



Dwight Schar
College of Nursing and
Health Sciences

Nurse Educator
Certificate Program
Student Handbook
Academic Year 2022-2023

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INTRODUCTION

The College of Nursing and Health Sciences History

The Ashland University Dwight Schar College of Nursing and Health Sciences heritage is derived from the Department of Nursing at Ashland University. The Department of Nursing was established in 1980, offering a RN to BSN program for students with a diploma or associates degree. The department, established in 1980, provided an opportunity for registered nurses to earn the Bachelor of Science in Nursing degree. The RN-BSN program was accredited by National League for Nursing Accrediting Commission (NLNAC) from 1986 through 2002 and received Commission on Collegiate Nursing Education (CCNE) accreditation in May 2003.

MedCentral College of Nursing was formally established in 1997 and admitted its first class of students in 1999. The program was formally a diploma-based program, the Mansfield General School of Nursing that began in 1919. The program was accredited by the Commission on Collegiate Nursing Education in 2003. In 2010, the MedCentral College of Nursing was acquired by Ashland University. At the time of their closure, 571 baccalaureate students had graduated from the MedCentral College of Nursing. With the 1,717 graduates from the Mansfield General Hospital School of Nursing, the total number of graduates from 1922 forward was 2,288.

The Ashland University Department of Nursing and the MedCentral College of Nursing became the Ashland University Dwight Schar College of Nursing. At the time of the acquisition, the MedCentral College of Nursing offered both a traditional BSN and an accelerated second-degree BSN. The Ashland University Department of Nursing offered a fully on-line RN to BSN program, a school nurse licensure program, and a gerontology certificate and minor.

In 2012, the University determined to add health sciences programs to the College. Current programs in athletic training, dietetics, and exercise science were added to the College, and in the fall of 2012, the College began actively pursuing opportunities in interprofessional education. The name of the College officially became the Dwight Schar College of Nursing and Health Sciences.

Also in 2012, the Nursing Programs moved into a new 46,500 square foot new academic nursing building with nine classrooms, student study spaces, faculty and administrative offices, and a 12,000 square foot Simulation Center constructed in Mansfield, Ohio.

In June 2014, the College of Nursing and Health Sciences enrolled the first cohort of students in the Doctor of Nursing Practice program with a specialization of Family Nurse Practitioner. This first specialization was intentionally planned and developed due to the demand for primary care providers in the region. The program received initial Ohio Board of Regents approval on June 20, 2013, the approval of the North Central Association of the Higher Learning Commission on March 27, 2014, and Commission on Collegiate Nursing Education approval in September 2015.

Additionally, the College of Nursing and Health Sciences received approval to offer a Master of Science degree from the Ohio Board of Regents on July 10, 2014 and the North Central Association of the Higher Learning Commission on December 15, 2014. The first

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specialization for the Master of Science degree is in the discipline of Applied Exercise Science with a specialization in Strength and Conditioning.

In January, 2018, the College of Nursing and Health Sciences enrolled the first cohort of Doctor of Nursing Practice program students specializing in Health Systems Leadership. This new track was added to the DNP degree and reported to CCNE via a substantive change report. The CCNE responded with approval of the DNP HSL track on December 31, 2018. The Doctor of Nursing Practice program, including the FNP and HSL, track is accredited by CCNE through June 30, 2031.

In 2020 the university approved the establishment of the Department of Medical Sciences for the Master of Science in Physician Assistant Studies. The Physician Assistant Studies program has provisional accreditation from the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). The first cohort of students began coursework in August 2021.

Nurse Educator Certificate Program (NECP)

The participant will be prepared for the roles and responsibilities of nurse educators in any setting that provides healthcare. Participants will learn the scope of practice for nurse educators specific to the academic environment that includes alignment of academic philosophy and mission, policies, quality improvement, curriculum development and implementation, learning theories, evidence based teaching/learning strategies and assessments to meet learner outcomes. A 48 hour practicum/project with a highly qualified nursing education faculty member is included in the graduate level Nurse Educator Certificate Program. The NECP consists of 4 courses for a total of 12 hours of credit: 1) Nurse Educator Role; 2) Nursing Curriculum Development and Design; (3) Facilitating the Teaching and Learning Process; and 4) Principles and Practices of Assessment and Evaluation.

The policies and procedures contained in this Handbook have been designed to assist you in your progression in the NEC Program. These policies set minimal standards for the rights and responsibilities of students and faculty. Students are expected to abide by all policies and standards established by the Program. The Nursing Department reserves the right to change program requirements without prior notice to reflect advances in the profession or changes in general university requirements. A student who withdraws from the Nurse Educator Certificate Program and is later re-admitted is subject to policies in effect at the time of readmission.

The following university documents are also to be used for reference for all other university issues:

Ashland University Graduate Student Handbook
Ashland University Catalog

INTRODUCTION

Mission of Ashland University

Ashland University, guided by our Christian heritage, is a comprehensive, private university that provides a transformative learning experience, shaping graduates who work, serve, and lead with integrity in their local, national, and global communities. The mission was adopted by the University Board of Trustees on January 29, 2016.

Mission of the Dwight Schar College of Nursing and Health Sciences

The mission of the College of Nursing and Health Sciences is to educate individuals to become health care professionals committed to health related practice, leadership, and service. The programs provide undergraduate and graduate education in health science professions. Our guiding values are integrity, caring, accountability, respect, and excellence. Our vision is to be the premier College of Nursing and Health Sciences in the Midwest, educating graduates to serve a global and diverse society.

Mission of the Department of Nursing

The mission of the Nursing Department is to educate individuals to become nurse leaders committed to evidence-based practice and service in a diverse and global society. Our innovative nursing programs embrace the college's ICARE values (integrity, caring, accountability, respect, and excellence), interprofessional collaboration, scholarship, and lifelong learning.

Nurse Educator Certificate Program Purpose

This certificate prepares students for the roles and responsibilities of nurse educators in any setting that provides healthcare. Course content will provide the scope of practice for nurse educators specific to the academic environment that includes alignment of academic philosophy and mission, policies, quality improvement, curriculum development and implementation, learning theories, evidence based teaching/learning strategies and assessments to meet learner outcomes. A 48-hour practicum/project with a highly qualified nursing education faculty member is included in the graduate Nurse Educator Certificate Program. Upon completion of this program, students may be eligible to apply for the following certification examinations (refer to certification websites for specific eligibility requirements):

Nursing Professional Development,

American Nurses Credentialing Center (ANCC)

Certified Academic Clinical Nurse Educator (CNE®cl),

National League for Nursing (NLN)

Certified Nurse Educator (CNE®),

National League for Nursing (NLN)

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Nurse Educator Certificate Program Student Learning Outcomes

Upon completion of the Nurse Educator Certificate Program, the student will be able to:

1. Exhibit professional, ethical behaviors in the multidimensional role of Nurse Educator.
2. Facilitate learning using teaching strategies grounded in educational theory and evidenced-based teaching practices based upon the unique learning needs of all learners.
3. Engage learners, faculty colleagues, and clinical agency stakeholders in promoting safe, positive learning environments.
4. Implement a variety of evidence-based assessment and evaluation strategies to enhance the teaching-learning process.
5. Collaborate with colleagues to revise or create curriculum based on research, health care trends, learner needs, and program outcomes.
6. Provide leadership for organizational change in the various learning environments of the academic or practice community.
7. Participate in continuous quality improvement measures in teaching and learning.
8. Disseminate nursing and teaching knowledge to a wide-range of audiences through a variety of venues.
9. Advocate for nursing, nursing education, and learners through political and institutional learning environments.

Nurse Educator Certificate Program Curriculum

The participant will be prepared for the roles and responsibilities of nurse educators in any setting that provides healthcare. Participants will learn the scope of practice for nurse educators specific to the academic environment that includes alignment of academic philosophy and mission, policies, quality improvement, curriculum development and implementation, learning theories, evidence based teaching/learning strategies and assessments to meet learner outcomes. A 48-hour practicum/project with a highly qualified nursing education faculty member is included in the graduate level Nurse Educator Certificate Program.

Courses required for the certificate:

<i>Curriculum Nurse Educator Certificate</i>	<i>Credit Hours</i>	<i>Prerequisites</i>
NUR 530: Nurse Educator Role	3	None
NUR 531: Nursing Curriculum Development and Design	3	NUR 530 or concurrent
NUR 532: Facilitating the Teaching and Learning Process	3	NUR 530 or concurrent
NUR 533: Principles and Practices of Assessment and Evaluation (48 hour Practicum/Project with highly qualified faculty member).	3	NUR 532 or concurrent
Total Hours	12	

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Program Policies

The following policies and regulations have been designed to assist you in your progression in the program. These policies set minimal standards for the rights and responsibilities of students and faculty. Students are expected to abide by all policies and standards established by the program.

The College reserves the right to change program requirements without prior notice to reflect advances in the profession or changes in general university requirements. A student who withdraws from the College and is later re-admitted is subject to policies in effect at the time of readmission.

Academic Program Progression/Completion

The student must complete all requirements for the certificate program within four years. The time limit normally is from the beginning date of the formal admission to the last hours applied toward the program. Special consideration will be given for leaves of absence for adequate cause. The student who fails to take courses or otherwise continue to pursue the program for a period of three consecutive semesters will be terminated from the program's active file and will be required to reapply for reactivation of his or her records. There is no loss of credit, though the four-year limit will be observed.

Assessment and Evaluation

In striving for academic excellence in nursing education, the nursing program has a Comprehensive Program Evaluation Plan (CPE) that seeks in part to gather relevant feedback in reference to curriculum, support services, governance and quality of teaching/clinical instruction.

This ongoing process necessitates occasional surveys and questionnaires, which, although not a part of the instructional program, are designed to collect the feedback that is essential to the assessment process. Completion of these surveys and questionnaires, when part of the college's assessment plan, are expected of all students, faculty, professional staff and administration as part of their professional responsibilities.

Faculty, teaching assistants, and preceptors will be evaluated by students at the end of each course, clinical, and laboratory experience as appropriate for the individual course. Additionally, Department Chairs will conduct evaluations of faculty and teaching assistants within their departments according to University policies. These evaluations are for the purpose of (1) assuring the educator provides pedagogically sound teaching and learning experiences in the course and (2) assuring the educator provides experiences that facilitate student accomplishment of course outcomes.

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Chemical Impairment

The University and the College is committed to providing compassionate and proactive assistance for chemically impaired or co-dependent students and their families and to afford students, who are not legally restricted and are no longer chemically impaired, the opportunity to continue their education without stigma or penalty, and to protecting society from harm that impaired students could cause.

The College defines chemical impairment as a chronic, progressive illness which involves the use of alcohol and/or other drugs/chemicals to a degree where it interferes in the normal functional life of an individual as manifested by health, family, job, legal, financial and/or emotional problems. Students may be suspected of improperly using or abusing drugs or alcohol on the basis of one or more of the following:

- Possession of an illegal substance
- Conviction of a drug-related crime
- Theft of a drug product of abuse potential
- Chemical impairment at school or a school-sponsored function
- Unexplained decrease in class attendance or academic performance that may be related to chemical substance abuse.
- Concern expressed by a faculty member, staff member, fellow student, preceptor, other health professional, police authority, or others regarding possible chemical substance abuse.
- Positive urine drug screen on a routine drug test or required urine screen for a specific clinical placement site.

If a nursing student is aware that he or she is impaired by substance abuse, he or she has the responsibility to seek assistance for diagnosis and treatment. Assistance can be obtained through the University Health Service.

A student suspected of chemical impairment may be confronted by a faculty or staff member or administrator and referred to the Dean of the College. If the student is unwilling to seek assistance or go for drug screening upon request at the expense of the College, the student will be dismissed from the program. Student confidentiality will be maintained at all times.

Formal Complaint

“Appropriate” complaint definition: a noted dissatisfaction with any application or interpretation of a work process, policy or procedure at the College of Nursing and Health Sciences other than academic integrity issues (*See Ashland University Graduate Catalog*).

Internal Constituents definition: College of Nursing and Health Sciences students, faculty, administration and staff; Ashland University community.

External Constituents definition: external agencies (including clinical agencies and other providers of goods and services), prospective students to Ashland University and/or the College of Nursing and Health Sciences, the general public (including patients served as part of a clinical experience).

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Process:

- Ashland University Dwight Schar College of Nursing and Health Sciences students will submit a written complaint, concern or improvement suggestion using the online reporting link: <https://www.ashland.edu/student-affairs/content/student-complaint-form>
- All external constituents will submit a written complaint, concern or improvement suggestion using the online reporting link: <https://www.ashland.edu/conhs/content/college-nursing-health-sciences-contact-form>

Grade Policy

NECP students must maintain a minimum cumulative grade point average (GPA) of 3.0 and must achieve a “B-“grade or higher in all courses. If a student’s Cumulative GPA falls below 3.0 the student may be placed on academic probation and is subject to dismissal. (See Graduate School Academic Probation/Dismissal Policy.)

“C+” grades or below are not acceptable. Courses in which these grades have been earned must be repeated during the next semester in which the course is offered. If a student subsequently receives two unacceptable grades, the student will be dismissed from the program.

Grade Scale

The Dwight Schar College of Nursing and Health Sciences adheres to the following system of letter grades and quality points.

Grade	Percentage Points	Quality Points
A	100 - 94	4.00
A-	93 - 90	3.67
B+	89 - 87	3.33
B	86 - 84	3.00
B-	83 - 80	2.67
C+	79 - 77	2.33
C	76 - 74	2.00
C-	73 - 70	1.67
D+	69 - 67	1.33
D	66 - 64	1.00
D-	63 - 60	0.67
F	59 - 0	0.00

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Notification of Change Regarding Program Policies

Policies regarding progression or program completion are part of the student's incoming year of admission/readmission catalog and do not change while the student is enrolled in the program.

The process of notifying students regarding program policies that do not effect progression or program completion include:

1. Students will be sent email notification by the Department Chair, Program Director, Program Coordinator and/or Dean.
2. Students have access to the Program Student Handbook that is updated/revised annually on the AU website on the Registrar's page and in BlackBoard.
3. Students will be required to sign annually that they have read, understand, agree to abide by the Handbook, and are aware of the location of the Handbook.
4. This document will be stored in the student clinical file and/or the electronic tracking system.

Online Discussion Board Confidentiality

All online discussion boards must adhere to current HIPAA regulations as well the Code of Ethics for Nurses related to confidentiality. Pseudonyms must be used for all persons and/or institutions/agencies in your postings. Breach of patient or institution/agency confidentiality will constitute grounds for dismissal from the nursing programs. Access is limited to course faculty and students enrolled in the course. However, occasionally guest speakers or other College of Nursing and Health Sciences faculty members may access discussion boards for specific purposes. Students will be notified in advance if this is planned.

Standards of Professional Conduct

In accord with the 2015 American Nurses Association's (ANA) Code of Ethics for Nurses with Interpretive Statements (Code for Nurses), which explicates the goals, values, and ethical precepts that direct the profession of nursing, standards of professional conduct for graduate students of nursing at Ashland University College of Nursing and Health Sciences are defined herein. During enrollment in the nursing graduate programs, all students are expected to abide by the ANA Code of Ethics for Nurses with Interpretive Statements. These standards apply both on campus and during all program and University off campus experiences, including all course-related practice, online and electronic communication and research activities.

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>

Faculty and administration of the College of Nursing and Health Sciences consider violations of professional conduct to be serious. While it is recognized that "to err is human," errors of judgment, failure to demonstrate professional behavior, lack of preparedness and safe practice, incivility (verbally, behaviorally, or in writing, directly or indirectly through a third party), and lack of responsibility as expressed in absence and lateness reflect overall lack of professional comportment.

Dependent upon the nature of the violation, disciplinary action may be applied to an individual violation. In addition, an annual review of accumulated violations may be judged to reflect a pattern

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of behavior inconsistent with professional conduct and lead to dismissal.

The NEC program follows the academic integrity policy that is posted on the registrar's site. https://www.ashland.edu/administration/sites/ashland.edu.administration/files/academic_integrity_policy_gr.pdf

Withdrawal from University/Termination of Attendance

If a student is registered for class(es) but will not be attending, written notification of intention not to attend must be submitted to the NECP Program Director before the first day of class. Students who do not officially withdraw from class or from semester enrollment are subject to university policy which may include financial consequence.

When officially withdrawing from the University ON OR AFTER THE FIRST DAY OF CLASS of the semester, a student receives a refund of part of the tuition charged for the semester in accordance with University policy.

Writing Style

All papers and manuscripts submitted for NECP program courses must be prepared according to the Publication Manual of the American Psychological Association (APA), most current edition. The Publication Manual of the APA provides a uniform and reasonably simple method of format and style to be used when writing scholarly papers. Originally designed by APA for papers submitted for publication in its journal, the APA style has become the accepted method for writing papers.

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PROGRAM REQUIREMENTS

Computer Requirement

Students enrolled in the program should view the University Information Technology site to determine the minimum computer specifications that are acceptable for the program. Coursework is offered in an on-line format, therefore students' computers must meet these minimum specifications.

<https://www.ashland.edu/administration/information-technology/Computer%20Configurations%20-%20Graduate-Undergraduate>

Continuing Licensure

NECP Program students must maintain a current, valid professional nursing license throughout their enrollment in the NECP Program. Students are responsible for notifying the Director of any changes in licensure status.

Course Fees

Course fees are billed the term the course is taken.

Requirements for Completion of Certificate

A candidate for the NECP program must have:

1. Completed all of the course requirements according to the NECP Grading Policy and have a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale.
2. Successfully completed the NECP Practicum/Project.

Eligibility for completion of certificate is determined by the NECP Program Director at the end of the semester preceding the semester of the practicum/project. Students who are eligible for completion will receive information regarding the Nursing Recognition Ceremony

STUDENT ORGANIZATION

Sigma Theta Tau International

Sigma Theta Tau International, Honor Society of Nursing provides leadership and scholarship in practice, education and research to enhance the health of all people through support of learning and professional development of all members who strive to improve nursing care worldwide.

Sigma Theta Tau was founded in 1922 by six nursing students at Indiana University who recognized the value of scholarship and the importance of excellence in practice. With the full idealism of women forging pathways of change in the 1920s, they wanted to build a framework to encourage future leaders to effectively improve health care.

In 1936, Sigma Theta Tau was the first organization in the U.S. to fund nursing research. Since then the Society has underwritten more than 250 small or “seed” grants, which often begin a whole body of research. These peer-reviewed grants are often the first recognition of potent concepts that eventually lead to major, wide-scale research projects and innovation in the nursing profession.

More than 360,000 nurse scholars have been inducted into Sigma Theta Tau. With 125,000 active members, it is the second largest nursing organization in the world. Members are active in more than 90 countries and territories, and the 431 chapters are located on 515 college and university campuses in the U.S. and countries including Australia, Botswana, Brazil, Canada, Hong Kong, Korea, Mexico, The Netherlands, Pakistan, South Africa, Swaziland, Taiwan and Tanzania.

Membership to the Ashland University Rho Nu Chapter at large is by invitation to junior and senior baccalaureate, second degree, and graduate nursing students, who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing.

NECP PROJECT INFORMATION

NECP Practicum Project Experience and Preceptor Guidelines

For the 48-hour practicum/project, students will choose a preceptor under the guidance of highly qualified course faculty. A qualified preceptor will be a graduate prepared registered nurse who has at least 12 months of experience in nursing education. The preceptor acts as a professional role model, demonstrates collaborative skills, and shares knowledge. The preceptor fosters a supportive environment that facilitates a student's ability to reflect upon educational situations, develop and apply knowledge, practice teaching skills, and evaluate effectiveness of learners within the role of a nurse educator.

Practicum/Project Learning Environment Policy

Practicum/project learning environment must be approved by course faculty. NECP students may complete the practicum/project in their place of employment as long as it is outside of their scheduled work hours.

The student and preceptor should discuss the objectives for the Practicum course. This activity often clarifies the expectations of both parties and provides the opportunity for the student and preceptor to discuss, negotiate, and outline explicit learning outcomes. These outcomes will be based on the particular focus of the course as well as the student's individual place in the learning process and career interests.

Preceptor Selection and Arrangements for Practicum/Project/Preceptor

Students should be aware that the exploration of a practicum site/preceptor will begin in the NUR 531 course and final approval of the practicum learning environment and preceptor will occur in NUR 532. Thereby preparing the student for the 48 hours of practicum/project culminating in the NUR 533 course. The aforementioned process will provide the Program Director and/or the Course Faculty time to approve the project/practicum learning environment, make arrangements for the preceptor (needed)/practicum learning environment affiliation agreement (if needed for an actual site where preceptor is employed), and approve the preceptor prior to the beginning of the semester where the clinical hours are required.

Faculty Responsibilities

Ashland University College of Nursing and Health Sciences are responsible for:

1. Approving potential preceptors and practicum/project sites based on the outcomes of the practicum course.
2. A qualified preceptor/mentor will be a graduate prepared registered nurse who has at least 12 months of experience in nursing education.
3. Clarifying student, preceptor/mentor, faculty, and agency roles (if applicable) in the student learning process.
4. Monitoring the student's progress per course guidelines and provide feedback to student.
5. Being available to both the preceptor/mentor and student should practicum/project questions or problems arise.
6. In some circumstances, AU nursing faculty will serve as preceptor/mentors.

NECP PROJECT INFORMATION

Student Responsibilities

Students are responsible for:

1. Maintaining registered nurse licensure in state of practice and practicum/project site.
2. Initiating contact with the potential preceptor/mentor.
3. Providing the preceptor/mentor with the course syllabus and other pertinent information.
4. Completing the student preceptor/mentor agreement and having it approved by the preceptor/mentor and faculty.
5. As necessary, assisting the faculty with arranging evaluation/feedback sessions with preceptor/mentors.
6. Communicating their needs to the preceptor/mentor, and actively participating in the course student learning outcomes.
7. Adhering to all the policies of the agency in which they have their practicum experience (if applicable).
8. Completing the Evaluation of Preceptor/Mentor form.
9. Meeting the requirements for the practicum/project as outlined in the course syllabus, catalog, these documents, and student handbook.
10. Submit all required preceptor/mentor forms as directed.

Preceptor/Mentor Responsibilities

Preceptors are responsible for:

1. Reviewing and approving the practicum/project outcomes that coincide with the course and program learning outcomes.
2. Completing the Preceptor/Mentor Information Form with CV and returning to student.
3. Assisting the student to meet the course and individual outcomes.
4. Providing informal feedback regarding the student's progress as needed.
5. Completing the Preceptor/Mentor Evaluation of Student's Practicum/Project.
6. Contacting the course faculty with any questions or concerns regarding the student and/or the practicum/project.