



## Program Guidebook

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### Master of Science, Nursing - Education (RN to MSN)

*The Master of Science in Nursing Education degree is a competency-based program that prepares graduates to be academic nurse educators in various educational and practice settings. Graduates are prepared to lead collaborative academic-practice partnerships to strengthen nursing practice by developing nurses who will lead and advance health in diverse populations. As academic nurse educators, graduates demonstrate a professional presence by helping nursing students acquire the knowledge, skills and competencies to work effectively in inter-professional teams across a variety of academic and healthcare settings. The WGU Master of Science in Nursing Education content is based on national standards and evidence-based research related to effective teaching, learning, curriculum design and development and nursing role development. It provides the knowledge and skills that enable educators to teach effectively in clinical and lab, online, hybrid, virtual and classroom learning environments. The content, resources, activities, and assessments in this program are consistent with recommendations from American Association of Colleges of Nursing (AACN), The Essentials of Master's Education in Nursing (2011) and the National League for Nursing (NLN), Scope of Practice for Academic Nurse Educators (2012). The hallmarks of our program include: (a) authentic learning experiences, b) evidence-based course preparation, and c) self-paced learning in an asynchronous online learning environment. Developing context-based curriculum, objectives, and learning materials are an essential aspect of an academic educator role. MSN Education graduates will experience theoretical applications and practical perspectives regarding learning styles, the development and socialization of learners, strategies to facilitate learning, and contemporary design and development of high-quality courses and assessments.*

## Understanding the Competency-Based Approach

Practically speaking, how do competency-based programs like those offered at Western Governors University (WGU) work? Unlike traditional universities, WGU does not award degrees based on completion of a certain number of credit hours or a certain set of required courses. Instead, you will earn your degree by demonstrating your skills, knowledge, and understanding of important concepts.

Progress through a degree program is governed not by the amount of time you spend in class but by your ability to demonstrate mastery of competencies as you complete required courses. Of course, you will need to engage in learning experiences as you review competencies or develop knowledge and skills in areas in which you may be weak. To help you acquire the knowledge and skills you need to complete your courses and program, WGU provides a rich array of learning resources. Your program mentor will work closely with you to help you understand the competencies required for your program and to help you create a schedule for completing your courses. You will also work closely with course instructors as you engage in each of your courses. As subject matter experts, course instructors will guide you through the content you must master to pass the course assessments.

The benefit of this competency-based system is that enables students who are knowledgeable about a particular subject to make accelerated progress toward completing a degree, even if they lack college experience. You may have gained skills and knowledge of a subject while on the job, accumulated wisdom through years of life experience, or already taken a course on a particular subject. WGU will award your degree based on the skills and knowledge that you possess and can demonstrate—not the number of credits hours on your transcript.

## Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The university's accreditation status is now managed by the Northwest Commission on Colleges and Universities (NWCCU), which reaffirmed WGU's accreditation in February February 2020. The WGU Teachers College is accredited at the initial-licensure level by the Council for the Accreditation of Educator Preparation (CAEP) and by the Association for Advancing Quality in Educator Preparation (AAQEP). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College of Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

## The Degree Plan

The focus of your program is your personalized Degree Plan. The Degree Plan is a detailed blueprint of the courses you will need to complete in order to earn your degree. The Degree Plan also lays out the accompanying learning resources and assessments that compose your program. The list of courses in the Degree Plan is often referred to as the standard path. The amount of time it takes to complete your program depends on both the amount of new information you need to learn and the amount of time you plan to devote each week to study. Your program mentor and course instructors will help you assess your strengths and development needs to establish a study plan.

Students vary widely in the specific skills and information they need to learn. For example, some students may be highly knowledgeable in a particular subject matter and would not need to engage in new learning opportunities. Other students may find that portions of the program require them to learn new information and that they need to take an online class or participate in a study module to acquire the knowledge and skills needed to fulfill program competencies in that area. Some individuals may be able to devote as little

as 15–20 hours per week to the program, while others may need to devote more time. For this reason, pre-assessments are there to help your program mentor form a profile of your prior knowledge and create a personalized Degree Plan.

## How You Will Interact with Faculty

At WGU, faculty serve in specialized roles, and they will work with you individually to provide the guidance, instruction, and support you will need to succeed and graduate. As a student, it is important for you to take advantage of this support. It is key to your progress and ultimate success. Upon your enrollment, you will be assigned a program mentor—an expert in your field of study who will provide you with regular program-level guidance and support from the day you start until the day you graduate. Your program mentor will set up regular telephone appointments (weekly at first) with you, which you will be expected to keep. The mentor will review program competencies with you and work with you to develop a plan and schedule for your coursework. Your program mentor will serve as your main point of contact throughout your program—helping you set weekly study goals, recommending specific learning materials, telling you what to expect in courses, and keeping you motivated. In addition to regular calls, your program mentor is available to help you resolve questions and concerns as they arise.

You will also be assigned to a course instructor for each course. Course instructors are doctoral-level subject matter experts who will assist your learning in each individual course. When you begin a new course, your assigned course instructor will actively monitor your progress and will be in touch to offer one-on-one instruction and to provide you with information about webinars, cohort sessions, and other learning opportunities available to help you acquire the competencies you need to master the course. Your course instructor can discuss your learning for the course, help you find answers to content questions, and give you the tools to navigate the course successfully. In addition, you will communicate with course instructors by posting in the online learning community and participating in live discussion sessions such as webinars and cohorts.

For many of the courses at WGU, you will be required to complete performance assessments. These include reports, papers, presentations, and projects that let you demonstrate your mastery of the required competencies. A separate group of faculty members, called evaluators, will review your work to determine whether it meets requirements. Evaluators are also subject matter experts in their field of evaluation. If your assessment needs further work before it “passes,” these evaluators, who review your work anonymously, will provide you with instructional feedback to help you meet evaluation standards and allow you to advance.

## Connecting with Other Mentors and Fellow Students

As you proceed through your Degree Plan, you will have direct contact with multiple faculty members. These communications can take a variety of forms, including participation in one-on-one discussions, chats in the learning communities, and live cohort and webinar opportunities. As a WGU student, you will have access to your own personal MyWGU Student Portal, which will provide a gateway to your courses of study, learning resources, and learning communities where you will interact with faculty and other students.

The learning resources in each course are specifically designed to support you as you develop competencies in preparation for your assessments. These learning resources may include reading materials, videos, tutorials, cohort opportunities, community discussions, and live discussions that are guided by course instructors who are experts in their field. You will access your program community during your orientation course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides Student Services associates to help you and your program mentor solve any special problems that may arise.

## Orientation

The WGU orientation course focuses on acquainting you with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize WGU program and course communities, participate in activities, and get to know other students at WGU. The orientation course must be completed before you can start your first term at WGU.

## **Transferability of Prior College Coursework**

Because WGU is a competency-based institution, it does not award degrees based on credits but rather on demonstration of competency. However, if you have completed college coursework at another accredited institution, or if you have completed industry certifications, you may have your transcripts and certifications evaluated to determine if you are eligible to receive some transfer credit. The guidelines for determining what credits will be granted varies based on the degree program. Students entering graduate programs must have their undergraduate degree verified before being admitted to WGU. To review more information in regards to transfer guidelines based on the different degree programs, you may visit the Student Handbook found at the link below and search for "Transfer Credit Evaluation."

[Click here for the Student Handbook](#)

WGU does not waive any requirements based on a student's professional experience and does not perform a "résumé review" or "portfolio review" that will automatically waive any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

Remember, WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you obtained them. Even when you do not directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete your degree program.

## **Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress**

WGU is a "continuous enrollment" institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Each term is six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between terms that you would experience at a more traditional university. At the end of every six-month term, you and your program mentor will review the progress you have made and revise your Degree Plan for your next six-month term.

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this "On-Time Progress," denoting that you are on track and making progress toward on-time graduation. As full-time students, graduate students must enroll in at least 8 competency units each term, and undergraduate students must enroll in at least 12 competency units each term. Completing at least these minimum enrollments is essential to On-Time Progress and serves as a baseline from which you may accelerate your program. We measure your progress based on the courses you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass a course, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing a course means you have demonstrated competency equivalent to a "B" grade or better.

WGU assigns competency units to each course in order to track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some courses may be assigned 3 competency units while others may be as large as 12 competency units.

Satisfactory Academic Progress (SAP) is particularly important to students on financial aid because you must achieve SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. In order to remain in good

academic standing, you must complete at least 66.67% of the units you attempt over the length of your program—including any courses you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least 3 competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a financial aid counselor should you have additional questions. \*Please note: The Endorsement Preparation Program in Educational Leadership is not eligible for federal financial aid.

## Courses

Your Degree Plan includes courses needed to complete your program. To obtain your degree, you will be required to demonstrate your skills and knowledge by completing the assessment(s) for each course. In general there are two types of assessments: performance assessments and objective assessments. Performance assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items. Certifications verified through third parties may also be included in your program. More detailed information about each assessment is provided in each course of study.

## Learning Resources

WGU works with many different educational partners, including enterprises, publishers, training companies, and higher educational institutions, to provide high-quality and effective learning resources that match the competencies you are developing. These vary in type, and may be combined to create the best learning experience for your course. A learning resource can be an e-textbook, online module, study guide, simulation, virtual lab, tutorial, or a combination of these. The cost of most learning resources are included in your tuition and Learning Resource Fee. They can be accessed or enrolled for through your courses. Some degree-specific resources are not covered by your tuition, and you will need to cover those costs separately. WGU also provides a robust library to help you obtain additional learning resources, as needed.

Mobile Compatibility:

The following article provides additional details about the current state of mobile compatibility for learning resources at WGU. It includes a list that can be referenced to determine the mobile friendliness of all core course materials used in a program.

[Student Handbook article: Can I use my mobile device for learning resources?](#)

## Standard Path

As previously mentioned, competency units (CUs) have been assigned to each course in order to measure your academic progress. If you are an undergraduate student, you will be expected to enroll in a minimum of 12 competency units each term. Graduate students are expected to enroll in a minimum of 8 competency units each term. A standard plan for a student for this program who entered WGU without any transfer units would look similar to the one on the following page. Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and your determination to proceed at a faster rate.

## Standard Path for Master of Science, Nursing - Education (RN to MSN)

Course Description	CUs	Term
Advanced Standing for RN License	50	1
Professional Leadership and Communication for Healthcare	2	2
English Composition I	3	2
Anatomy and Physiology I	4	2
Anatomy and Physiology II	4	2
Survey of United States Constitution and Government	3	3
Introduction to Communication	3	3
Introduction to Humanities	3	3
Clinical Microbiology	4	3
Human Growth and Development Across the Lifespan	3	4
Introduction to Psychology	3	4
Introduction to Sociology	3	4
Biochemistry	3	4
Applied Healthcare Statistics	4	5
Care of the Older Adult	3	5
Health Assessment	3	5
Community Health and Population-Focused Nursing	3	5
Health and Wellness Through Nutritional Science	3	6
Community Health and Population-Focused Nursing Field Experience	2	6
Professional Presence and Influence	2	6
Essentials of Advanced Nursing Roles and Interprofessional Practice	2	6
Informatics for Transforming Nursing Care	3	6
Leadership and Management in Complex Healthcare Systems	3	7
Advancing Evidence-Based Innovation in Nursing Practice	3	7
Advanced Professional Roles and Values	3	7
Quality Outcomes in a Culture of Value-Based Nursing Care	2	8
Advanced Pathopharmacological Foundations	3	8
Advanced Health Assessment for Patients and Populations	3	8
Evolving Roles of Nurse Educators in Diverse Environments	2	9
Facilitation of Context-Based Student-Centered Learning	2	9
Contemporary Curriculum Design and Development in Nursing Education	2	9
Assessment and Evaluation Strategies for Measuring Student Learning	3	9
Emerging Trends and Challenges in 21st Century Nursing Education	2	10
Nursing Education Field Experience	2	10
Nursing Education Capstone	2	10

## **Changes to Curriculum**

WGU publishes an Institutional Catalog, which describes the academic requirements of each degree program. Although students are required to complete the program version current at the time of their enrollment, WGU may modify requirements and course offerings within that version of the program to maintain the currency and relevance of WGU's competencies and programs. When program requirements are updated, students readmitting after withdrawal from the university will be expected to re-enter into the most current catalog version of the program.

# Areas of Study for Master of Science, Nursing - Education (RN to MSN)

The following section includes the areas of study in the program, with their associated courses. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

## Nursing Core

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### Advanced Standing for RN License

Advanced Standing for RN License

## Foundations of Success

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### Professional Leadership and Communication for Healthcare

The Professional Communication and Leadership in Healthcare course is designed to help students prepare for success in the online environment at Western Governors University and beyond. Student success starts with the social support and self-reflective awareness that will prepare students to weather the challenges of academic programs. In this course students will participate in group activities and complete several individual assignments. The group activities are aimed at finding support and gaining insight from other students. The assignments are intended to give the student an opportunity to reflect about where they are and where they would like to be. The activities in each group meeting are designed to give students several tools they can use to achieve success. This course is designed as a five-part intensive learning experience. Students will attend five group meetings during the term. At each meeting students will engage in activities that help them understand their own educational journey and find support and inspiration in the journey of others.

*This course covers the following competencies:*

- *The graduate evaluates and displays behaviors consistent with the process of self-discovery and mindfulness.*
- *The graduate demonstrates the ability to apply the concept of working styles to leadership skills.*
- *The graduate demonstrates appropriate patterns of effective communication.*
- *The graduate identifies and applies appropriate communication strategies to develop a supportive community of peers.*

## General Education

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### English Composition I

English Composition I introduces candidates to the types of writing and thinking that are valued in college and beyond. Candidates will practice writing in several genres with emphasis placed on writing and revising academic arguments. Instruction and exercises in grammar, mechanics, research documentation, and style are paired with each module so that writers can practice these skills as necessary. Composition I is a foundational course designed to help candidates prepare for success at the college level. There are no prerequisites for English Composition I.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate applies appropriate grammatical rules, sentence structure, and writing conventions.*
- *The graduate selects appropriate rhetorical strategies that improve writing and argumentation.*
- *The graduate appropriately uses a given writing style.*
- *The graduate uses appropriate writing and revision strategies.*
- *The graduate integrates credible and relevant sources into written arguments.*
- *The graduate composes an appropriate narrative for a given context.*
- *The graduate composes an appropriate argumentative essay for a given context.*



## Survey of United States Constitution and Government

This course is an introduction to the U.S. Constitution and the U.S. government. Topics include (1) the structure and relevance of the U.S. Constitution, (2) the structure and function of governmental branches, and (3) political participation and policy making.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes the dilemmas and principles of government.*
- *The graduate analyzes the central themes and founding principles of the U.S. Constitution and the U.S. government.*
- *The graduate analyzes the division of power between national and state governments.*
- *The graduate analyzes the development and protection of individual civil liberties and civil rights.*
- *The graduate analyzes the powers of each branch of government and the relationships among them.*
- *The graduate analyzes the formation of personal and collective political opinions and the influence of the media.*
- *The graduate analyzes the role of individuals, interest groups, and political parties in the U.S. electoral system.*

## Introduction to Communication

This introductory communication course allows candidates to become familiar with the fundamental communication theories and practices necessary to engage in healthy professional and personal relationships. Candidates will survey human communication on multiple levels and critically apply the theoretical grounding of the course to interpersonal, intercultural, small group, and public presentational contexts. The course also encourages candidates to consider the influence of language, perception, culture, and media on their daily communicative interactions. In addition to theory, candidates will engage in the application of effective communication skills through systematically preparing and delivering an oral presentation. By practicing these fundamental skills in human communication, candidates become more competent communicators as they develop more flexible, useful, and discriminatory communicative practices in a variety of contexts. Note: There are references within this video to Taskstream. If Taskstream is not part of your student experience, please disregard, and locate your task(s) within your course.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate applies foundational elements of effective communication.*
- *The graduate applies appropriate communication strategies in interpersonal and group contexts.*
- *The graduate utilizes appropriate presentational communication strategies in personal and professional settings.*

## Introduction to Humanities

This introductory humanities course allows candidates to practice essential writing, communication, and critical thinking skills necessary to engage in civic and professional interactions as mature, informed adults. Whether through studying literature, visual and performing arts, or philosophy, all humanities courses stress the need to form reasoned, analytical, and articulate responses to cultural and creative works. Studying a wide variety of creative works allows candidates to more effectively enter the global community with a broad and enlightened perspective.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate assesses the development of humans through the study of key concepts, disciplines, and primary influences of the humanities.*
- *The graduate analyzes the primary contributions and characteristics of humanities during the Classical period.*
- *The graduate analyzes the primary contributions and characteristics of humanities during the Renaissance.*
- *The graduate analyzes the primary contributions and characteristics of humanities during the Neoclassical and Enlightenment period.*
- *The graduate analyzes the primary contributions and characteristics of humanities during the Romantic period.*

- *The graduate analyzes the primary contributions and characteristics of humanities during the Realism movement.*

## **Human Growth and Development Across the Lifespan**

This course introduces candidates to human development across the lifespan. This will include an introductory survey of cognitive, psychological, and physical growth. Candidates will gain an understanding of the emergence of personality, identity, gender and sexuality, social relationships, emotion, language, and moral development through life. This will include milestones such as education, achievement, work, dying, and death.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate explains guiding perspectives, theories, and influences on physical, cognitive, and social development across the lifespan.*
- *The graduate examines the processes of death, dying, and grieving.*
- *The graduate analyzes human physical development from conception through birth.*
- *The graduate analyzes the physical, cognitive, and social development of humans during infancy.*
- *The graduate analyzes the physical, cognitive, and social development of humans during early childhood.*
- *The graduate analyzes the physical, cognitive, and social development of humans during middle childhood.*
- *The graduate analyzes the physical, cognitive, and social development of humans during adolescence.*
- *The graduate explains the physical, cognitive, and social development of humans during early adulthood.*
- *The graduate analyzes the physical, cognitive, and social development of humans during middle adulthood.*
- *The graduate analyzes the physical, cognitive, and social development of humans during late adulthood.*

## **Introduction to Psychology**

In this course, students will develop an understanding of psychology and how it helps them better understand others and themselves. Students will learn general theories about psychological development, the structure of the brain, and how psychologists study behavior. They will gain an understanding of both normal and disordered psychological behaviors, as well as general applications of the science of psychology in society (such as personality typing and counseling).

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate explains the biological perspectives of psychology.*
- *The graduate explains the theories of learning and memory.*
- *The graduate explains the concepts of personality development and social psychology.*
- *The graduate identifies psychological disorders and treatment methods.*
- *The graduate explains the foundations of psychology.*

## **Introduction to Sociology**

This course teaches students to think like sociologists, or, in other words, to see and understand the hidden rules, or norms, by which people live, and how they free or restrain behavior. Students will learn about socializing institutions, such as schools and families, as well as workplace organizations and governments. Participants will also learn how people deviate from the rules by challenging norms and how such behavior may result in social change, either on a large scale or within small groups.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate explains how societies are stratified across various social statuses.*
- *The graduate explains reciprocal relationships between social institutions and individuals.*
- *The graduate explains major perspectives and key contributors to the development of sociology.*

- *The graduate identifies components of culture and socialization as they relate to individuals in society.*
- *The graduate explains the constructs of conformity to and deviance from social norms.*

## **Applied Healthcare Statistics**

Applied Healthcare Probability and Statistics is designed to help develop competence in the fundamental concepts of basic mathematics, introductory algebra, and statistics and probability. These concepts include basic arithmetic with fractions and signed numbers; introductory algebra and graphing; descriptive statistics; regression and correlation; and probability. Statistical data and probability are now commonplace in the healthcare field. This course will help candidates make informed decisions about which studies and results are valid, which are not, and how those results affect your decisions. This course will give candidates background in what constitutes sound research design and how to appropriately model phenomena using statistical data. Additionally, this course guides candidates in calculating simple probabilities based on events which occur in the healthcare profession. This course will prepare candidates for studies at WGU, as well as in the healthcare profession.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate applies the operations, processes, and procedures of basic arithmetic to solve expressions.*
- *The graduate applies the operations, processes, and procedures of fractions, decimals, and percentages to evaluate quantitative expressions.*
- *The graduate applies the operations, processes, and procedures of basic algebra to evaluate quantitative expressions, and to solve equations and inequalities.*
- *The graduate evaluates categorical and quantitative data pertaining to a single variable using appropriate graphical displays and numerical measures.*
- *The graduate evaluates the relationship between two variables through interpretation of visual displays and numerical measures.*
- *The graduate evaluates the relationship between two quantitative variables through correlation and regression.*
- *The graduate applies principles and methods of probability-based mathematics to explain and solve problems.*

## **Health Sciences**

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### **Anatomy and Physiology I**

Anatomy and Physiology I examines the structures and functions of the human body. The course is designed to provide students with a thorough understanding of human anatomy and physiology, including the interdependent operational relationships among them. Students will use a dissection lab to study organ systems of the human body in their healthy state, including the digestive, skeletal, sensory, respiratory, reproductive, nervous, muscular, cardiovascular, lymphatic, integumentary, endocrine, and renal systems. By examining these organ systems in a healthy state, healthcare professionals are more adept at recognizing when something is functioning abnormally, which is a key component to providing effective care to patients. For nursing students, this is the first of two anatomy and physiology courses within the program of study. This course has no prerequisites.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate applies appropriate terminology to communicate about body position and human anatomical features and relationships.*
- *The graduate analyzes the structures and functions of the human cardiovascular and respiratory systems.*
- *The graduate analyzes the structure and function of the human renal and reproductive systems.*
- *The graduate analyzes the structure and function of the human nervous system.*
- *The graduate analyzes the structure and function of the human digestive system.*
- *The graduate analyzes the structures and functions of the human muscular, skeletal, and integumentary systems.*
- *The graduate analyzes the structure and function of the human lymphatic and endocrine systems.*

## Anatomy and Physiology II

This course introduces advanced concepts of human anatomy and physiology through the investigation of the structures and functions of the body's organ systems. Students will have the opportunity to explore the body through laboratory experience and apply the concepts covered in this course. For nursing students, this is the second of two anatomy and physiology courses within the program of study.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes the relationship between basic human metabolic functions and human cell and tissue structures.*
- *The graduate analyzes the structures, functions, and integration of the reproductive system.*
- *The graduate analyzes the structures, functions, and integration of the nervous system.*
- *The graduate analyzes the structures, functions, and integration of the muscular system.*
- *The graduate analyzes the structures, functions, and integration of the cardiovascular system.*
- *The graduate analyzes the structures, functions, and integration of the hematologic system, including immunity.*
- *The graduate analyzes the structures, functions, and integration of the respiratory system.*
- *The graduate analyzes the structures, functions, and integration of the renal system.*
- *The graduate analyzes the structures, functions, and integration of the digestive system.*
- *The graduate analyzes the structures, functions, and integration of the endocrine system, including principles of thermoregulation.*

## Clinical Microbiology

Clinical Microbiology introduces general concepts, methods, and applications of microbiology from a health sciences perspective. The course is designed to provide healthcare professionals with a basic understanding of how various diseases are transmitted and controlled. Students will examine the structure and function of microorganisms, including the roles that they play in causing major diseases. The course also explores immunological, pathological, and epidemiological factors associated with disease. To assist students in developing an applied, patient-focused understanding of microbiology, this course is complimented by several lab experiments that allow students to: practice aseptic techniques, grow bacteria and fungi, identify characteristics of bacteria and yeast based on biochemical and environmental tests, determine antibiotic susceptibility, discover the microorganisms growing on objects and surfaces, and determine the Gram characteristic of bacteria. This course has no prerequisites.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate describes structures and characteristics of microorganisms.*
- *The graduate explains disease transmission and progression and the disease state.*
- *The graduate analyzes the function of the immune system.*
- *The graduate evaluates antimicrobial therapy and resistance mechanisms.*
- *The graduate evaluates methods of microbial control in preventing the spread of infection.*
- *The graduate explains causes, signs, symptoms, prevention, and treatment of major infectious diseases.*
- *The graduate applies techniques and procedures to propagate and characterize microorganisms.*

## Chemistry Content

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### Biochemistry

Biochemistry covers the structure and function of the four major polymers produced by living organisms. The four major polymers include nucleic acids, proteins, carbohydrates, and lipids. This course focuses on application. It will help you understand the underlying biochemistry in order to grasp how it is applied. Through its successful completion, this course will teach you to gain an introductory understanding of the chemicals and reactions that sustain life. Biochemistry will also help you begin to see the importance of this subject matter to health.

*This course covers the following competencies:*

- *Begin your course by discussing the results of your Course Planning Assessment with your Course Instructor and design a course plan together.*
- *The graduate demonstrates how nucleic acid polymers can transform cells and transmit information within the cell.*
- *The graduate explains how the structure and composition of amino acids and proteins impact the human body.*
- *The graduate explains how the structure and function of myoglobin and hemoglobin impact the human body.*
- *The graduate explains how the structure and function of enzymes and inhibitors in reactions impact the human body.*
- *The graduate analyzes the role of ATP in carbohydrate metabolism and the impact of irregular ATP synthesis on the human body.*
- *The graduate explains how lipids are essential to the normal function of cells and the impact of abnormal lipid metabolism on the human body.*

## **Nursing Theory and Practice**

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### **Care of the Older Adult**

Care of the Older Adult adapts the concepts from prior coursework to the care of older adults. An understanding of the effects that policy and legislation have on how healthcare systems treat aging patients sets a foundation for improving their care. Students will apply health assessment skills and evidence-based standards in such a way to account for the specific needs of older adults. Emphasis is placed on the importance of maintaining the dignity of older adults by focusing on cultural, religious, spiritual, and communication needs, and by collaborating on care with older adults, families, and caregivers.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate integrates principles of compassion and respect for patients and their families into the planning and delivery of care to a diverse population of older adults and into advocacy for vulnerable older adults.*
- *The graduate plans and provides patient care that incorporates genomic influences and risks, and provides patient education that recognizes individual attitudes and values.*
- *The graduate evaluates the older adults' life and world with special awareness of the diversity among the health status of older adults, individualizing care according to the physical, mental/cognitive, functional, and psychosocial well-being of an elder patient, along with support systems in place.*
- *The graduate effectively collaborates with patients, families, and interprofessional team members in planning primary, secondary, tertiary, and end-of-life care that addresses older adults' physical, mental, psychosocial, and spiritual needs and preferences, and responds to changes in health status and related treatments.*
- *The graduate recommends techniques to cocreate health and illness management practices with older adults and their families (caregivers) that ensure safety and optimal maintenance of functional ability, taking into account patient characteristics and needs and patient and caregiver vulnerabilities as well as strengths.*
- *The graduate selects appropriate evidence-based standards of health promotion, risk reduction, and disease prevention in older adult populations.*
- *The graduate collaborates with patients, families, and the interprofessional team to select the appropriate application of technology to enhance older adults' safety and independence.*
- *The graduate evaluates the effectiveness of the healthcare environment and the influence of health policy in providing care that maximizes the function and independence of older adults in accordance with individual patient characteristics and patient and family needs.*
- *The graduate determines the needs of older adults and their families and caregivers in coordinating patient-centered, safe transitions of care that aim to assure the least-restrictive care environment relative to strengths and vulnerabilities, and reduce unnecessary hospitalizations.*
- *The graduate collaborates with patients and families to support palliative care needs in order to reduce symptom burden and treatment fatigue and enhance quality of life, as well as end-of-life care that is compassionate, respectful, patient centered, and family supported.*

### **Health Assessment**

The Health Assessment course is designed to enhance students' knowledge and skills in health promotion, the early detection of illness, and prevention of disease. The course provides the relevant content and skills necessary to perform a comprehensive physical assessment of patients throughout the lifespan. Students are engaged in these processes through interviewing, history taking, and demonstrating an advanced-level physical examination. Dominant models, theories, and perspectives related to evidence-based wellness practices and health education strategies also are included in this challenging course.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes the context and influences that inform the processes and interpretations of a health assessment.*
- *The graduate analyzes the findings of head-to-toe physical assessments.*
- *The graduate analyzes the findings of basic physical assessments of the integumentary system.*
- *The graduate analyzes the findings of basic physical assessments of the head and neck, eyes, ears, nose, mouth, and throat.*
- *The graduate analyzes the findings of basic physical assessments of the respiratory system.*
- *The graduate analyzes the findings of basic physical assessments of the cardiovascular, peripheral vascular, and lymphatic systems.*
- *The graduate analyzes the findings of basic physical assessments of the gastrointestinal and renal systems.*
- *The graduate analyzes the findings of basic physical assessments of the musculoskeletal and nervous systems.*
- *The graduate analyzes the findings of basic physical assessments of the reproductive systems, breasts, and axillae.*
- *The graduate analyzes the findings of basic physical assessments of the mental status.*

## **Community Health and Population-Focused Nursing**

Community Health and Population-Focused Nursing will assist students in becoming familiar with foundational theories and models of health promotion applicable to the community health nursing environment. Students will develop an understanding of how policies and resources influence the health of populations. Focus is concentrated on learning the importance of a community assessment to improve or resolve a community health issue. This course introduces students to the relationships between cultures and communities and the steps necessary to create community collaboration with the goal to improve or resolve community health issues in a variety of settings. Students will gain a greater understanding of health systems in the United States, global health issues, quality-of-life issues, cultural influences, community collaboration, and emergency preparedness.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate applies principles of epidemiology to the assessment of the healthcare needs of communities.*
- *The graduate plans and coordinates community care in collaboration with community partners.*
- *The graduate develops culturally sensitive and relevant strategies to advocate for populations, based on knowledge of community health systems.*
- *The graduate proposes health promotion initiatives and services to promote disease and injury prevention.*
- *The graduate analyzes past and present initiatives meant to improve the health of the global community.*
- *The graduate plans for the preparation, response, and recovery of communities from natural and human-caused emergencies and disasters.*
- *The graduate analyzes social and cultural factors that affect the care of diverse populations.*
- *The graduate analyzes the impact of communicable diseases on the health of individuals, families, and communities in a global environment.*

## **Health and Wellness Through Nutritional Science**

Nutritional ignorance or misunderstandings are at the root of the health problems that most Americans face today. Nurses need to be armed with the most current information available about nutrition science, including how to understand nutritional content of food; implications of exercise and activity on food consumption and weight management, and management of

community or population specific nutritional challenges. The Health and Wellness Through Nutritional Science course should prepare nurses to provide support, guidance, and teaching about incorporation of sound nutritional principles into daily life for health promotion. This course covers nutrition to support wellness; healthy nutritional choices; nutrition and physical activity; nutrition through the lifecycle; safety and security of food; and nutrition and global health environments.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate discusses components of a healthy diet plan, guided by national guidelines and sound nutritional principles.*
- *The graduate recognizes the role of health diet choices in relation to body weight, genetic control, healing and body weight imbalances.*
- *The graduate analyzes the balance of nutrition and physical activity in the human body and its relationship to overall physiological functioning and body systems.*
- *The graduate analyzes the role of nutrition in an average human life cycle from conception and pregnancy to older adulthood.*
- *The graduate analyzes the role of food safety in nutrition and the factors contributing to world hunger.*
- *The graduate discusses the various myths and truths about nutrition today, including dietary supplements and nutritional fads.*

## **Community Health and Population-Focused Nursing Field Experience**

This course will assist students to become familiar with clinical aspects of health promotion and disease prevention, applicable to the community health nursing environment. Students will practice skills based on clinical priorities, methodology, and resources that positively influence the health of populations. Students will demonstrate critical thinking skills by applying principles of community health nursing in a variety of settings. Students will design, implement and evaluate a project in community health. Students will develop health promotion and disease prevention strategies for population groups.

*This course covers the following competencies:*

- *The graduate applies principles of epidemiology to the assessment of the healthcare needs of communities.*
- *The graduate plans and coordinates community care in collaboration with community partners.*
- *The graduate develops culturally sensitive and relevant strategies to advocate for populations, based on knowledge of community health systems.*
- *The graduate proposes health promotion initiatives and services to promote disease and injury prevention.*

## **Advanced Professional Roles and Values**

The Advanced Professional Roles and Values course bridges the undergraduate nurse to higher level knowledge and accountability by examining the roles of advanced professional practice. Current issues, professional and personal values, and ethical issues are examined along with scholarship and advanced practice roles. There are no prerequisites required.

*This course covers the following competencies:*

- *The graduate evaluates professional roles for advanced nursing practice.*
- *The graduate evaluates leading theories and models as they apply to contemporary nursing practice.*
- *The graduate integrates advanced professional standards of practice and codes of ethics with concepts of situational ethics.*
- *The graduate analyzes the advanced responsibilities and accountability of nurses from professional and regulatory perspectives.*
- *The graduate integrates strategies of self-awareness and self-care into professional practice to ensure personal health and well-being.*
- *The graduate integrates knowledge, skills, and attitudes of the nursing profession into personal and professional interactions and decision making.*
- *The graduate analyzes the roles of the nurse as a scientist, a detective, and a manager of the healing environment.*
- *The graduate analyzes the impact of new and diverse advanced nursing and care provider roles on interprofessional*

practice.

- *The graduate evaluates how the vision, values, mission, and philosophy of an organization align with an individual's professional values and beliefs.*

## MSN Core

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### Professional Presence and Influence

Professional Presence and Influence is a masters-level course designed to guide students towards an enhanced state of presence, where therapeutic relationships are built between nurse and patient. Students will learn techniques for self-care practices that result in enhanced mental and physical wellbeing and that ensure ethically-generated patient care. Presence is an intrapersonal and interpersonal quality that allows the nurse to relate to others and to be aware of the world around them. The characteristics of presence, which include holism, intimacy, sensitivity and adaptability, create a heightened sense of awareness that fosters therapeutic relationships between the nurse and patient. Developing a mindful, authentic presence is central to health and spiritual practices in several cultures and a major element of leadership. Students will intentionally develop a focused mindfulness practice that will influence patient outcomes and lead to conditions that create joy in the workplace.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate promotes a healthy work environment by demonstrating a professional presence that includes self-awareness characteristics.*
- *The graduate develops solutions and strategies that build positive relationships and promote mindfulness in the workplace.*
- *The graduate recommends social communication strategies and technologies to promote a sense of caring and belonging.*
- *The graduate applies the principles of improvement science to solve the problem of hostility in the workplace and initiate organizational change designed to promote health and joy in the workplace.*
- *The graduate implements the principles of academic writing to produce clear, concise, and evidence-based written communications.*

### Essentials of Advanced Nursing Roles and Interprofessional Practice

Essentials of Advanced Nursing Roles and Interprofessional Practice explores the essential characteristics needed as an advanced practice leader, educator, practitioner, or informatics specialist. Students will develop social and emotional intelligence skills to facilitate interprofessional collaboration and effectively manage change. Continuous quality improvement initiatives and the importance of making data-based decisions that are grounded in the evidence are introduced. The integral role of technology in supporting the workflow of nurses and improving healthcare outcomes is explored. Students will learn the elements of project management, including oversight of interdepartmental projects and managing risk, scope, and the project team. This course will prepare nurses to advocate for policy changes designed to improve patient and population health.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate recommends strategies for practicing lifelong learning skills to encourage the continuous improvement essential for practicing as an advanced nursing professional.*
- *The graduate recommends legal and regulatory policies that advocate for improved health outcomes in patients and populations.*
- *The graduate analyzes the roles and interaction of interprofessional team members to assess the resulting impact on healthcare outcomes.*
- *The graduate analyzes organizational performance data to guide recommendations for improving healthcare outcomes and disseminating results to a professional community.*

### Informatics for Transforming Nursing Care

Informatics for Transforming Nursing Care integrates nursing science with multiple information and analytical sciences to identify, define, manage, and communicate data, information, knowledge, and wisdom in nursing practice. Students will



acquire knowledge and skills to apply informatics concepts, communications, and data that are critical to facilitating interprofessional data-driven decision-making. It is designed to build competence in the use of patient- and population-based applications that inform and support the transformation of nursing care delivery toward a future of value-based quality nursing care that improves health outcomes. This course aligns theoretical concepts with practical applications of informatics and is consistent with the functional areas and responsibilities of informatics nurses as defined by American Nurses Association Scope and Standards for nursing informatics.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes the theoretical and conceptual underpinnings of the nursing informatics scope and standards to improve patient experience and health outcomes.*
- *The graduate determines how technology and informatics can be optimized to improve the patient experience and lower healthcare costs.*
- *The graduate analyzes core administrative systems to support the management of safe, cost-effective, and high-quality healthcare.*
- *The graduate analyzes data from population-based systems to mitigate public health threats and decrease incidence of disease.*
- *The graduate designs data collection tools and processes to capture, analyze, and report health indicators and outcomes.*
- *The graduate refines data to visually represent, forecast, monitor, and report progress in meeting healthcare outcomes.*

### **Leadership and Management in Complex Healthcare Systems**

Leadership and Management in Complex Healthcare Systems prepares graduate nurses to be thoughtful strategists and informed decision makers who serve as strong leaders in high performing healthcare systems. Students develop competencies for managing diverse teams in complex systems, monitoring and measuring organizational performance, allocating financial and human resources, and leading change towards a transformed healthcare system. Additionally, students acquire the knowledge and skills to become full partners with other healthcare professionals by demonstrating nurse contributions toward high-quality care to patients and populations, while working collaboratively with interprofessional teams.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate determines the effective leadership skills and approaches required to navigate a diverse staff in a changing healthcare environment.*
- *The graduate creates communication and change management plans to foster a culture of innovation.*
- *The graduate analyzes data to measure progress in meeting organizational performance indicators in complex healthcare systems.*
- *The graduate determines system-level factors necessary to support and empower interprofessional teams.*
- *The graduate validates key performance indicators to measure the impact of nursing care on patient and population outcomes.*
- *The graduate proposes a strategic business plan to start a nurse-managed practice.*

### **Advancing Evidence-Based Innovation in Nursing Practice**

Advancing Evidence-Based Innovation in Nursing Practice introduces students to the dynamic union of healthcare innovation and evidence. Core competencies and behaviors required to be a nurse innovator are discussed. Strategies for measuring innovation at various system levels are presented, as well as techniques for synthesizing and disseminating evidence to advance innovation in healthcare. The skills needed to appraise the quality of diverse sources of evidence are presented within the framework of evidence-based practice. This course focuses on identifying new and emerging sources of evidence that can inform, translate, and scale the complexity of leading innovation in healthcare organizations. Students will experience building communities of practice for collaboratively developing innovative practices and policies designed to improve the health of populations and enhance the patient experience of care.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized*

course plan together.

- *The graduate analyzes evidence from research, clinical expertise, and patient experiences to contribute to the innovation of healthcare practices and policies*
- *The graduate incorporates research strategies and processes to search and review relevant evidence from credible sources.*
- *The graduate evaluates innovative best practices that support outcomes-driven healthcare practices.*
- *The graduate incorporates new evidence from big data and emerging technologies to design innovative practices.*
- *The graduate applies the theory of disruption when developing innovative strategies to improve healthcare outcomes.*
- *The graduate synthesizes credible sources of evidence to propose innovative patient care practice guidelines, organizational goals and strategies, and population-based care policies.*

## **Quality Outcomes in a Culture of Value-Based Nursing Care**

Quality Outcomes in a Culture of Value-Based Nursing Care incorporates current standards of quality and safety within the context of value-based care. In a value-based healthcare system, the benefits are derived from measuring health outcomes against the cost of delivering the outcomes. These benefits are then extended to patients, providers, payers, suppliers, and society as a whole. This course introduces new healthcare delivery models, which stress a team-oriented approach to patient care and sharing of patient data so that care is coordinated, and outcomes can be measured easily. Emphasis is placed on performance and quality improvement methods that underlie value-based nursing care. The nurse in advanced practice today must exemplify the standards of quality and safety and be prepared to lead the delivery of value-based patient-centered care.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes the culture of continuous quality improvement and the provision of value-based care to optimize patient outcomes using a systems-thinking analytic approach.*
- *The graduate develops a systematic process that incorporates quality measures and benchmarks to assess organizational strengths and vulnerabilities.*
- *The graduate integrates performance and process improvement methodologies to develop solutions for identified quality and safety gaps in the practice setting.*
- *The graduate establishes measurable metrics and processes to evaluate the effectiveness of value-based care strategies and initiatives.*

## **Advanced Pathopharmacological Foundations**

Advanced Pathopharmacological Foundations provides advanced practice nurses foundational knowledge in the many pathologies encountered in practice today. Advancing from the cellular to the body system level, this course examines the pathologies of common conditions seen in healthcare today. Consideration is also given to the human affective response to alterations in health. There are no prerequisites for this course.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate assesses alterations in cellular and genetic composition to determine the body's self-defense mechanisms to maintain homeostasis.*
- *The graduate analyzes the etiology and pathophysiological alterations associated with common conditions across the lifespan to determine appropriate treatment plans.*
- *Connecting Pathology with Disease Manifestation – The graduate analyzes pathopharmacological concepts and mechanisms of common conditions to guide clinical decision making.*
- *The graduate assesses developmental, racial, ethnic, and cultural manifestations of pathopharmacology to determine their influence on patient outcomes.*
- *The graduate distinguishes between relevant and irrelevant assessment findings to minimize pathologies and manage pharmacotherapeutics to promote optimal patient outcomes.*
- *The graduate traces human responses to disease processes across the lifespan to identify holistic treatment options.*

## Advanced Health Assessment for Patients and Populations

Advanced Health Assessment of Patients and Populations builds on prior physical health assessment knowledge and skills acquired during undergraduate studies by focusing on the advanced assessment of biopsychosocial and sociocultural contexts in patients and populations across the life span. This course emphasizes the use of a comprehensive health promotion, disease prevention, and health restoration model to address health concerns in patients and communities. Students will acquire advanced assessment knowledge and skills for clinical interviewing, focused history taking, critical diagnostic reasoning, and clinical decision-making using a problem-focused framework that integrates authentic experiences with practical knowledge of health patterns in patients and communities.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate assesses the physical, biopsychosocial, cultural, spiritual, and environmental elements to improve health in patients and populations.*
- *The graduate distinguishes comprehensive assessment strategies appropriate to evaluating the health of diverse patients across the life span.*
- *The graduate analyzes assessment data to create health promotion plans for patients and communities.*
- *The graduate performs a focused physical examination to identify applicable differential diagnoses based on evidence from the collected data.*
- *The graduate analyzes epidemiologic methods to assess the health of communities and populations.*
- *The graduate constructs strategies to develop disease prevention and control interventions.*

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## Nursing Education Specialty

### Evolving Roles of Nurse Educators in Diverse Environments

Evolving Roles of Nurse Educators in Diverse Environments examines the multidimensional roles of a contemporary academic nurse educator. This course explores the roles and responsibilities of the nurse educator as a teacher, leader, change agent, and curriculum innovator. Students will also examine the importance of personal and professional development by developing strategies that promote academic integrity, cultural sensitivity, social justice, and ethical/legal values in diverse environments. The course emphasizes the responsibility of nurse educators to utilize communication, collaboration, and leadership in mitigating challenges in academic nursing education.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate evaluates the internal and external forces that promote academic integrity, cultural sensitivity, social justice, and ethical/legal values.*
- *The graduate facilitates effective communication and collaboration to support academic-practice partnerships.*
- *The graduate develops a vision for assuming the role of an academic nurse educator through interprofessional collaboration, self-reflection, and personal goal setting.*
- *The graduate synthesizes contemporary nursing sources to inform changes in nursing education and practice.*
- *The graduate examines the social, economic, political, and organizational forces impacting the nurse educator role.*

### Facilitation of Context-Based Student-Centered Learning

Facilitation of Context-Based Student-Centered Learning explores how the nurse educator will incorporate authentic experiences into the creation of course plans that facilitate scholarly inquiry, collaboration, and knowledge acquisition in varied educational environments. Emphasis is placed on innovative, transformational, and experiential teaching and learning strategies to facilitate student development of professional, context-based nursing principles, knowledge, skills, and behavior. Evolving Roles of Nurse Educators in Diverse Environments is a prerequisite to this course.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate creates learning environments that facilitate the achievement of student-centered outcomes.*

- *The graduate synthesizes information from theoretical, clinical, and professional organizations to support unique student needs and diverse learning styles in solving practice-based problems.*
- *The graduate creates a student-centered learning environment that supports collaboration and teamwork in nursing education.*
- *The graduate designs innovative, transformational, and experiential teaching and learning strategies to facilitate student development of professional behavior and professional context-based nursing principles, knowledge, and skills.*

## **Contemporary Curriculum Design and Development in Nursing Education**

Contemporary Curriculum Design and Development in Nursing Education analyzes the concepts of creating curriculum based on national nursing accreditation standards and instructional design best practices. Nurse educator students will create course content that supports learning in diverse, real-world environments where nurse educators facilitate learning. Instructional design strategies for delivering course content will reflect the mission of academic institution programs, contemporary trends in nursing education, and the needs of key stakeholders in nursing education and practice. Facilitation of Context-Based Student-Centered Learning is a prerequisite to this course.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate creates an environment that is intellectually stimulating, challenging, and encouraging of student development in contemporary nursing knowledge, skills, and competencies.*
- *The graduate incorporates instructional design models, principles, theories, and continuous improvement methods in the development of high-quality course design in a nursing education environment to promote effective and efficient patient care.*
- *The graduate develops scenario-based learning approaches to support student skill development and encourage reflective practice.*
- *The graduate develops course elements based on contemporary educational principles and evidence-based research that facilitate student-centered learning and achievement of learning outcomes.*

## **Assessment and Evaluation Strategies for Measuring Student Learning**

Assessment and Evaluation Strategies for Measuring Student Learning addresses the academic nurse educator's role in the design, development, implementation, and evaluation of student achievement outcomes in nursing education programs. This course requires students to integrate best practices from nursing theory and theories of learning to assess student learning in diverse educational settings. Topics include validity, reliability, and practicality of assessments; interpreting item difficulty and discrimination test results; and analyzing student achievement and learning outcomes data. This course has no prerequisites.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate validates the theories, concepts, and principles used to assess, evaluate, and measure student learning in various educational settings.*
- *The graduate proposes assessment strategies and implementation plans based on the principles of effective assessment design.*
- *The graduate develops performance-based and objective assessments useful for measuring the knowledge and skills applicable to real-world scenarios.*
- *The graduate evaluates the effectiveness of performance and objective assessments by analyzing student achievement and learning outcomes data.*
- *The graduate recommends nurse educator actions based on student performance measures at the course level.*

## **Emerging Trends and Challenges in 21st Century Nursing Education**

Emerging Trends and Challenges in 21st Century Nursing Education analyzes the emerging trends, technologies, and challenges that academic nurse educators encounter when facilitating learning in diverse healthcare settings. Students will focus on the necessity of interprofessional collaboration and the barriers and facilitators to overcoming the challenges associated with teaching and learning in nursing. Topics include the impact of emerging technology, challenges in nursing practice, and the role of the academic nurse educator as a scholar and a nursing education policy advocate. This course has no prerequisites.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate recognizes the impact of trends, significant challenges, and developments in educational technology in higher education in the 21st century.*
- *The graduate proposes strategies for academic nursing education programs to address the current and future challenges faced by nursing practice.*
- *The graduate collaborates with nursing leaders in diverse healthcare settings to initiate change through policy efficacy that strengthens nursing practice and advances the future of healthcare.*

## **Nursing Education Field Experience**

The Nursing Education Field Experience provides the academic nurse educator student an opportunity to work collaboratively with academic mentors and interprofessional stakeholders to analyze the need-gap for a curriculum change, innovation, or improvement. Based on the identified need-gap, the graduate student will design and develop a course that reflects evidence-based instructional design and assessment principles and practices. This course prepares students for the role of an Academic Nurse Educator, as an agent for change and quality improvement in nursing education. All MSN Core and Specialty courses, with the exclusion of the Capstone course, are prerequisites to this course and must be completed before taking this course.

*This course covers the following competencies:*

- *The graduate creates an environment in diverse academic settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.*
- *The graduate synthesizes contemporary theories, concepts, and principles in the development of assessments for student learning outcomes in various educational settings.*
- *The graduate designs learning objectives and curricula based on programmatic outcomes and utilization of evidence for best practice.*
- *The graduate creates a plan to pursue professional development related to the academic nurse educator role.*
- *The graduate creates a preferred future for nursing education and nursing practice by functioning as a change agent and leader.*

## **Nursing Education Capstone**

The Nursing Education Capstone course provides the Academic Nurse Educator student an opportunity to apply previous course work towards the completion of an evidence-based curriculum proposal project. During this course students will build on previous work during their Nursing Education Field Experience course by planning the implementation and evaluation phases of their proposed curriculum change, innovation or improvement. The capstone proposal project represents a synthesis of competencies across the Masters Science of Nursing—Nursing Education degree program, which prepares them to lead, manage, and transform nursing education in diverse and complex academic settings. All MSN Core and Specialty courses, including the Field Experience course, are prerequisites to this course and must be completed before taking this course.

*This course covers the following competencies:*

- *The graduate integrates and synthesizes competencies from across the degree program and thereby demonstrates the ability to participate in and contribute value to the chosen professional field.*

## Accessibility and Accommodations

Western Governors University is committed to providing equal access to its academic programs to all qualified students. WGU's Accessibility Services team supports this mission by providing support, resources, advocacy, collaboration, and academic accommodations for students with disabilities and other qualifying conditions under the Americans with Disabilities Act (ADA). WGU encourages student to complete the Accommodation Request Form as soon as they become aware of the need for an accommodation. Current and prospective students can reach the Accessibility Services team Monday through Friday 8:00 a.m. to 5:00 p.m. MST at 1-877-HELP-WGU (877-435-7948) x5922 or at ADASupport@wgu.edu.

## Need More Information? WGU Student Services

WGU's Student Services team is dedicated exclusively to helping you achieve your academic goals. The Student Services office is available during extended hours to assist with general questions and requests. The Student Services team members help you resolve issues, listen to student issues and concerns, and make recommendations for improving policy and practice based on student feedback.

Student Services team members also assist with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call 877-435-7948 or e-mail [studentservices@wgu.edu](mailto:studentservices@wgu.edu). We are available Monday through Friday from 6:00 a.m. to 10:00 p.m., Saturday from 7:00 a.m. to 7:00 p.m., mountain standard time. Closed Sundays.

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available Monday through Friday, 6:00 a.m. to 10:00 p.m. and Saturday and Sunday, 10:00 a.m. to 7:00 p.m., mountain standard time. To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) or e-mail [servicedesk@wgu.edu](mailto:servicedesk@wgu.edu). The support teams are generally closed in observance of university holidays.

For the most current information regarding WGU support services, please visit "Student Support" on the Student Portal at <http://my.wgu.edu>.