About the Graduate Nursing Programs
The Department of Nursing at Salisbury University provides a rigorous, science-based program to prepare graduates to meet the ongoing need for nurses with advanced nursing preparation. Courses are taught by experienced faculty, classes are small to foster close student-faculty working relationships and all classes meet in the evenings.

Re-accreditation by the Commission on Collegiate Nursing Education (CCNE) for the maximum period provides objective validation of the quality of the program.

What Are the Curricular Options for a Master’s Degree in Nursing?
The Department of Nursing offers two tracks in the graduate program: Clinical Nurse Educator and Health Care Leadership. Full-time students can earn their degree in two years and part-time study can be completed in as little as three years. There is a set of core courses all students must take in addition to specialty courses designed for each track.

Core Graduate Nursing Courses: All graduate nursing students must complete a core of courses that prepares them for evidence-based advanced nursing practice. Core courses include epidemiology, qualitative and quantitative research, applied statistics, advanced pathophysiology, advanced physical assessment, advanced pharmaceutics and completion of a capstone/thesis internship requirement.

Clinical Nurse Educator Track: The track prepares graduate nurses to become educators in colleges/universities or health care settings. In addition to the core courses, students in this track take college teaching technology use in health care education and a clinical nurse educator practicum. Graduates of this track meet the education requirement for the National League for Nursing (NLN) Certified Nurse Educator (CNE) exam.

Health Care Leadership Track: Advanced practice in health care leadership prepares graduate nurses to assume positions of leadership in a variety of health care settings. In addition to the core courses, students in the Health Care Leadership Track take courses in health care systems, health care informatics, management and leadership theory and practice, and an elective. Graduates of this track with the required administrative experience are eligible to sit for the American Nurses’ Credentialing Center exam in advanced nursing administration. This track is offered for a cohort of only 10 students.

RN to Master’s Program: The program is designed for RN students who do not have a bachelor’s degree and wish to pursue a master’s degree in nursing. Tracks are Clinical Nurse Educator or Health Care Leadership. For more information visit www.salisbury.edu/nursing/RNtoMS.html.

Scholarship Opportunities
There are several programs to support those seeking advanced educational preparation and professional development, with an emphasis on preparing nursing faculty. The Maryland Higher Education Commission has three programs: the Hal and Jo Cohen Graduate Nursing Faculty Scholarships (NEDG), the New Nurse Faculty Fellowships (NNFF) and Nursing Educator Doctoral Grants (NEDG). Over the last seven years, these programs have supported the development, recruitment and retention of over 300 nursing faculty for Maryland nursing programs. More information and application materials can be found at: www.nursesupport.org/nurse-support-program-II/grants/statewide-initiatives

CareFirst Project RN provides scholarships to nursing programs to support nurses seeking advanced degrees to become nurse educators. In exchange for a stipend of up to $80,000 to pursue a master’s or doctoral degree, students must agree to teach at a nursing program in Maryland, D.C. or Northern Virginia for at least three years.

Nursing Faculty Shortage
As health reform and the aging of baby boomers fuel demand for health care, the nation’s shortage of bedside nurses could grow to 260,000 by 2025; meanwhile, a nearly 8 percent nurse faculty vacancy rate exists today, according to the American Association of Colleges of Nursing. If not addressed, the shortage of nurse educators will continue to halt further progress in reversing the national nursing shortage. Regionally, schools of nursing are struggling to recruit and hire faculty with the highest vacancy rates on the West Coast (10.8%), North Atlantic (9.3%), Mid-Western (9.8%), and Southern (9.4%) regions of the country. There’s never been a better time to become a nurse educator. Many resources are available for those interested in a career as a faculty member. For more information, visit: www.aacn.nche.edu/media-relations/fact-sheets/nursing-faculty-shortage

www.salisbury.edu/nursing
Thesis/Capstone Requirement
Graduate students work with an advisor and committee to complete either a thesis, a capstone project or an internship as a requirement for graduation. Sample areas of focus and titles include:

Web Site Development
- Online Orientation Program for RN Students at Salisbury University
- Development of an Online Writing Manual for Undergraduate Nursing Students

Brochures
- Development of a Secondary Stroke Prevention Booklet
- Development of a Brochure Emphasizing the Importance of a Comprehensive Home Medication List
- Development of a Postpartum/ Newborn Teaching Packet for Pregnant Adolescents at the Pregnancy Center of Sussex County
- Do Not Resuscitate (DNR) Orders: A Guide to Help Patients and Families
- Increasing Awareness of Cardiovascular Risk in Adult Learners

Peer-Reviewed Publications
- The Norwalk Virus: An Education Guide for Cruise Ship Passengers
- Promoting HPV Prevention in the School Setting
- Developing a Tissue Donation Advocacy Program in a Rural Emergency Department
- A Holistic Approach to Treating Psoriasis in the Adolescent Population
- Recognition and Initial Treatment in the Primary Care Setting of Women Survivors of Childhood Sexual Abuse
- Pediatric Patients: the Use of Simulation Technology to Facilitate Learning
- Child Abuse Learning Module: Utilizing Simulated Role Play Scenarios as an Alternative Learning Strategy
- Transformational Leadership: Building a Foundation of Knowledge Through an Integrative Approach for Nurses
- Developing a Tissue Donation Advocacy Program in a Rural Emergency Department
- A Holistic Approach to Treating Psoriasis in the Adolescent Population
- A Retrospective Cultural Competency Critique of a Tuberculosis Outbreak Investigation in the Mixteco Population of a Rural County

With the anticipated need for greater numbers of nurses, there is a critical demand for nurse educators. SU’s program fully prepared me for my role as a clinical nurse educator. The program was rigorous and included courses in both nursing science and teaching.

— Jennifer Hart, M.S., May 2013