing faculty, improve the quality of nursing education, and expand the body of evidence in the science of nursing education.

6. **Curriculum:**

The nine-credit program of study consists of two 3-credit nurse educator courses (N785 and N786), and a three credit teaching practicum experience (N787). All courses have been approved as permanent courses and have been offered in a distance format. The program of study is completed over a calendar year (spring-fall). See Table 1.

### Table 1: Graduate Nurse Educator Program of Study

<table>
<thead>
<tr>
<th>January Term [Spring]</th>
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<tr>
<td><strong>N785 Foundations of Curriculum Development and Evaluation in Nursing Education</strong></td>
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<tr>
<td>Examination and application of knowledge and skills related to curriculum planning, implementation, and evaluation for nursing education. Emphasis on history and philosophy of nursing curricula, models of curriculum and evaluation, and strategies for change and</td>
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innovation.  
**Pre-reqs:** Grad st in nursing, grad research crse or cons inst

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| **N786 Foundations in Teaching and Learning**  
The focus of this course is the planning, implementing, and evaluation of teaching and learning strategies for nursing education within diverse settings and student populations.  
**Pre-reqs:** Nursing 785 | 3 |

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| **N787 Nurse Educator Practicum**  
Application of knowledge and skills in the nurse educator role in selected educational environments (classroom, clinical, laboratory and/or communities). Seminar component included for discussion of instructional experiences and issues.  
**Pre-reqs:** Nursing 785 and 786 or cons inst | 3 |

**Total:** 9

The nurse educator courses (N785 and N786) will be delivered in a distance delivery format (online with periodically scheduled in class sessions). The Nurse Educator Practicum (N787) may be arranged close to a student’s home community and will include periodic in class seminar sessions. The Nurse Educator Certificate Program is considered a distance program. It is not possible to complete the certificate without coming to campus, but more than 75% of the content is delivered at a distance.

The curriculum plan accounts for the following stipulations:

b. No courses that are graded Credit/No Credit are included in the nurse educator certificate.
c. No courses may be taken pass/fail.
d. The course requirements for the graduate/professional certificate are well defined and meet the requirements for national certification by the National League for Nursing. No course exceptions are anticipated.
e. All the courses for the Nurse Educator Certificate have been approved by the University Curriculum Committee.
f. No special topics courses are planned for the certificate program.
g. The curriculum and requirements for the Post Graduate Nurse Educator Certificate Program are prescribed; few exceptions or course substitutions are anticipated. Exceptions will be approved by the certificate program director.
h. The 9 credits for the Nurse Educator Certificate Program must be taken in residence at UW-Madison.

7. **Overlap limits:** The focus of the program is on nursing education. There is no overlap with other graduate degrees, doctoral minors, or certificate programs on campus.

8. **Assessment and program review:** The major learning goals of the certificate program are based on the National League for Nursing Nurse Educator Competencies. The six competencies addressed in this document delineate the knowledge and skills of effective nurse educators. These
six competencies guide the preparation of nurse educators to teach in diverse settings with diverse student populations and provide the bases of the Nurse Educator Program Certificate. The six competencies are as follows:

1) **Facilitate Learning:** Implement and modify a variety of teaching strategies based on educational theory and student needs. Use informational technologies to support the teaching process. Practice effective communications skills, reflective thinking, create opportunities for learners within the learning environment. Model enthusiasm, personal attributes that facilitate learning, respond to unexpected events, develop collegial working relationships within clinical agencies, use knowledge of evidence based practice and evidence based teaching, and foster a safe learning environment.

2) **Facilitate Learner Development:** Identify individual learning needs, provide resources, advise learners, create learning environments, and foster the development of learners in the cognitive, psychomotor and affective domains.

3) **Use Assessment and Evaluation Strategies:** Provide input to the development and enforcement of nursing program standards. Incorporate current research in assessment and evaluation strategies, analyze available resources, create and use assessment instruments to evaluate outcomes. Implement evaluation strategies that are appropriate to the learner and learning outcome, analyze data, use data to enhance the teaching-learning process. Advise learners regarding assessment and evaluation criteria and provide timely, constructive and thoughtful feedback to learners.

4) **Participate in Curriculum Design and Evaluation of Program Outcomes:** Demonstrate knowledge of curriculum development, actively participate and lead curriculum and course design. Analyze and revise curriculum based on program evaluation, implement curricular revisions using change theories and strategies, collaborate with community and clinical partners. Design, implement and evaluate program assessment plans.

5) **Pursue Continuous Quality Improvement in Academic Nurse Educator Role:** Promote one’s socialization to the educator role; maintain professional memberships and activity in professional organizations. Demonstrate lifelong learning, participate in professional development, manage the teaching, scholarship and service demands. Use feedback from self, peers, learner and administration. Practice according to legal and ethical standards, mentor and support faculty colleagues, and engage in self-reflection to improve teaching practices.

6) **Engage in Scholarship, Service and Leadership:**
   a) **Function as a Change Agent and Leader:** Function as a change agent, enhance the visibility of nursing, participate in interdisciplinary efforts, implement strategies for change, develop leadership skills, adapt to change, create a culture of change and advocate for nursing, nursing education and higher education in the political arena.
   b) **Engage in Scholarship of Teaching:** Exhibit a spirit of inquiry, use evidence based resources, participate in research activities, share teaching expertise, and demonstrate integrity as a scholar.
   c) **Function Effectively within the Instructional Environment and the Academic Community:** Identify forces that influence nursing and higher education, make decisions based on knowledge of historical and current trends, integrate the values of respect, collegiality, professionalism, and caring, consider the goals of the nursing program, and participate on institutional and departmental committees.

The School of Nursing has processes in place for assessment and program review. With support from the Academic Programs staff, faculty teaching in the Nurse Educator Certificate Program
will review aggregate admissions data, course evaluations and feedback from practicum preceptors and educational facilities, and certification results from the National League for Nursing Nurse Educator Exam on an annual basis. These data will be presented to the Graduate Programs Committee on a biennial basis once the program is implemented to determine if learning goals are being met and if curricular changes are warranted. The Graduate Programs Committee will be responsible for conducting the five year review of the graduate certificate program.

Assessment and program review planning account for the following stipulations:

a) At least one assessment activity occurs in each course. Evidence related to student learning and program effectiveness will be used as the basis for curricular changes.

b) Program review is planned for the five year mark in 2020 and every ten years after that.

c) The faculty program director and DNP Student Services Coordinator will report the names of students who have completed certificate requirements to the Associate Dean for Academic Programs in the School of Nursing and the Registrar’s Office.

9. **Admission:** Admission to the certificate is open to all nursing doctoral students and master’s prepared nurses in other graduate programs on campus. Nursing doctoral students may indicate their intention to complete the nurse educator certificate at time of admission or once enrolled in the their program by communicating their interest in the certificate to the program director or DNP Student Services Coordinator. Students in other graduate program may apply once enrolled in a graduate program.

10. **Enrollment:** The Nurse Educator Certificate will be offered as a graduate/professional certificate and a capstone certificate. For the graduate/professional certificate, in Fall 2014, 52 of the 108 students enrolled in the DNP program indicated they intended to complete the nurse educator sequence in addition to their advanced practice (nurse practitioner or clinical nurse specialist) preparation. PhD students do not identify a role preparation; however, nearly all PhD students intend to pursue nurse faculty positions. It is estimated that 2-3 PhD students per year will opt to complete the nurse educator certificate. We expect 10-12 nursing doctoral students to complete course work and practicums each year. Total projected enrollment in the graduate/professional certificate (nursing DNP, PhD students and students in other graduate programs) and the proposed capstone certificate is 20-24 students per year. There is availability in the core certificate courses to accommodate demand. Additional faculty FTE may be assigned to oversee the practicums if needed.

11. **Student progress and certificate completion:** All graduate students have a faculty advisor. The faculty advisor, certificate program director, and the DNP Student Services Coordinator will review student progress at the end of each academic year. The DNP Student Services Coordinator will be responsible for communicating with the Registrar’s Office when students have met all the requirements for the certificate. Students will be held to the School of Nursing graduate criteria for satisfactory progress. The criteria for satisfactory progress is a part of the DNP and PhD student handbook available on the StudentNet, the School of Nursing student website and will be posted in the Nurse Educator Certificate Program certificate program web site. The certificate will be posted to the student’s record when the certificate program faculty/staff report to the Registrar’s Office that the student has completed the requirements. After that, the certificate will appear on the transcript. Certificates are not awarded retroactively to graduated students who completed all of the certificate before the certificate was approved.
12. **Advising and exceptions/substitutions:** The nurse educator certificate fits well with the curricula for the School of Nursing’s DNP and PhD programs and strengthens the programs of study for students considering careers as nurse educators. We expect exceptions to the specified will be infrequent and will be considered by the program director who will approve or deny requests. The program has the resources to support all aspects of advising and student support and communications with campus offices.

13. **Resources and Ongoing Commitment:** The School of Nursing’s Associate Dean for Academic Programs is responsible for the resource support of the Nurse Educator Certificate Program. There is sufficient capacity in the current course offerings and academic support services to meet the additional workload imposed by the Nurse Educator Certificate Program.

The Nurse Educator Certificate Program does not require new capital resources or additions to the library collections.

Planning for an ongoing commitment addresses the following considerations:

a) We have a plan to offer the certificate courses (Number 6 above).

b) The Nurse Educator Certificate Program will maintain regular contact with the Registrar’s Office, the school/college dean’s office, and the Graduate School, providing information for official University publications (Graduate Catalog) in the format requested by University Communications. More detailed, accurate, and formally approved information will be provided through a Nurse Educator Certificate Program certificate program web site.

c) The Nurse Educator Certificate Program faculty director and faculty teaching in the certificate program will maintain certificate requirements so that they are up-to-date and that curriculum changes will be approved through Graduate Programs Committee. GPC will notify the Graduate School and the Office of the Registrar about curricular changes to the certificate according to standard practice. Any changes in requirements will be effective no sooner than the fall semester after approval.

d) The Nurse Educator Certificate Program faculty will be responsible for seeking appropriate governance approval from the certificate program, School of Nursing, Graduate Faculty Executive Committee (GFEC), and University Academic Planning Council (UAPC) for suspending admissions or discontinuing the certificate program.

**Required attachments**
- Supporting documentation (see #3 above)
- Program faculty list included in body of the proposal
- Curriculum detail is included in the body of the proposal
- Assessment plan is included in the body of the proposal
- Graduate/professional student certificate implementation form is included with this proposal.
References


Nursing Education Graduate_Professional Proposal April 2015
Proposal to Offer a Nurse Educator Capstone Certificate

1. **Capstone certificate name and academic home:** Nurse Educator Capstone Certificate
   The School of Nursing is requesting approval to offer a post graduate nurse educator capstone certificate program. Prospective capstone certificate students are master’s prepared nurses who have identified the need for additional preparation in the science of nursing education in order to provide educational support or teaching to prospective nursing students. The program will be offered as an on-line, distance-delivered program. Periodic on campus classes are required, however, all the formal courses are distance-delivered and the practicum may be arranged in or near the student’s home community.

   Key program faculty include:
   - Nadine Nehls, PhD, RN, Associate Dean and Professor. Professor Nehls regularly teaches one of the nursing education core courses, is a member of the Teaching Academy, and is interested in academic leadership preparation in nursing.
   - Elizabeth Rice, PhD, RN, Clinical Associate Professor. Professor Rice teaches core courses in the nursing education sequence, is an active member of the Teaching Academy, and the director of the Doctor of Nursing Practice Program in the School of Nursing.
   - Mara Eisch, DNP, RN, CNE, Assistant Clinical Professor. Professor Eisch is a Certified Nurse Educator, teaches core courses in the nursing education sequence, oversees practicum experiences and maintains a teaching role in graduate and associate degree nursing programs. Professor Eisch will serve as program director for the certificate program.
   - George Jura, PhD, Director of Academic Technology. Dr. Jura oversees the Center for Technology-Enhanced Learning in the School of Nursing and guides educational innovation activities. He will co-teach in the core courses of the certificate program.
   - Paula Jarzemsky, RN, MS, Clinical Professor. Professor Jarzemsky has lead responsibility for development and evaluation of simulation activities. She frequently mentors graduate students in teaching practicums focusing on simulated learning.

2. **Time for Implementation:** January 2016

3. **Supporting letters/memos:** Letters of support from the Wisconsin Center for Nursing and the Wisconsin Technical College System are included with this proposal.

4. **Governance:** Governance responsibility for the Nurse Educator Capstone Certificate Program will reside in the School of Nursing. Associate Dean Nadine Nehls has
administrative responsibility for academic programs and will appoint Professor Eisch to serve as the initial program director. Subsequent appointments will be made by the Associate Dean with input from program faculty. The program director will work with program faculty and staff in the Academic Programs Office (Assistant Dean for Academic Programs and DNP Student Services Coordinator) in the oversight of admissions, curriculum, practicum coordination, student progression, and verification of certificate completion. The Graduate Programs Committee (GPC), an elected faculty committee in the School of Nursing, has responsibility for curriculum oversight and will conduct the five year review of the capstone certificate program.

5. **Purpose, rationale, justification:** The goal of the Nurse Educator Capstone Certificate Program is to prepare nurses in the science of nursing education. The capstone Certificate program aligns with the School of Nursing’s mission to “prepare leaders who improve human health through nursing science, education and practice”. Students who complete the capstone certificate are eligible to sit for the National League for Nursing (NLN) Certified Nurse Educator Examination. NLN recognizes the nurse educator role as a specialty area of practice. The certification of nurse educators provides a means for faculty to demonstrate their expertise in the science of nursing education. It is these experts who build the evidence for a stronger education system to prepare nurses to practice as full partners with other health care professionals and participate in policy making that impacts patient care outcomes.

The 2011 Institute of Medicine Report (IOM) *The Future of Nursing: Leading Change, Advancing Health*, identifies key messages related to how nurses play fundamental roles in the transformation of the health care system. Nursing’s participation in the transformation of the health system will be dependent on an educational system built on practice evidence and nursing education science.

Simply increasing the number of nurse practice experts to fill academic positions will not improve the educational process. To address this area of concern requires the preparation of practice experts for the nurse educator role (Penn, Wilson and Rosseter, 2008). Certification programs prepare practice experts with the science of nursing education to facilitate role transition and development of the specialty role of nurse educator.

Increasing the number of certified nurse educators will help to address the shortage of nursing faculty, improve the quality of nursing education, and expand the body of evidence in the science of nursing education.

6. **Curriculum:**
The nine credit program of study consists of two 3-credit nurse educator courses (N785 and N786), and a three credit teaching practicum experience (N787). All courses have been approved as permanent courses and have been offered in a distance format. The program of study is completed over three semesters (fall-spring-fall) requiring 3 credits per semester. See Table 1.
Table 1: Graduate Nurse Educator Program of Study

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<td><strong>N787 Nurse Educator Practicum</strong>&lt;br&gt;Application of knowledge and skills in the nurse educator role in selected educational environments (classroom, clinical, laboratory and/or communities). Seminar component included for discussion of instructional experiences and issues.&lt;br&gt;&lt;i&gt;Pre-Reqs: Nursing 785 and 786 or cons inst&lt;/i&gt;</td>
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| Total | 9 |

The Nurse Educator Capstone Certificate Program is designed for master’s prepared nurses who are working professionals. All courses are provided in the School of Nursing with no overlap in other majors/departments. The Nurse Educator courses (N785 and N786) will be delivered primarily in a distance format (online with regularly scheduled in class sessions). The Nurse Educator Practicum (N787) may be arranged close to a student’s home community and will include periodic in class seminar sessions. The Nurse Educator Certificate Program is considered a distance program. It is not possible to complete the certificate without coming to campus, but more than 75% of the content is delivered at a distance.

The curriculum plan accounts for the following stipulations:

a. The Nurse Educator Capstone Certificate Program requires 9 credits that are all 700 level courses.

b. The Nurse Educator Capstone Certificate Program is designed for the working professional.
c. No courses in the Nurse Educator Capstone Certificate Program are graded credit/no credit.
d. No classes may be taken pass/fail.
e. The course requirements for the capstone certificate are well defined and meet the requirements for national certification by the National League for Nursing. No course exceptions are anticipated.
f. Core courses for the Nurse Educator Capstone Certificate have been approved by the University Divisional Committee.
g. No special topics courses are planned for the certificate program.
h. The curriculum and requirements for the Nurse Educator Capstone Certificate Program are prescribed; few exceptions or course substitutions are anticipated. Exceptions will be approved by the certificate program director.
i. All 9 credits for the Nurse Educator Capstone Certificate Program will be taken in residence at UW-Madison.

7. **Overlap Limits:** The proposed certificate does not overlap with any other program or majors on campus.

8. **Assessment and program review:** The major learning goals of the certificate program are based on the National League for Nursing Nurse Educator Competencies. The six competencies addressed in this document delineate the knowledge and skills of effective nurse educators. These six competencies guide the preparation of nurse educators to teach in diverse settings with diverse student populations and provide the bases of the Nurse Educator Program Certificate. The six competencies are as follow:

1) **Facilitate Learning:** Implement and modify a variety of teaching strategies based on educational theory and student needs. Use informational technologies to support the teaching process. Practice effective communications skills, reflective thinking, create opportunities for learners within the learning environment. Model enthusiasm, personal attributes that facilitate learning, respond to unexpected events, develop collegial working relationships within clinical agencies, use knowledge of evidence based practice and evidence based teaching, and foster a safe learning environment.

2) **Facilitate Learner Development:** Identify individual learning needs, provide resources, advise learners, create learning environments, and foster the development of learners in the cognitive, psychomotor and affective domains.

3) **Use Assessment and Evaluation Strategies:** Provide input to the development and enforcement of nursing program standards. Incorporate current research in assessment and evaluation strategies, analyze available resources, create and use assessment instruments to evaluate outcomes. Implement evaluation strategies that are appropriate to the learner and learning outcome, analyze data, and use data to enhance the teaching-learning process. Advise learners regarding assessment and evaluation criteria and provide timely, constructive and thoughtful feedback to learners.

4) **Participate in Curriculum Design and Evaluation of Program Outcomes:** Demonstrate knowledge of curriculum development, actively participate and lead curriculum and course design. Analyze and revise curriculum based on program evaluation, implement curricular revisions using change theories and strategies,
collaborate with community and clinical partners. Design, implement and evaluate program assessment plans.

5) **Pursue Continuous Quality Improvement in Academic Nurse Educator Role:**
Promote one’s socialization to the educator role; maintain professional memberships and activity in professional organizations. Demonstrate lifelong learning, participate in professional development, manage the teaching, scholarship and service demands. Use feedback from self, peers, learner and administration. Practice according to legal and ethical standards, mentor and support faculty colleagues, and engage in self-reflection to improve teaching practices.

6) **Engage in Scholarship, Service and Leadership:**
   a) **Function as a Change Agent and Leader:** Function as a change agent, enhance the visibility of nursing, participate in interdisciplinary efforts, implement strategies for change, develop leadership skills, adapt to change, create a culture of change and advocate for nursing, nursing education and higher education in the political arena.
   b) **Engage in Scholarship of Teaching:** Exhibit a spirit of inquiry, use evidence based resources, participate in research activities, share teaching expertise, and demonstrate integrity as a scholar.
   c) **Function Effectively within the Instructional Environment and the Academic Community:** Identify forces that influence nursing and higher education, make decisions based on knowledge of historical and current trends, integrate the values of respect, collegiality, professionalism, and caring, consider the goals of the nursing program, and participate on institutional and departmental committees.

The School of Nursing has processes in place for assessment and program evaluation. With support from Academic Programs staff, faculty teaching in the Nurse Educator Capstone Certificate Program will review aggregate admissions data, course evaluations and feedback from clinical preceptors and agencies, and certification results from the National League for Nursing Nurse Educator Exam on an annual basis. These data will be presented to the Graduate Programs Committee on a biennial basis once the program is implemented to determine if learning goals are being met and if curricular changes are warranted. The Graduate Programs Committee will be responsible for conducting the five year review of the capstone certificate program.

Assessment and program review planning account for the following stipulations:
   a) At least one assessment activity occurs in each course. Evidence related to student learning and program effectiveness will be used as the basis for curricular changes.
   b) Program review is planned for the five year mark in 2020 and at least once a decade after that.
   c) The faculty program director and DNP Student Services Coordinator will report the names of students who have completed certificate requirements to the Associate Dean and the Registrar’s Office.

9. **Admission to the Capstone certificate program:** Staff from School of Nursing has met to review admission processes. Applications will be accepted once a year (October 1 deadline for J Term admission). Applicants will complete the online application through the Division of Continuing Studies at http://www.dcs.wisc.edu/info/univspec.htm. In addition, applicants
will submit the formal application materials listed below to the School of Nursing for review by program faculty. The decision to admit will be made by the nurse educator faculty.

Admission Criteria are:
- Active Registered Nurse License
- Master’s degree or higher in Nursing
- GPA of 3.0
- Minimum English proficiency according to Graduate School requirements

Materials to be submitted to the School of Nursing are:
- **One complete set of official transcripts.** This should be from all institutions attended, excluding UW-Madison. Submit unopened, official transcripts from all institutions outside of UW-Madison in one envelope to the School of Nursing Graduate Admissions Office (see address, below) postmarked or in person by the October 1 deadline.
- **Reasons for post graduate preparation.** In your typed, double-spaced statement, please indicate your reasons for applying to the post graduate nurse educator option, discuss how your work experiences have contributed to your knowledge and interest in the area, and address your goals for the future
- **Curriculum vitae or resume.**
- **Three letters of recommendation.** The references should be completed by someone familiar with your qualifications, potential, and capacity for post graduate study. It is the applicant's responsibility to arrange to have the letters of reference sent to the address below. There are no specific forms, but references should be printed on letterhead when appropriate.
- **Photocopy of nursing license.** Applicants should submit a copy of their current state nursing license
- **Official TOEFL, IELTS, or MELAB scores** (For applicants whose native language is not English, or whose undergraduate instruction was not in English.) Graduate School standards for English proficiency will be required for admission.

Admission planning has considered the following stipulations:

a) Capstone students are enrolled as University Special students. Degree-seeking graduate students may instead enroll in the Nurse Educator Graduate/Professional Certificate.

b) To be admitted to the Nurse Educator Capstone Certificate Program, a student must hold an earned master’s degree or higher in nursing from an accredited college or university.

c) Nurse Educator Capstone students are admitted through the Adult Career and Special Student Services office in the Division of Continuing Studies (DCS-ACSSS) in consultation with the Capstone faculty program director. University Special students apply via the online UW System application by selecting the capstone program with plan code from a list on the application. (Following UAPC approval, ACSSS has the new plan code added to the UWS e-application.) DCS-ACSSS enters a final admission decision as directed by the Capstone program director. DCS-ACSSS serves as the admissions, and academic dean's office for all University Special students.

d) The program has determined the specific admission standards (as noted above) and criteria for satisfactory progress (see section 11) for students enrolled in a Capstone certificate.
10. **Enrollment:** The Nurse Educator Certificate will be offered as a graduate/professional certificate and a capstone certificate. We expect to enroll and graduate 10-12 capstone students annually once the curriculum is fully implemented. Total projected enrollment in the graduate/professional certificate (nursing DNP, PhD students, and graduate students in other programs) and the proposed capstone certificate is 20-24 students per year. There is availability in the core certificate courses to accommodate demand. Additional faculty FTE may be recruited to oversee the practicums if needed.

11. **Progress and certificate completion:** Each student will be assigned a faculty advisor who has a background in nursing education. The faculty advisor, certificate program director, and the DNP Student Services Coordinator will review student progress at the end of each semester. The DNP Student Services Coordinator will be responsible for communicating with the Registrar’s Office and the Division of Continuing Studies when students have met all the requirements for the certificate. Students will be held to the same GPA criteria for satisfactory progress to which DNP students must comply.

   [http://academic.son.wisc.edu/studentnet/grad/degree/doctoral_satisfactory_prog.php](http://academic.son.wisc.edu/studentnet/grad/degree/doctoral_satisfactory_prog.php)

Planning accounts for the following stipulations:

a) Nursing education capstone students will enroll as University Special Students.

b) The capstone faculty program director and staff will monitor who is enrolled and active in the certificate program, monitor student progress, and be aware of DCS-ACSSS and Registrar’s Office practices and policy relative to capstone certificate students.

c) DCS – ACSSS serves as the office of the academic dean for all University Special students, and thus is responsible for actions related to enrollment policy and the student’s official record, such as credit limits, grade changes, eligibility to continue, disciplinary holds, or withdrawal approval.

d) Students will be enrolled part-time. As a result, international students will not be considered for the capstone certificate.

e) The DNP Student Services Coordinator will report which students have completed the capstone certificate requirements to the Registrar’s Office and DCS-ACSSS.

f) The document of record will be the degree audit system (DARS). When completed, the certificate is recorded on the official student recorded and prints to the student’s transcript. The Registrar’s Office will serve as the office that supports DARS for Capstone programs.

g) The Capstone certificate will be posted to the student’s record when the student completes the requirements. In order for the Registrar’s Office to know to take this action, the DNP Student Services Coordinator will report the event to the Registrar’s Office.

h) The Nursing Education Certificate will not be awarded retroactively to students who completed the certificate requirements before the Capstone certificate proposal was approved, either while enrolled as a degree-seeking student or University Special (non-degree) student.

12. **Advising and exceptions/substitutions:** Students will be assigned a School of Nursing faculty advisor. The advisor will assist in recommending the types of teaching practicum
experiences the student might explore in the certificate based on career goals. The advisor will also be involved if a student is not making satisfactory progress in the program. We expect exceptions to the specified will be infrequent and will be considered by the program director who will approve or deny requests.

The Academic Programs Office in the School of Nursing has resources necessary to support the Nurse Educator Capstone Program. The Nurse Educator Capstone Program Faculty Director will manage communication between the SON Dean’s Office, DCS-ACSSS, and the Registrar’s Office.

13. Financial Aid and Graduate Assistantships: Given limited financial aid/scholarship resources in the School of Nursing, students will not be considered for financial aid administered by the School of Nursing, nor are they eligible to receive federal financial aid to pursue the capstone certificate. This information will be included on the capstone certificate website and to students upon admission.

14. Fiscal Structures: The Nurse Educator Capstone Certificate will also be offered as a graduate/professional certificate. The capstone program will be supported using a program-revenue model. Program revenue will be used to share in the cost to offer the courses and practicums and oversee management of the program. Tuition will be assessed at the standard graduate student level. A cohort of 10-12 University Special students per year is projected. In combination with the graduate/professional certificate students we expect 20-24 students per year.

15. Ongoing Commitment: The School of Nursing is committed to implementing and continuing the proposed capstone certificate program. It meets a critical need for nurse educators and articulates well with the courses already offered in the Doctor of Nursing Practice and PhD degree programs in the School of Nursing.
References


April 1 2015

Kathryn A. May, PhD, RN, FAAN
Dean and Professor
University of Wisconsin Madison- School of Nursing

Dear Dean May,

This letter is provided to indicate support from the Wisconsin Center for Nursing, Inc. (WCN) for the Nurse Educator Certificate at UW-Madison School of Nursing.

We believe this Certificate to help prepare future and current nursing faculty exemplifies and supports current recommendations for educational advancement from the 2011 IOM Report, The Future of Nursing: Leading Change, Advancing Health.

Additionally, the Certificate directly addresses a specific action to increase the number of nursing educators in our state, as recommended in the WCN 2013 report, The Nursing Workforce in Wisconsin: Status & Recommendations. Increasing the number of educators is a clearly identified and critical need to ensure nursing education capacity for the future nursing workforce in Wisconsin.

As the Co-lead for the Wisconsin Action Coalition, we will be both excited and proud to share this new offering at UW Madison School of Nursing at the national level as an exemplar of the great work going on in our state.

On behalf of the Wisconsin Center for Nursing Inc., we wish to thank you for your active role in assisting our organization in its mission to assure an adequate, competent and sufficient nursing workforce for the people of Wisconsin.

Sincerely,

Carolyn Krause

Carolyn Krause
President

Judith Hansen
Executive Director

info@wcenterfornursing.org
April 1, 2015

Dean Kathryn May
University of Wisconsin School of Nursing
K6/228 Clinical Sciences Center
600 Highland Ave
Madison, WI 53792-2455

Dear Dean May:

I am writing in support of the University of Wisconsin, Madison’s School of Nursing offering a 9 credit Nursing Educator Certificate. I think this certificate will provide Nursing Faculty with a resource to develop their teaching role in the Science of Nursing Education.

I am pleased to acknowledge that this certificate assists faculty to move toward certification through NLN’s Certified Nurse Educator exam. I think that the three courses; Nursing Education Foundations, Nursing Curriculum Development and Nurse Educator Practicum will enrich the Nurse Educator’s role.

I am a graduate of UW Madison’s, MSN program, and I think that it is an excellent program. I trust that this Nursing Educator Certificate will also offer an excellent education. If you have any questions, please feel free to contact me at (608) 266-7608, or at the email listed below.

Sincerely,

Kathy L. Loppnow, MSN, RN

Kathy Loppnow, MSN, RN
Health Sciences Education Director
Wisconsin Technical College System
4622 University Avenue
PO Box 7874
Madison, WI 53707-7874
ph. 608-266-7608
fax. 608-266-1690
kathy.loppnow@wtcsystem.edu
## APPENDIX A. CORE CRITERIA CHECKLIST
FOR ACADEMIC PROGRAMS WITH NON-POOLED TUITION

<table>
<thead>
<tr>
<th>CORE Criteria</th>
<th>SON Response</th>
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<tbody>
<tr>
<td><strong>1. New and Additional Student Enrollments to Support Program Costs</strong></td>
<td>Students in the capstone certificate will not be degree seeking students; enrollment in the graduate programs will not be eroded as a result of this certificate option.</td>
</tr>
<tr>
<td>The program must bring in NEW and ADDITIONAL students. Overall enrollment in all other school/college programs must not be eroded. The program cannot compete with or draw students away from existing programs that support the central tuition pool.</td>
<td>We do not expect that the program will be funded totally on program revenue. The SON is committed to offering these courses for degree seeking students. The program revenue from the capstone will support the offerings and provide funding to oversee the practicum experiences if additional section are needed.</td>
</tr>
<tr>
<td>Faculty/staff must plan for sufficient enrollments to have enough tuition to cover instructional, direct student support costs, and any other fixed or required costs. Experience shows that enrollments of at least 30 students are necessary to have enough tuition to meet direct program costs.</td>
<td>The School of Nursing budget office is aware of the planned program and supportive. The proposals have been reviewed by the School of Nursing APC.</td>
</tr>
<tr>
<td>School/college Budget Officers must be involved in planning and must approve plans and budgets for these programs before the program is submitted to the school/college APC for academic approval.</td>
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<tr>
<th><strong>2. Designed for Non-Traditional Students</strong></th>
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<tbody>
<tr>
<td>Has an applied, practice-oriented curriculum, or integrates practice with theory</td>
<td>The program is career and practice oriented and integrates practice with theory. There is a required 3 credit teaching practicum in which students apply theory to educational practice.</td>
</tr>
<tr>
<td>Is offered in a modality that allows non-traditional audiences to attend (evening, weekend, online, intensive, or some combination)</td>
<td>The program is offered in a hybrid or blended learning format that is conducive to nursing professionals. Face to face sessions are required as part of the program.</td>
</tr>
<tr>
<td>Has demonstrated a workforce demand for the program graduates</td>
<td>The American Association of Colleges of Nursing and the Wisconsin Center for Nursing have extensive information on the nursing faculty shortage.</td>
</tr>
<tr>
<td>Has defined learning goals that are oriented to market considerations</td>
<td>Learning goals are based on the National League for Nursing nurse educator competencies. Nurses who complete the certificate are eligible to sit for national certification as a nurse educator.</td>
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<tr>
<td>Has a clearly defined curriculum that is “self-contained”, meaning that program students are confined only to courses from the approved, prescribed curriculum</td>
<td>The curriculum is prescribed and can be completed in one calendar year.</td>
</tr>
<tr>
<td>Has a clearly defined (often lockstep) curriculum with few options or electives that follows a predictable timeline for offerings and completion</td>
<td>The program is well-defined, with few options or electives and follows a predictable timeline.</td>
</tr>
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3. **Distinctly Identifiable Program (Code) With Governance Approval**

<table>
<thead>
<tr>
<th>The program must be distinctly identifiable in the student record system, either as a degree/major or as an option of a degree/major, or as a Capstone certificate.</th>
<th>The capstone certificate will have a designated academic plan. DARS will be used to track program completion. The School has well established processes in place to work with the Registrar’s Office to record certificate completion on the transcript.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program must develop a proposal for the academic approval process, during which it must demonstrate that the school/college Dean and Budget Officer are aware and supportive of the program being run on a non-pooled tuition model.</td>
<td>The proposal has been developed and approved and ready for campus review.</td>
</tr>
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</table>
APPENDIX B. ADDITIONAL REQUIREMENTS CHECKLIST
FOR ACADEMIC PROGRAMS WITH NON-POOLED TUITION

Use this checklist in conjunction with the Core Criteria Checklist

If core criteria are met, the program must adhere to the additional requirements below.
Note: Not all new programs are suited for the non-pooled program requirements. New programs that seek to take advantage of a wide range of course and curricular/program offerings on campus and are not market-oriented should be developed under traditional (101) pooled tuition funding models.

<table>
<thead>
<tr>
<th>CORE Criteria</th>
<th>SON Response</th>
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<tbody>
<tr>
<td>1. Fiscal Requirements:</td>
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<tr>
<td>School/college budget officer has approved the budget and fiscal plan.</td>
<td>The SON budget officer has approved the fiscal plan.</td>
</tr>
<tr>
<td>School/college dean and budget officer are committed to assuming fiscal</td>
<td>The SON is committed to covering any costs not met from tuition from the 101 budget. The courses and practicum are offered as part of the doctoral programs in nursing.</td>
</tr>
<tr>
<td>responsibility for costs not covered by non-pooled tuition to the program.</td>
<td></td>
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<tr>
<td>The school/college will back up the budget with a commitment to cover any</td>
<td></td>
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<tr>
<td>costs not met from tuition from other sources.</td>
<td></td>
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<tr>
<td>The program structure fits within standard academic administrative structures</td>
<td>The School of Nursing has experience administering the psych mental health capstone certificate program. There will be little burden on the 101 programs.</td>
</tr>
<tr>
<td>and allocates expenses of the program so that the program does not create</td>
<td></td>
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<tr>
<td>additional burdens on traditional/101 program resources or student services</td>
<td></td>
</tr>
<tr>
<td>such as advising, ESL, Registrar’s Office, Bursar’s Office, Graduate School</td>
<td></td>
</tr>
<tr>
<td>and other support services.</td>
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</tr>
<tr>
<td>Programs have two options for tuition. One option is to charge standard</td>
<td>The program is not fully online so standard graduate tuition will be charged.</td>
</tr>
<tr>
<td>graduate tuition according to the UW-Madison tuition schedule. This includes</td>
<td></td>
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<tr>
<td>standard rates for WI resident, MN, and non-resident students and any</td>
<td></td>
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<tr>
<td>compulsory fees that apply. Or, for fully online programs, they have the</td>
<td></td>
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<tr>
<td>option of charging all students one of tuition tiers (Appendix D). Although</td>
<td></td>
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<tr>
<td>not currently allowed, it is potentially possible in the future the tiered</td>
<td></td>
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<tr>
<td>tuition may be available to face-to-face programs.</td>
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</tbody>
</table>
Because students who have graduate assistantships receive tuition waivers, some non-pooled tuition graduate degree programs choose to prohibit students from accepting a graduate assistantship (RA/TA/PA). If a program allows their students to take graduate assistantships they it must forgo the tuition revenue. To ensure full receipt of non-pooled tuition and to counter challenges from students, the program must adhere to the following:

The program faculty/staff must disclose this program policy to students in the recommendation of admission letter, program website, program handbook, and program orientation.

Certificate students are not eligible for assistantships in the School of Nursing. The SON has incorporated the language re: funding into the capstone certificate letters of admission.

| Please see Appendix E for links and Appendix F for a sample of a specific non-pooled program template for a recommendation of admission letter and a general template for a program handbook. The program faculty/staff must provide details on this and any other program policies the program handbook in at least the following areas: satisfactory progress (good standing) requirements, any ways to return to good standing, and a program grievance process if done does not already exist. |
| Capstone certificate students are held to the criteria for satisfactory progress for graduate students in the School of Nursing. |

2. **Requirements for International Students:**

| Programs may not admit students who need ESL services without building sufficient ESL support into their fiscal model, and having an explicit MOU with the ESL provider about funding to support the ESL services. |
| We do not expect enrollment by international students in the capstone program because of its part-time hybrid format. |

| Graduate degree/major programs must use Graduate School standards for English Proficiency. Capstone certificates should be designed so that admission requirements ensure that ESL support is not needed. |

| If the program is NOT completely online and admits international students, the program is responsible for honoring federal visa regulations related but not |
limited to: length of stay requirements for visa requests, online course restrictions for visa holders, and waiting for federal program approval (up to a year) if the program represents a new degree type or capstone certificate previously not offered at UW-Madison.

3. Requirements for Program/Course Enrollment:

Non-pooled tuition program students can only be enrolled in one program at a time; enrollment in a second major, named option, certificate program, or courses beyond the prescribed program curriculum is not permitted. Non-compliance with this requirement will jeopardize the receipt of tuition for a non-pooled program. Regular audits will be conducted to ensure these requirements are met.

To ensure full receipt of non-pooled program tuition and to counter challenges from students who want to be dually enrolled, the program must adhere to the following:

The program must provide information to students about prohibitions on concurrent program enrollment and out-of-program course enrollment. Programs must note this in recruiting materials, in recommendations of admission, on the program website, program handbook, and program orientation.

Please see Appendix E for links and Appendix F for language for a specific non-pooled program template for a recommendation of admission letter and a general template for a program handbook. The program faculty/staff must provide details on this and any other program policies in the program handbook in at least following areas: satisfactory progress (good standing) requirements, ways to return to good standing, and a program grievance process if one does not already exist.

The program communicates to students each semester prior to course enrollment the expectation that students can enroll only in program courses and not in

Students who are enrolled in degree programs will complete the graduate certificate if interested in this content. We are aware of the recommended language for admission letters and program handbooks.
courses outside the approved, prescribed curriculum.

For students who enroll in the non-pooled program and then decide they want to pursue traditional/101 programs that allow dual enrollment, the program must help the student transfer to a different program(s) that allow such activity.