Students receiving NFLP funds have an obligation to take the nurse educator courses. The requirements for NFLP funding differ depending on your individual status.

1. **If you have not taken any Nurse Educator courses,** you must take all three, a total of nine credit hours. Mentored Teaching, the fourth course, is optional and not required for NFLP or to sit for the NLN Nurse Educator Certification Exam.

2. **If you have a master’s degree in education** you are required to take Mentored Teaching, which is offered all three semesters.

3. **If you have taken some nurse educator courses,** you may be eligible for transfer credit, however based on what you transfer in you may be expected to take mentored teaching.

4. **All students, even those without NFLP funding may take the three educator courses to sit for the NLN Nurse Educator Certification Exam.**

The Nurse Educator courses are offered in sequence, starting each year in the spring. **You must take them in sequence.** If you have taken graduate level education courses in the past that may be equivalent to the MUSC CON Nurse Educator courses, you will need to provide a copy of the course description, objectives and, in some cases the syllabus, along with a transcript indicating successful completion. Please send this information to your program director during the fall semester, so your status can be determined early on in time to register for the first Nurse Educator course in the spring. Below are the course descriptions and objectives of the courses offered through the CON at MUSC.

**Nurse Educator Courses offered in sequence**

**NURSM 703 Instructional Processes** (Spring 3-didactic credits)

This course provides the theoretical foundation and practical application of educational concepts for teaching. Students will be introduced to learning theories, evidence-based instructional methods, and evaluation strategies to enhance learning outcomes of diverse learners in the classroom and clinical settings. The unique learning needs of traditional and non-traditional students, learning styles, generational differences, and diversity will be addressed within the context of course design. Students will be introduced to the role of the nurse educator as change agent, leader, and scholar. Expectations of the faculty role, that include teaching, scholarship, and service will also be addressed. Prerequisite: Graduate standing.

1. Devise course objectives, teaching strategies, and evaluation methods to promote achievement of learning outcomes in the classroom or clinical setting.
2. Demonstrate alignment of course objectives, teaching methods and assessment strategies in a teaching plan.
3. Design assessments to reliably measure learning that reflect identified outcomes.
4. Use assessment data to enhance the teaching-learning process.
NURSM 615 Methodology of Online Teaching  (Summer 3-didactic credits)

This course introduces students to best practices for teaching online from course development and evaluation to application of principles of interface design. Learning theories, cognitive science, and strategies to promote student persistence will be applied to online teaching methods to motivate and support diverse learners. Students will be introduced to a learning management system from the educator perspective and participate in online course management activities. Technology to support various learning styles in the online environment will also be addressed.
Prerequisite: Instructional Processes

1. Devise strategies to promote critical thinking in online discussions and assessments.
2. Design a rubric for an assessment.
3. Demonstrate inclusiveness and acceptance of diverse perspectives when managing online interaction.
4. Determine strategies based on available evidence for providing timely, constructive, and thoughtful formative and summative feedback to learners.
5. Illustrate principles of interface design.
6. Appraise emerging technology for use in online courses to support attainment of learning outcomes.

NURSM 713 Curriculum Development and Design  (Fall 3-didactic credits)

This course introduces students to the theoretical foundations, essential components, and accreditation standards for curriculum development at the program level. The role of outcome competencies is addressed as they apply to the development and evaluation of an educational program to meet society’s diverse healthcare needs. Models of systematic program evaluation that incorporates accreditation or other outcome standards will be analyzed.
Prerequisite: Instructional Processes

1. Determine an appropriate theoretical framework for developing curriculum for a select program.
2. Use identified program outcomes, competency statements, and programmatic and accreditation standards to design curriculum.
3. Design a curriculum as a member of a team.
4. Determine an appropriate evaluation model to systematically collect outcome data and evaluate a curriculum at the program level over time.