



Certificate Guidebook

Post-Master's Certificate, Nursing - Nursing Education (Post-MSN)

The Post-Master's Certificate, Nursing - Nursing Education (Post-MSN) program is a competency-based program that prepares students to be academic nurse educators in various educational and practice settings. Students 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 Post-Master's Certificate, Nursing - Nursing Education (Post-MSN) 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, and the National League for Nursing (NLN), Scope of Practice for Academic Nurse Educators. This program builds on the core knowledge developed during the student's prior MSN degree. Areas of focus for this certificate program include: development of the context-based curriculum, learning objectives and outcomes, and learning materials that are an essential aspect of an academic educator role. This program will provide student opportunities to experience the application of nursing and education theory, practical perspectives regarding learning, the development and socialization of learners, strategies to facilitate learning, and contemporary design and development of high-quality learning modules 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 certificates based on completion of a certain number of credit hours or a certain set of required courses. Instead, you will earn your certificate by demonstrating your skills, knowledge, and understanding of important concepts.

Progress through a certificate 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 certificate 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 instructors as you engage in each of your courses. As subject matter experts, instructors will guide you through the content you must master to pass the course assessments.

The benefit of this competency-based system is that it enables students who are knowledgeable about a particular subject to make accelerated progress toward completing a certificate, 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 certificate 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 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 certificate. 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 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 complete your certificate. 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 complete your certificate. 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 an instructor for each 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 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 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 instructors by posting in the online learning community and participating in live discussion sessions such as webinars and cohorts.

You will be required to complete performance assessments to demonstrate your competency. 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 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 certificates based on credits but rather on demonstration of competency. Students entering Post-Masters Certificate programs must have completed a graduate degree from an accredited institution and their degree verified before being admitted to WGU.

[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 program requirements. Program requirements and transferability rules are subject to change in order to keep the program 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 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 completion. 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 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 certificate, 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 is included in your tuition and Learning Resource Fee. They can be accessed or enrolled for through your courses. Some program-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. A standard plan for a student for this program would look similar to the one on the following page. Your personal progress can be faster, but your pace will be determined by your time commitment, and your determination to proceed at a faster rate.

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.

Standard Path for Post-Master's Certificate, Nursing - Nursing Education (Post-MSN)

Course Description	CUs	Term
Essentials of Academic Writing	1	1
Evolving Roles of Nurse Educators in Diverse Environments	2	1
Facilitation of Context-Based Student-Centered Learning	2	1
Contemporary Curriculum Design and Development in Nursing Education	2	1
Assessment and Evaluation Strategies for Measuring Student Learning	3	2
Emerging Trends and Challenges in 21st Century Nursing Education	2	2
Nursing Education Field Experience	2	2
Nursing Education Capstone	2	2

Areas of Study for Post-Master's Certificate, Nursing - Nursing Education (Post-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 program. 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. Courses build upon one another, thus completing each course in the order listed below is recommended.

Nursing Core

Essentials of Academic Writing

The learner will explore professional communication by applying the principles of academic writing to their discipline. Learners will incorporate these skills into the development of an evidence-based scholarly paper in their specialty area. As learners develop a scholarly paper, they will acquire a deeper understanding of the research topic selected and analyze whether initiatives and interventions have been effective or ineffective.

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 learner demonstrates the steps of the writing process for integrating evidence into academic papers.*
- *The learner applies the principles of APA writing to produce clear, concise, and evidence-based written work.*

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 learner evaluates the internal and external forces that promote academic integrity, cultural sensitivity, social justice, and ethical/legal values.*
- *The learner facilitates effective communication and collaboration to support academic-practice partnerships.*
- *The learner develops a vision for assuming the role of an academic nurse educator through interprofessional collaboration, self-reflection, and personal goal setting.*
- *The learner synthesizes contemporary nursing sources to inform changes in nursing education and practice.*
- *The learner 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 learner creates learning environments that facilitate the achievement of student-centered outcomes.*
- *The learner synthesizes information from theoretical, clinical, and professional organizations to support unique students needs and diverse learning styles in solving practice-based problems.*
- *The learner creates a student-centered learning environment that supports collaboration and teamwork in nursing education.*
- *The learner 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 learner creates an environment that is intellectually stimulating, challenging, and encouraging of student development in contemporary nursing knowledge, skills, and competencies.*
- *The learner 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 learner develops scenario-based learning approaches to support student skill development and encourage reflective practice.*
- *The learner 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 learner validates the theories, concepts, and principles used to assess, evaluate, and measure student learning in various educational settings.*
- *The learner proposes assessment strategies and implementation plans based on the principles of effective assessment design.*
- *The learner develops performance-based and objective assessments useful for measuring the knowledge and skills applicable to real-world scenarios.*
- *The learner evaluates the effectiveness of performance and objective assessments by analyzing student achievement and learning outcomes data.*
- *The learner 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 learner recognizes the impact of trends, significant challenges, and developments in educational technology in higher education in the 21st century.*
- *The learner proposes strategies for academic nursing education programs to address the current and future challenges faced by nursing practice.*
- *The learner 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.

This course covers the following competencies:

- *The learner creates an environment in diverse academic settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.*
- *The learner synthesizes contemporary theories, concepts, and principles in the development of assessments for student learning outcomes in various educational settings.*
- *The learner designs learning objectives and curricula based on programmatic outcomes and utilization of evidence for best practices.*
- *The learner creates a plan to pursue professional development related to the academic nurse educator role.*
- *The learner 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 learner 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. 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. 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>.