Purpose and Background/Significance: The purpose of the study was to: (1) examine the psychometric properties of Willingness to Adopt Inclusive Teaching Strategies (ITSinNE) instrument and (2) measure factors influencing a nurse educator’s willingness to adopt inclusive teaching strategies in nursing educational environments based in universal design for instruction (UDI). National nursing organizations are calling for innovative and inclusive science of nursing education demonstrated by the use of teaching strategies that are accessible, responsive and meaningful to diverse student populations, with and without disabilities. UDI is one approach to facilitate multiple ways of learning and evaluation in various learning environments for all learners; however, it is not well known or researched in nursing education.

Theoretical Framework: Diffusion of innovation theory (Rogers, 2003) and universal design for instruction (McGuire & Scott, 2006). Inclusive teaching strategies are defined as teaching pedagogies that enable all students to access and engage in learning throughout the nursing curriculum and environments.

Sample/Setting: A total of 401 nurse educators were recruited from professional nursing organization listers and conferences. Nurse educators currently working in the United States with at least two years of teaching experience in the classroom, clinical, simulation and skills lab settings were included in the study. In general, the sample consisted of full-time faculty teaching in baccalaureate degree programs.

Method: A cross-sectional, correlational design measured nurse educators’ willingness to adopt inclusive teaching strategies. Using SurveyMonkey, data was collected via the newly developed ITSinNE (71-item) instrument consisting of four scales: Previous Teaching Strategies, Knowledge of Inclusive Teaching Strategies, Social System Support for Inclusive Teaching Strategies, and Willingness to Adopt Inclusive Teaching Strategies in Nursing Educational Environments. Data analysis consisted of descriptive statistics, Cronbach’s alpha, test-retest, factor analysis, Pearson’s correlation, and multiple regression analysis.

Results: Cronbach’s alphas for the overall scales ranged from good to excellent (.82 to .92). Complete data analysis will be available at the time of the poster presentation.

Results/Conclusions: The ITSinNE scales had good estimates of reliability. The next step is to complete the data analysis, including the test-retest. Findings will contribute to the illumination of inclusive science of nursing education by providing a research-based instrument for nurse educators’ professional development on this topic.