AGENDA
For
UNIVERSITY GRADUATE COUNCIL

Wednesday, Sept. 24, 2014   8:00 – 9:25 a.m.   SUB 235

Opening – 8:05 a.m.

Approval of Minutes – Sept. 10, 2014

Announcements
- Future Faculty Senate meeting: tentative 9/24/14 (Hoo)

Old Business (Brown)
- Level II PhD in Education proposal – discussion and vote (Curriculum Committee)
- Inactive students – policy proposal
- Review of Progress reports – set an effective date
- On 3/7/14 policy change was approved to limit P/F credits to 3 credits on doctoral programs of study – set an effective date

Policy Proposal (Cerretti)
- Consideration of 30 credits from master's towards doctoral, excluding thesis credits
- Doctoral course requirements beyond master's degree
- Exam-degree Completion
- Course age policy

Council Discussion
- Procedural review of processing course and program requests (Hoo)
- Pros and cons of creating Graduate Faculty status (e.g. UNLV)
- Policy Committee: Petition for the use of coursework older than allowed by policy (Hoo)
- Graduate Recruitment Weekend (Hoo)
- Ph.D. Enhancement Award (Hoo)
- Travel Grants (Hoo with input from Dr. Mary Murphy)

Guest Presenters – Dr. Helen Melland, Nursing **9:05 am**
                Level II RN-MN in Nursing Proposal

Committee Updates and Reports

- Governance Committee (Dyer, Codd, Christensen, TBD)

- Policy and Procedures Committee (Borkowski, Bangert, Shreffler-Grant,)
    o Approval of Thesis and Dissertation by Dean, Approval cover sheet

- <u>Curriculum Committee</u> (Babbitt, LeCain, Lipfert)
  A new network file share has been created for your group on the Opal file server.

  Share name: UGC
  Windows/UNC Path: \\opal.msu.montana.edu\UGC
  Mac/Unix/Linux Path: smb://opal.msu.montana.edu/UGC

  Windows users:
  You can map a network drive to this share by right-clicking My Computer (XP) or Computer (Vista, Win7) and choose map network drive, choose an open drive letter, paste the above path to the share in the folder field, make sure the reconnect at logon is checked and then click finish.

  Mac users:
  Open Finder, click the Go menu, select Connect to server, copy and paste the above path (you may be asked for credentials), choose registered user and enter your MSU windows domain login and password.

<u>End:</u> 9:25 a.m.

<u>Next scheduled meeting</u> – Wednesday, Oct. 8, 2014 8:00 – 9:25 in ABB 138

Proposal to UGC

UGC Meeting Sept. 24, 2014

Topic: Inactive Student

      Policy   Remarks

Policy	Remarks
Current: Doctoral student are appointed a Graduate Representative upon approval of their Program of Study. If this student leaves with notifying the GS the Graduate Representative remains active on an inactive student account.	With respect to faculty time and workloads, the GS attempts to rotate the role of Graduate Representative. However, the pool to draw from is limited by representatives remaining on inactive committees.
Proposed: If a doctoral student is not registered for 3 consecutive terms, not counting summer, the graduate representative will be released. Once a student has been reactivated (via an Intent to Register form*) they will need to confirm their committee, including graduate representative are valid.	Being able to identify inactive students early will enable the GS to identify graduate representatives whose service/time is not being utilized.

Vote:

Effective Date:

Amendment:

The Graduate School
(406) 994-4145 www.montana.edu/gradschool
Review of Progress (Due at the end of every spring term)
_____

Student Name: _____   _____

                        Last Name   First Name

Student ID Number: _____

Department: _____

☐ Masters   (☐ Plan A   ☐ Plan B   ☐ Plan C)

☐ Doctoral   (☐ Ed.D.   ☐ Ed.S.   ☐ DNP   ☐ Ph.D.)

Overall Progress

☐ The student is making **satisfactory** progress.

☐ The student is making **unsatisfactory** progress for the following reasons:

_____

_____

_____.

Progress in the Scheduled Degree Requirements

☐ The student has submitted a program of study, term/year _____.

☐ DegreeWorks progress has been reviewed.

☐ Program of study has been reviewed and revised as needed.

☐ Qualifying Examination has been passed, term/year _____.

☐ Oral Comprehensive Examination has been passed, term/year _____.

☐ Written Comprehensive Examination has been passed, term/year _____.

☐ Defense of thesis/dissertation scheduled, term/year _____.

Progress in Research

☐ Manuscript in preparation   ☐ Professional Paper/Project in preparation

☐ Manuscript publications   ☐ Oral presentation /poster session

☐ Studio in preparation   ☐ Conference attendance

☐ Scholary work

Comments:

_____

_____

_____.

_____   _____

Committee Chair or Graduate Coordinator (*signature*)   Date

Proposal to UGC

UGC Meeting Sept 10, 2014

Topic: In any doctoral program, a maximum of 30 credits from a previous master's program can be applied toward the 60 credit doctoral minimum.

<u>Policy</u>   <u>Remarks</u>

Policy	Remarks
Current: A maximum of thirty (30) credits from a previously earned master's degree (from MSU or another accredited University) may be applied toward the sixty (60) credit minimum required for the doctoral degree.	Currently, students are able to count thesis/professional paper credits toward their doctoral degree.
Proposed: A maximum of thirty (30) credits from a previously earned master's degree (from MSU or another accredited University), **excluding thesis and professional paper/project credits**, may be applied toward the sixty (60) credit minimum required for the doctoral degree. ➢ *Reminder: of the 30 credits, only 3 can be pass/fail coursework.*	The proposed policy eliminates the thesis/professional paper credit issue.

Vote:

Amendment(s):

Effective Date:

Montana State University
College of Nursing
Web: www.montana.edu/nursing

Helen Melland, PhD, RN, Dean

Associate Degree Registered Nurse to Master's in Nursing (Clinical Nurse Leader) Degree Program

Level II Proposal to the
Montana University System Board of Regents

September 2014

A Proposal to the Board of Regents of the Montana University System
Requesting Approval to Initiate an
Associate Degree Registered Nurse to Master's Degree in Nursing Program

1. Overview

Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The College of Nursing at Montana State University is seeking approval to offer a program that will allow Associate Degree Registered Nurses (ADRN) with a minimum of two years of experience as a registered nurse to move on to graduate study through a transition-to-master's program. After a successful admission interview and a resume' assessment by the College of Nursing that validates prior learning and experience, students will be recommended for admission to the undergraduate one-year transition portion of the program and provisionally admitted to The Graduate School as a MN degree-seeking graduate student in the Clinical Nurse Leader (CNL) 5-semester master's curriculum. Students who matriculate into the ADRN to MN degree program will complete CORE 2.0 general education requirements (12 credits) and two baccalaureate level transition courses in nursing (12 credits) thus demonstrating achievement of baccalaureate nursing competencies prior to beginning graduate level nursing study. Provisional admission to The Graduate School will be converted to unconditional admission once the student completes the transition year with at least a 3.0 GPA. Students will graduate with a MN degree. The proposed ADRN-MN program is congruent with state and national initiatives in the nursing profession that recommend higher levels of education and academic pathways for Associate Degree Registered Nurses to ensure improved outcomes and improved care for individuals and populations with complex health care needs (Aiken et al., 2011; Blegen et al., 2013).

2. Need

a. *To what specific need is the institution's response in developing the proposed program?*

The need for a highly educated nursing workforce continues to increase as health care reform is implemented and concerns over quality and safety intensify. Research has shown that lower mortality rates, fewer medication errors and higher quality outcomes are linked to care provided by nurses who are prepared at the baccalaureate and higher degree levels (Aiken et al., 2011). A national study, *The Future of Nursing: Leading Change, Advancing Health,* published in 2010 by the Robert Wood Johnson Foundation (RWJF) and the Institute of Medicine (IOM), developed four key messages related to the critical role that nurses will play in the future to improve quality and safety in health care settings and decrease costs. Of significance to this proposal for an ADRN-MN program is the recommendation that *"Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression"* (IOM, 2011, p. 6). This proposed program will directly support this recommendation in that it provides an academic pathway for experienced nurses prepared at the associate degree level to advance their education to the master's level of education.
A study by Benner, Sutphen Leonard, and Day (2010) for the Carnegie Foundation resulted in the following recommendation:

> *Develop more ADN-to-MSN programs. We recommend increasing the number of ADN-to-MSN programs. Orsolini-Hain (2008) found that few ADN (nurses) felt motivated to return to school for a baccalaureate degree because the degree would not significantly influence their job capacities and functions. We believe that ADN-to-MSN programs would appeal to practicing ADNs and give them a realistic incentive to return to school for better job opportunities and salaries. Another benefit of this action would be growth of the applicant pool for doctoral study and enlargement of the faculty pipeline (p. 217).*

The MSU College of Nursing (CON) is the only program in Montana to offer a graduate program in nursing in the state. The proposed ADRN-MN program directly responds to the recommendation from the Robert Wood Johnson Foundation and the Institute of Medicine for seamless educational advancement for nurses. Master's education prepares nurses for leadership and critical action within complex, changing systems, including health, educational, and organizational systems (*AACN, Essentials of Master's Education in Nursing, 2011*). Nurses with a master's degree are in high demand as expert clinicians, nurse executives, health policy consultants, research assistants, and clinical educators (AACN, 2014). The program proposed here will result in a more highly educated nursing workforce that will ultimately improve the health of Montanans now and into the future.

b. *How will students and any other affected constituencies be served by the proposed program?*

The proposed program will directly serve three Montana constituencies: 1) associate degree registered nurses, 2) health care institutions, and 3) nursing education programs. The ADRN-MN program will meet the needs of *registered nurses* who are prepared with an associate degree and seek to elevate their level of education by earning a master's degree. The registered nurse (RN) will not need to leave the state or job to earn a graduate degree in nursing. The program will take into account prior learning and competencies the ADRN has developed as an experienced registered nurse. Nurses will not be required to repeat courses that they have completed successfully in their associate degree education. This program will meet the needs of *health care institutions* in the state that are moving toward requiring higher degrees of their nurses, especially the institutions that have been awarded Magnet® status (Billings Clinic; St. Patrick's Hospital) by the American Nurses Credentialing Center or are seeking that recognition (Bozeman Deaconess Hospital; Kalispell Regional Medical Center). Graduates of the ADRN-MN program will be well positioned to immediately meet the critical need for clinical faculty in Montana's *nursing programs*. Graduates who choose to continue their education beyond the master's degree, will be eligible to matriculate to a practice-or research-focused doctoral program immediately or in the near future.

c. *What is the anticipated demand for the program? How was this determined?*

Demand for the program is anticipated to be high. The College of Nursing conducted an ADRN needs assessment in December 2012 to determine the degree of interest among ADRNs in an ADRN-MN program. Of the 258 ADRNs who responded, 207 (82.1%) stated they were interested in pursuing a master's degree in nursing; approximately 70% had six or more years of clinical nursing experience. Of those interested in taking classes in an associate degree to

master's degree program as is proposed here, 141 (65.3%) said they would be interested in starting a program as early as fall semester, 2014; another 8% would start in fall 2015.

3. **Institutional and System Fit**

    a. ***What is the connection between the proposed program and existing programs at the institution?***

There is no ADRN-MN program or related program at MSU or in the state of Montana. Students who matriculate into the ADRN-MN program will provide evidence of completing MUS CORE 2.0 or will take 12 credits of general education courses in addition to 12 credits of BSN courses during the transition to master's year. Once complete, the students will move seamlessly from the transition year into an established master's of nursing, Clinical Nurse Leader track.

    b. ***Will approval of the proposed program require changes to any existing programs at the institution?***

There will be no changes required in the existing baccalaureate, master's, or doctoral programs in the College of Nursing.

    c. ***Describe what differentiates this program from other, closely related programs at the institution (if appropriate).***

There are no closely related programs at MSU or across the state of Montana.

    d. ***How does the proposed program serve to advance the strategic goals of the institution?***

MSU Learning: *Goal - MSU prepares students to graduate equipped for careers and further education.*
- Enrollment in the graduate program in the College of Nursing will increase by 10-15% (Reflective of MSU Metric L.3.2)
- As health care reform is implemented (Affordable Care Act), more job opportunities will be available for nurses with advanced education in clinical leadership (Reflective of MSU Metric L.3.1)

MSU Discovery: *Goal – MSU will raise its national and international prominence in research, creativity, innovation and scholarly achievement, and thereby fortify the university standing as one of the nation's leading public research universities.*
- Graduate nursing students in the ADRN-MN degree program will study the research process, learn skills to apply evidence-based practice, and complete a clinical scholarly project. Students will be strongly encouraged to present their clinical scholarly projects at regional and national conferences and publish their work (Reflective of MSU Metric D.3.4)

MSU Engagement: *Goal – Members of the Montana State University community will be leaders, scholars and engaged citizens of their local, national, and global communities, working together*

with community partners to exchange and apply knowledge and resources to improve the human prospect.

- Graduate nursing students in the ADRN-MN degree program will be required to complete a 400 hour clinical practicum. Students will have the opportunity and be encouraged to complete practicum hours in underserved rural areas and with vulnerable minority populations at home (e.g. Indian Reservations) and abroad (Dominican Republic, Ecuador) (Reflective of MSU Metrics E.1.2; E.1.3; E.2.1)
- Graduate nursing students in the ADRN-MN degree program will be educated as leaders (Clinical Nurse Leaders) and will assume leadership roles and responsibilities in health care organizations across the state.
- Graduate nursing students in the ADRN-MN program will contribute evidence-based practice projects to improve outcomes in rural and urban health care settings. (Reflective of MSU Metrics E.3.1; E.3.2)

MSU Integration: *Goal - By integrating learning, discovery and engagement, and by working across disciplines, the MSU community will improve the world.*

- One of the key courses in the MN portion of the ADRN-MN degree program is cross-listed with Industrial Engineering and co-taught by College of Nursing and College of Engineering faculty. As such, all students in the ADRN-MN degree program will be taught system design and will collaborate with industrial engineering students as they learn how to solve complex health care system issues (Reflective of MSU Metrics I.2.1; I.2.2)

MSU Access: *Goal – Montana State University is committed to widening access to higher education and ensuring equality of opportunity of all.*

- The very essence of the ADRN-MN degree program is widening access to higher education for the ADRN in Montana by providing an academic path to graduate education for nurses in the state they call home (Reflective of Metric A.1.3)
- The didactic portion of the ADRN-MN degree program will be delivered using distance delivery technologies ensuring access to all students with access to a computer and an Internet connection. This approach is consistent with the currently successful College of Nursing course delivery processes. (Reflective of MSU Metric A.1.)

e. ***Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.***

There is no ADRN-MN degree program in Montana. The Montana State University College of Nursing is the only graduate nursing program in the state, thus the only entity positioned to offer the ADRN-MN opportunity. There are currently seven schools in Montana that prepare associate degree registered nurses (Montana State University – Northern; City College of Montana State University- Billings; Missoula College University of Montana; Montana Tech of the University of Montana – Butte; Miles Community College; Salish Kootenai College; and Flathead Valley

Community College). These programs provide the educational foundation for established RNs interested in applying to the ADRN-MN degree program. In addition, ADRN nurses who have completed their education outside MT will be similarly assessed for their educational preparation and practice competencies.

This innovative program is similar to ADRN-MN programs elsewhere in the U.S that formally recognize nurses for competencies gained from practice and provide educational opportunity to experienced nurses without requiring a BSN stop-out. These programs are increasing in number to meet the growing need to prepare educators and practice specialists as baby boomer nurses leave the workforce for retirement. Two examples of institutions offering similar programs that faculty in the MSU College of Nursing have contacted are:

- University of North Carolina Chapel Hill http://nursing.unc.edu/academics/options-for-rns/rn-to-msn/
- University of San Francisco http://www.usfca.edu/nursing/ba_bs_msn_cnl/

4. Program Details

   a. ***Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.***

Admission to the Program: After a successful admission interview and a resume' assessment by the College of Nursing that validates prior learning and experience, students will be recommended for admission to the undergraduate one-year transition portion of the program and provisionally admitted to The Graduate School as a MN degree-seeking graduate student in the Clinical Nurse Leader (CNL) 5-semester master's curriculum. Applicants will be required to hold an associate degree in nursing from an accredited college, a current unencumbered licensure as a registered nurse, and have at least two years of clinical practice experience (see Appendix C). Full acceptance into The Graduate School will be granted when the student has completed all the transition year coursework with a 3.0 GPA or better.

The ADRN-MN degree program curricula builds on the 72 credit associate degree nursing curriculum that all students will have completed, and, with the undergraduate transition courses they will complete in the ADRN-MN program, reflects *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). The curriculum will include 12 credits of transition courses including two 6-credit undergraduate nursing courses covering statistics, research, population health, and nursing management/leadership. These courses have been designed by College of Nursing faculty and assure that when combined with professional practice experience, each student will have met the essential **competencies** of a baccalaureate prepared nurse (see Appendix B).The students will then matriculate through the existing Clinical Nurse Leader MN program (34-36 graduate credits).

The plan of study for the year of transition courses includes:

SEMESTER I: (12 credits)

- General Education Courses (CORE 2.0) (2 course/3 credits each)
  - Communication
  - Diversity
- NRSG: 479 Population Health and Leadership (ADRN-MN Transition Course)
  - Credits: 6 (4 lecture; 2 clinical)
  - Course Description: The purpose of this course is to apply a population-based, epidemiological approach to discover risk factors and evidence-based health promotion and disease prevention practices. Interdisciplinary leadership and management concepts will be incorporated to guide improved outcomes for populations.

SEMESTER II (12 credits)
- General Education courses (CORE 2.0) (2 courses/3 credits each)
  - Arts
  - Humanities
- NRSG 489 Research and Statistics to Support Evidence-based Practice (ADRN-MN Transition Course)
  - Credits: 6 (5 lecture, 1 college laboratory)
  - Course Description: This course provides an introduction to research principles and methodologies and the statistical procedures used most often to analyze data to support evidence-based practice. Emphasis is placed on critical analysis of nursing and health care research including the correct application and interpretation of statistical data.

Upon successful completion of the 24 credits identified above, the student will seamlessly matriculate into the MN degree (Clinical Nurse Leader) graduate curriculum. The entire curriculum for the ADRN-MN degree program is in place (see Table 1 below).

The ADRN-MN courses will be offered in a manner similar to other advanced degree programs throughout the country that allow students to proceed to an advanced degree without a stop-out for an intermediate degree such as the College of Nursing's BSN to DNP program. The didactic courses of the proposed program will be offered using distance technology as is the current practice for all didactic courses offered in the College of Nursing graduate program. Students will often complete required clinical learning experiences in or near their home locale depending on availability of clinical resources and clinical preceptors.

Table 1: ADRN-MN CURRICULUM		
	Course Credits	**Total Credits**
MUS Associate Degree in Nursing (common curriculum credits; required for admission)		**72**
Undergraduate and Graduate Transition Courses (required)		
NRSG 479 Population Health and Leadership	6 (4 lec; 2 clin)	
NRSG 489 Research and statistics to support evidence-based practice	6 (5 lec; 1 coll lab)	
CORE 2.0 Courses	12 credits	
Total Baccalaureate Undergraduate Credits		**24**

Clinical Nurse Leader Master's Option Courses (required)		
NRSG 511 Pathophysiology/Pharm	3	
NRSG 601 Advanced Health Assessment	3 (2 lec; 1 coll lab)	
NRSG 604 Evidence Based Practice I	4	
NRSG 606 Statistical Applications for Graduate Nursing (recommended)	2	
NRSG 612 Ethics, Law, and Policy	3	
NRSG 608 Design of Health Care Delivery Systems	3	
NRSG 509 Clinical Nurse Leader Laboratory I	2 (clin lab)	
NRSG 611 Program Planning and Evaluation, Outcomes, & QI	3	
NRSG 613 Finance and Budget	2	
NRSG 508 Clinical Leadership Practicum	7 (clin lab)	
NRSG 575 Professional Paper/Project	4	
Total CNL Master Credits		**34-36 credits**
Total ADRN-MN credits (including ADN credits)		**130 – 132 credits**

b. *Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.*

If the program is approved, applications will be reviewed and admission decisions made for the ADRN-MN degree program in the spring 2015 with students beginning studies in the fall semester 2015. Considering the interest survey and the strong coalition among nursing leaders in the state to provide options for nurses with an associate degree to advance their education, it is reasonable to expect that the number of applicants will be significant. The College is committed to strategic planned growth and will only admit the number of students for whom there is adequate clinical learning opportunities and faculty resources. Initial projections are that students will be admitted annually in cohorts ranging somewhere between 16 to 24 students. It is anticipated that some ADRN-MN degree-seeking students will progress through the curriculum in three and a half years (seven semesters) and will graduate in the fall of 2018. It is also anticipated that some students will select to progress on a part-time basis most likely because of additional time demands related to work and/or family.

5. **Resources**

a. *Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.*

Yes, additional faculty and staff resources will be needed to implement this program. The ADRN-MN degree program will require the two new undergraduate level transition courses (12 credits). Additionally, the increased enrollment at the graduate level as students matriculate into the Clinical Nurse Leader courses will result in the need for additional sections of six courses (17

of the credits currently offered in the CNL master's graduate program). This gives the College an additional 29 credits of instruction that we need to support.

It is difficult to project the mix of NTT or TT faculty who will teach these students however, since 17 of the additional section credits in this program are graduate credits, it is safe to assume many of the faculty who will be teaching these students will be TT/T. They, on average, teach about 12 – 16 credits/ year depending on buy out. Average faculty salary (NTT and TT/T) salary in the college is $61,646. With a total of 29 additional credits of instruction being generated, the College requests an additional 2 FTE for a total amount of $123,292. However, since the new ADRN-MN students would not require the addition of all 29 credits the first year, we propose a staggered increase to our base budget with 50% added to the FY 16 budget and the remaining 50% distributed in FY17.

We are also requesting support for two GTAs who will assist faculty in the NRSG 479 and NRSG 489 courses. GTAs in the College of Nursing receive a stipend of $7050/year (x 2 = $14,100) and a tuition waiver of $2931.30 per semester per student ($11,726)

It is also noted that there will be additional students enrolling in CORE 2.0 courses so depending on the number of students, there could be a need for additional sections of CORE 2.0 classes and thus an additional cost to the university, but also additional tuition revenue.

Table 2: Projected Expenses for ADRN-MN Program			
	AY 15-16	AY 16-17	AY 17-18
Faculty Salary	61,646	61,646	123,292
2 GTA Stipends	14,100	14,100	14,100
GTA Tuition Waiver	11,726	11,726	11,726
.5 FTE Staff Support	12,000	12,000	12,000
TOTAL Base Budget Support Requested	99,472	99,472	$161,118

On the revenue side, additional tuition dollars will be generated by the increased number of students (and associated student credit hour generation). Using the 2014/2015 MSU resident tuition rates (fees excluded) of $222.10/credit and the graduate tuition rates of $266.50/credit, the following additional tuition dollars would be generated by the ADRN-MN students.

Table 3: Projected Tuition (Fees Excluded) Revenue Generated by ADRN-MN Program for Nursing Courses Only (AY14-15)								
	Sem #1 - 6 UG credits; $222.10/ credits	Sem #2 - 6 UG credits; $222.10/ credits	Sem # 3 - 7 grad credits; $266.50/ credit	Sem #4 - 5 grad credits; $266.50/ credit	Sem #5 - 6 grad credits; $266.50/ credit	Sem #6 - 9 grad credits; $266.50/ credit	Sem #7 - 7 grad credits; $266.50/ credit	Total Tuition Revenue
16 students	21,321	21,321	29,848	$21,320	$25,584	38,376	29,848	$187,618
24 students	31,982	31,982	44,772	31,980	57,564	57,564	44,772	$300,616

> b. *Are other additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.*

Yes - additional staff support - 0.5 FTE with an estimated cost of $12,000 (for a Program Assistant). Despite the significant growth in the graduate program (135% increase in student credit hour production and 188% increase in headcount over the past six years) and the approval and implementation of the post-baccalaureate accelerated program (32 additional students during the AY and 64 during the summer semesters) we have not received any additional funds to increase our administrative staff FTE. We have developed a faculty "Coordinator" for our accelerated program, but used existing funds, thus reducing the resources available to support the existing programs. The addition of this ADRN-MN program and the associated further increase in student numbers will simply overload our current administrative staff capacity.

6. Assessment

a. How will success of the program be measured?

The ADRN-MN degree program will be evaluated using the same criteria as all other academic programs in the College. The College has a Master Evaluation Plan (see Appendix D) which is formatted according to the four standards that must be met for ongoing national accreditation by the Commission on Collegiate Nursing Education (CCNE), the accreditation arm of the American Association of Colleges of Nursing. Of particular relevance to this proposal is that Standard IV of that CCNE accreditation document focuses specifically on program outcomes as it states: *The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement*. Outcome data that demonstrates program effectiveness that must reported for ongoing CCNE accreditation includes student completion rates, licensure and certification pass rates, employment rates, and alumni satisfaction.

The Master Evaluation Plan provides an infrastructure for identifying what data are to be collected, where to obtain the data, the responsible group/person for analyzing the data, a timeframe for data analysis, and the feedback loop to assure that data are used to make programmatic changes, as needed, or not – based on the assessment process.

7. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies etc.

The development and offering of the ADRN-MN degree program has been discussed extensively for several years in the College of Nursing among faculty and administrators at retreats, college meetings, and informal discussions. The College of Nursing strategic plan (approved spring 2012) states:

> *Strategy 1.4*: Seamless nursing education supported between ADRN-MN, BSN-DNP and MN-DNP.
> > *Action/Tactics 1.4.b:* Cost-effectively implement an ADRN-MN program.

Guided by and in response to the College of Nursing's strategic plan, the dean appointed a task force of faculty and administrators in the fall of 2012 to design and plan for the implementation of an ADRN-MN degree program. The task force shared their progress at general faculty meetings throughout the 2012-2013 academic year. A community interest survey also was conducted during that year. Curricular recommendations were brought by the task force to the faculty at the May 2013 general meeting. Faculty responded with recommendations and the task force made revisions. At the August 19, 2013 College of Nursing General Faculty Meeting, the faculty voted unanimously to accept the proposed Master Resource Outlines for the new transition courses within the ADRN-MN curriculum.

Montana State Board of Nursing approval is not required for this proposal as they do not regulate post-licensure nursing education. The Executive Director of the Board of Nursing has been informed of the proposal to initiate an ADRN-MN degree program as a courtesy. Program directors of Associate Degree nursing programs in Montana have been kept informed of the plans for this program as have members of the Montana Center to Advance Health through Nursing (MT-CAHN), an entity created to address the recommendations from the RWJ Foundation and Institute of Medicine in their landmark report, *The Future of Nursing: Leading Change, Advancing Health*. All are enthusiastic and agree that there is a need for such a program in Montana. Letters of support from directors of the Associate Degree programs will be forthcoming.

The College of Nursing remains fully accredited by CCNE through 2018. Nursing programs are required to notify CCNE of any "substantive change" which includes a new program offering. Notification must be submitted "no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change" (CCNE; 2009; *Procedures for Accreditation of Baccalaureate and Graduate Degree Programs*). Thus, if approved, the College will notify CCNE of this proposal in summer 2015.

References

Aiken, L., Cimiotti, J., Sloane, D., Smith, H., Flynn, L., Neff, D. (2011). The effects of nurse staffing and nurse education on patient deaths in hospitals with different nurse work environments. *Medical Care, 49*(12), pp. 1047-1053.

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American Association
of Colleges *of* Nursing

Fact Sheet:

Degree Completion Programs for Registered Nurses:

RN to Master's Degree and RN to Baccalaureate Programs

Quality patient care hinges on having a highly educated nursing workforce. Research has shown the lower mortality rates, fewer medication errors and quality outcomes are all linked to nurses prepared at the baccalaureate and higher degree level. The **American Association of Colleges of Nursing** (AACN) supports the career ladder concept for nursing and understands that education enhances both clinical competency and patient care.

To facilitate a better educated workforce, degree completion programs provide additional education to registered nurses (RNs) who received their initial nursing preparation in diploma and associate degree (ADN) programs. These bridge programs build on previous learning, prepare nurses for a higher level of nursing practice, and provide RNs with the education necessary to move forward in their nursing careers.

RN to Master's Degree Programs

Currently, there are 159 programs available nationwide to transition RNs with diplomas and associate degrees to the master's degree level (MSN, MS or Master of Science in Nursing degree). These programs prepare nurses to assume positions requiring graduate preparation, including roles in administration, teaching, research, and as Clinical Nurse Leaders. Master's degree-prepared nurses are in high demand as expert clinicians, nurse executives, clinical educators, health policy consultants, and research assistants. The list of RN to MSN programs is available on the AACN Web site at *http://www.aacn.nche.edu/leading-initiatives/research-data/RNMSN.pdf*.

- RN to MSN programs generally take about 3 years to complete with specific requirements varying by institution and the student's previous course work. Though the majority of these programs are offered in traditional classroom settings, some RN to MSN programs are offered largely online or in a blended classroom/online format.

- The baccalaureate level content missing from diploma and ADN programs is built into the front-end of the RN to MSN program. Mastery of this upper level basic nursing content is necessary for students to move on to graduate study. Upon completion, many programs award both the baccalaureate and master's degree.

- The number of RN to MSN programs has more than doubled in the past 15 years, from 70 programs in 1994 to 159 programs today. According to AACN's 2012 survey of nursing schools, 29 new RN to MSN programs are in the planning stages.

Talking Points

- Nursing degree completion programs provide an important bridge for creating a more highly educated nursing workforce and enhancing patient care. Hospitals and other employers are encouraged to support nurses interested in completing these programs and strengthening their nursing practice.

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- There is a misperception that RN to MSN programs can circumvent baccalaureate level nursing content which is not the case. In fact, the baccalaureate course work embedded in these programs must provide a sufficient bridge to graduate study in order to prepare students to complete graduate level courses and to meet the accreditation standards set by the Commission on Collegiate Nursing Education.

- For nurses interested in teaching careers, RN to MSN programs can be an important first step in their education en route to doctoral preparation. AACN recognizes the doctoral degree as the appropriate and desired credential for a career as a nurse educator. Though master's level nurses with additional course work are prepared to teach in clinical capacities and entry-level nursing programs, the doctoral degree is necessary to fulfill the full nurse faculty role in senior colleges and universities and to achieve parity with faculty in the other health professions.

RN to Baccalaureate Programs

RN to Baccalaureate (BSN, BS or Bachelor of Science in Nursing) programs provide an efficient bridge for diploma and ADN-prepared nurses who wish to develop stronger clinical reasoning and analytical skills to advance their careers. RN to BSN programs build on initial nursing preparation with course work to enhance professional development, prepare for a broader scope of practice, and provide a better understanding of the cultural, political, economic, and social issues that affect patients and influence care delivery. These programs are growing in importance since many professional practice settings, including Magnet hospitals and academic health centers, now require or prefer the baccalaureate degree for specific nursing roles. The list of RN to Baccalaureate programs may be downloaded from AACN's Web site at *http://www.aacn.nche.edu/leading-initiatives/research-data/RNBSN.pdf*.

- Currently 692 RN to BSN programs are available nationwide, including more than 400 programs that are offered at least partially online. Program length varies between 1 to 2 years depending upon the school's requirements, program type and the student's previous academic achievement.

- Concerns about the limited availability of RN to BSN programs are unfounded. In fact, there are more RN to BSN programs available than four-year nursing programs or accelerated baccalaureate programs for non-nursing college graduates. Access to RN to BSN programs is further enhanced since many programs are offered completely online or on-site at various healthcare facilities.

- Enrollment in RN to BSN programs is increasing in response to calls for a more highly educated nursing workforce. From 2011 to 2012, enrollments increased by 15.5 percent, marking the 10th year of increases in RN to BSN programs.

- Hundreds of articulation agreements between ADN and diploma programs and four-year institutions exist nationwide, including some statewide agreements, to facilitate students seeking baccalaureate level nursing education. Before enrolling in diploma and ADN programs, students are encouraged to check with school administrators to see what articulation agreements exist with baccalaureate schools and to determine which course work will be transferable.

Last Update: January 21, 2014

ASN to MN Curriculum Student Outcome Assessment
An Analysis of Compliance with the AACN BSN Essentials (2008)

AACN Baccalaureate Essentials

AACN BSN Essentials	ADRN – MN Transition Year
Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice; A solid base in liberal education provides the cornerstone for the practice and education of nurses.	NRSG 479 Objectives 1-9 NRSG 489 Objectives 1-10
Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety: Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.	NRSG 479 Objectives 3 – 5 , 6
Essential III: Scholarship for Evidence Based Practice: Professional nursing practice is grounded in the translation of current evidence into one's practice.	NRSG 489 Objectives 1-10
Essential IV: Information Management and Application of Patient Care Technology: Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.	NRSG 479 Objective 2 NRSG 489 Objective 6, 8
Essential V: Health Care Policy, Finance, and Regulatory Environments: Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.	NRSG 479 Objective 3
Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes: Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.	NRSG 479 Objectives 4-6 4
Essential VII: Clinical Prevention and Population Health: Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.	NRSG 479 Objectives 1-9
Essential VIII: Professionalism and Professional Values: Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.	NRSG 489 Objectives 9, 10 NRSG 479 Objectives 8, 9
Essential IX: Baccalaureate Generalist Nursing Practice: The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.	NRSG 479 Objectives 1-9 NRSG 489 Objectives 1-10

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Item	Information
Name	Name and credentials
Education	Formal education: List all degrees or diplomas, dates conferred and the name of the degree granting institution.
Employment	Start with most recent position—provide date, position title, and institution. Explain your professional responsibilities and accomplishments for each position held.
Professional Certifications	Date, expiration, title and source of certification. For example: 2012-2014 Advanced Cardiac Life Support (ACLS), American Heart Association
Significant Accomplishments	List awards and describe special commendations, positions of distinction held and other accomplishments. For example: XXX Hospital Nursing Excellence Award (2012); Chair, XXX Hospital Ethics Committee
Innovation/Leadership Roles	Describe professional accomplishments related to leadership or innovations in nursing practice. For example: Established a recycling program on my hospital unit that now is in effect hospital-wide.
Presentations	List presentations given at workshops, conferences or staff education in-services (include dates and place of presentation) in the last 5 years.
Professional Memberships	Identify professional memberships and participation in professional organizations.
Continuing Education	Date, number of contact hours, topic and place of program. Limit your list of continuing education to the last 3 years.
Other	Additional information demonstrating increasing responsibility and commitment to the profession in the past 5 years (e.g. community service, participation in research studies, membership in hospital or community-based committees or other professional development.

*Adapted from University of Portland Resume Guide

POLICY A-9

TITLE: MASTER EVALUATION PLAN

POLICY: The College of Nursing has developed and will maintain a Master Evaluation Plan to:
a)   Coordinate the evaluation of all program components, and
b)   Guide the collection, analysis, dissemination and utilization of the outcomes of evaluation

RATIONALE: A nursing education program is a dynamic structure that requires on-going evaluative input to maintain its quality and relevance. CCNE accreditation and State Board of Nursing approval requires evaluative data as evidence that criteria/standards are being met. This Master Evaluation Plan provides a systematic, comprehensive, on-going approach to evaluation.

Reviewed/Approved by:

Level I: **Executive Council (___, 2014)**
Level II: **Dean (___, 2014_)**

Attachment: Master Evaluation Plan

MASTER EVALUATION PLAN
(Follows)

LEGEND OF ACRONYMS CONTAINED IN THE MASTER EVALUATION PLAN:

AANP	American Association of Nurse Practitioners	ANA	American Nurses Association
AACN	American Association of Colleges of Nursing	ANCC	American Nurses' Credentialing Center
BOR	Board of Regents	BSN	Bachelor of Science degree in Nursing
BTC	Burns Technology Center	CCNE	Commission on Collegiate Nursing Education
CDs	Campus Directors	CE	Continuing Education
CNC	Commission on Nurse Certification	CNE	Certified Nurse Educator
CNL	Clinical Nurse Leader	CON	College of Nursing
CQIR	Continuous Quality Improvement Report	DAC	Dean's Advisory Council
DNP	Doctorate of Nursing Practice	EC	Executive Council
FAC	Faculty Affairs Committee	FNP	Family Nurse Practitioner
FPMHNP	Family Psychiatric Mental Health Nurse Practitioner	GAAC	Graduate Academic Affairs Committee
IFS	Individual Faculty Syllabus	KPIs	Key Performance Indicators
MEP	Master Evaluation Plan	MN	Master of Nursing degree
MNA	Montana Nurses Association	MRO	Master Resource Outline
MRS	Mission, Role & Scope	MSU	Montana State University
NCLEX-RN	National Council Licensure Examination-RN	NFRC	Nursing Formal Review Committee
NONPF	National Organization of Nurse Practitioner Faculty	SBON	State Board of Nursing
UAAC	Undergraduate Academic Affairs Committee	UG	Undergraduate
UPTC	University Promotion and Tenure Committee		

CCNE STANDARD I - PROGRAM QUALITY:
MISSION AND GOVERNANCE

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
I-A: The mission, goals, and expected program outcomes are: • **Congruent with those of the parent institution; and** • **Consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.**				
Mission statements of MSU and CON	MSU Faculty Handbook and web site MSU Course Bulletin Mission, Role, Scope & Philosophy statement - CON policy A-3 Program outcomes CON policy D-1 CON policy C-13 Professional standards documents: see references*	University level administration and committees Assoc. Deans for CON component EC GAAC, Associate Dean UAAC, Associate Dean	Ongoing Ongoing Review every 5 years Review with curricular change, or new edition of professional standards documents	 Registrar's Office Faculty for 2 wk comment on policy revisions Faculty for curricular modification as needed
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: • Professional nursing standards and guidelines; and • The needs and expectations of the community of interest				

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
Policy review cycle Policy review/approval history	Policy documents on web Policy A-1 A component of all policies placed on web site Professional standards documents *	Dean/Administrative Assistant/Faculty President	Review every 5 years; Policies are reviewed every 5 years	Faculty for comment on policy revisions Changes brought to faculty for comment
Discussion of CON programs and goals at Dean's Advisory Council meetings	Summary of Dean's Advisory Council meeting	Dean/Assistant to the Dean	Semi-annually	Comments/suggestions brought to EC or other body as appropriate
I-C Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.				
Position descriptions Annual evaluations Promotion and tenure guidelines (E-1) Collective Bargaining Agreement	Position descriptions on CON Policy webpage Faculty and staff personnel files New Annual Review Policy Policy E-1 Workload matrix CON Policy A- 4	Dean Campus Directors NFRC FAC MSU – HR, CON Administration FAC	Ongoing Campus Directors Annually Every two years Policy review q 5 yrs	Dean Faculty for validation or approval of changes Faculty Administration
I-D Faculty and students participate in program governance.				
<u>Faculty</u> Published CON statements about role of faculty Listing of faculty involved in various committees and task forces <u>Student</u>	CON bylaws (Policy F-1) and policy statements CON governance and structure document – A-4 Minutes and annual reports of committees and task forces Student Forum Constitution	Bylaws Committee EC Bylaws Committee Various committees, etc. ASMSU	Policies are reviewed every 5 years; Annual elections/ appointments Annual reporting As needed	Faculty for comment on policy revisions Faculty president Dean Faculty president Student Forum Representative

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
Published CON statements about role of students		Faculty Liaison UAAC and GAAC student rep		
I-E. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.				
Information in the various publications and other documents for public information	<u>University</u> MSU Course Bulletin MSU Website <u>CON</u> College Web site College brochures College display materials College policies on the web	Office of the Registrar and Associate Deans Appropriate MSU officials Assistant to the Dean –Associate Deans Associate Deans Various committees and Associate Deans	Ongoing Ongoing Ongoing with changes made as needed As new ones are needed and printed Ongoing as changes are made Policies reviewed every 5 years	Registrar's Office or other individuals responsible for publication CON contracted IT support Faculty for 2 week comment on policy revisions
I-F Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are: • Fair and equitable • Published and accessible; and • Reviewed and revised as necessary to foster program improvement.				
College recruitment materials College web site MSU web site	Brochures, display materials College policies; Policy A-1 curricular information Web site pages	Assistant to the Dean Associate Deans, UAAC, GAAC CON contracted IT support. MSU IT support MUS IT support	Ongoing Ongoing as needed	Dean

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
Commissioner's office web site	Web site pages	Office of the Registrar, Associate Deans	As needed	
MSU Course Bulletin	MSU Course Bulletin	EC	As needed	
Upper division placement policy	Policy A-12	EC		
Curricular policies regarding progression through the curriculum	Policies A: 10, 19	EC	Every 5 years	Faculty for comment on policy revisions
	Policies C-14	UAAC GAAC	Every 5 years	
	Policies C: 1-4, 10– 12 Policies D: 2, 4, 6			Faculty for comment on policy revisions

CCNE STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected program outcomes.

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
II-A Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.				
University	Annual allocation letters from provost's office;	Provost	Annually	Administrative team

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
	Strategic Investment Proposals	Dean to Provost	Annually as requested	Dean, Director of Admin and Finance
	Annual requests to ~~campus~~ university equipment and technology fund committees (CFAC and EFAC)	EFAC/CFAC – Provost	Annually	Dean; Director of Admin & Finance
College of Nursing				CDs/Dean/Associate Deans/ Director of Admin & Finance
College of Nursing budget allocation	Policy A-43	EFAC-CFAC processes	Annually	
Requests from campus directors for additional space, renovation or equipment and instructional materials	Lease agreements for distant campuses	EC, Associate Deans/ Campus directors/facilities management	Dependent on contractual timeframes [2-5 yrs]	Campus directors/dean/Assistant to the Dean
Use of program fees to purchase equipment and other instructional materials [simulation]	Financial records of use of program fees Policy A-43	Director of Admin & Finance; Associate Deans; Campus directors	As appropriate	Dean
Extramural programmatic and research productivity	Notice of Grant awards, F & A Distribution	Associate Deans, Campus Directors	Annually	Dean's office
Planned giving, benefactors	MSU Foundation Records	Major Gift Officer	Annually	Dean's office
Reputation of college within the state and region	Contracts/letters of agreement with clinical agencies Dean's Advisory Council Minutes	Associate Deans University legal counsel	On-going	Dean's office

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
		Dean's office	Bi-annually	
II-B Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.				
Evaluation of advising	Individual faculty advisee evaluation forms	CD/Assoc Deans	Annually	Faculty/Campus Directors/Dean
Student satisfaction with educational experience	University senior survey	Provost	Annually	CON administrative team - UAAC
Survey of Earned Doctorates	Required for all doctoral students	Graduate School	Annually	CON administrative team - GAAC
Library holdings	System libraries, agency holdings, Minutes from library committee	Faculty Rep to University Library Committee	On-going	MSU Librarian/Dean
Curricular policies related to student health and safety	Policies A 32,33,34 Student handbook	EC	Every 5 years	Faculty for 2wk comment on policy revisions
ITC Services	ITC policies and procedures; CON Policy C-2	CON IT Coordinator	On-going	CON Administrative Team
Distance Education Support	Extended University Policies and Procedures to support D2L Platform	EU staff, CON IT Coordinator; Campus administrative staff	On-going	IT Coordinator; CON Administrative Team
Research Support	VP of Research Office Policies, Internal and external grant processes	VP of Research , Associate Dean for Research, Office of Research and Scholarship	On-going	Associate Dean for Research, Dean
	Undergraduate Scholars Program	VP of Research Office	On-going	Faculty and Associate Dean for Research
Admission and Advising	Office of Admissions,			

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
Services Other services: Financial Aid, Disability/VA ; Health Services, CO-OP, TRIO, Tutoring	Student Success; Policy A-12; D-3] Student Handbook Student Forum, Policy A-19, A-34, A-36, A-38 Undergraduate and Graduate Student Handbook	Associate Deans; Faculty; Graduate School; GAAC Individual University offices, Associate Deans ASMSU	On-going Policy review q 5 yrs On-going	Associate Deans Faculty Liaison/CD/Associate Deans

II-C The chief nurse administrator:
- Is a registered nurse [RN];
- Holds a graduate degree in nursing;
- Hold a doctorate degree if the nursing unit offers a graduate program in nursing;
- Is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes;
- Is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- Provides effective leadership to the nursing unity in achieving its mission, goals, and expected program outcomes.

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
Vita of Dean	Activity Insight database	Dean	Ongoing Annual BON report	Dean Dean
Position description for Dean	Annual evaluations 360 degree evaluation Position description on CON website	Dean Provost	Annual Every 5 years	Dean EC, faculty for comment
College and Faculty Senate evaluation survey data	Evaluation survey results	EC	Every 5 years	Dean, Provost
CON reports	Report to BON re meeting goals	Dean, Deans Advisory Council	Annual	Faculty, Dean, Provost

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
Dean self-evaluation	CCNE Self-Study	Dean	Every 5 years	
	Self-evaluation report	Dean	Annual	Provost
II-D Faculty are: • Sufficient in number to accomplish the mission, goals, and expected program outcomes • Academically prepared for the areas in which they teach; and • Experientially prepared for the areas in which they teach.				
Search Committee Charges	Search Committee Minutes; CON Bylaws & Organization Structure [F-1, A-4]	Dean,	As needed	Dean
Individual faculty transcripts	Faculty personnel files, Policy A-21	Dean's Office	On employment	Dean
Faculty workload assignments	Letters of appointment/BOR contracts/ workload matrix	Dean's office/CD	Annual	CDs, Dean, Provost's office
Board of Nursing annual report section on faculty qualifications	BON report Activity Insight	CDs, Dean	Every 5 years	CDs, Dean
Faculty licensure	Verified through BON website license look-up	Assistant to the Dean; Campus staff	q two years - even	Dean, Campus Directors
II-E Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected faculty outcomes.				
Policy on undergraduate preceptors	CON Policy C-8-10	UAAC	Every 5 years	Faculty for comment on policy revisions
	Licensure documentation	Administrative Assistants	Every semester	Campus Directors
Policy on graduate preceptors	Grad program preceptor policy	Clinical Coordinators/CNL faculty	Ongoing	Associate Deans for Grad Education
	CON Website: Preceptor forms	Clinical Coordinators/CNL faculty/Associate Dean for	As needed	Associate Dean for Grad Education

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
	Graduate Handbook NONPF guidelines*	Grad Education		
II-F The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.				
University Center for Faculty Excellence Development Opportunities	Teaching and Learning Website, TOPS Program, Certificate of Teaching Enhancement	Director of Faculty Excellence	On-going	Campus Directors, Dean
College Faculty Development Committee	Grants, Sabbaticals	Provost, VP of Research	On-going	CD, Dean
	Policies E-2, E-4	FAC	Q 5 years	CD, Dean
Professional, scholarly and instructional productivity of faculty	Activity Insight Database	Faculty members, CON Office of Research and Scholarship Staff	Ongoing Annual evaluation	CD, Dean
	Bobcat Nurse	Dean's Office MSU Office of Planning and Analysis	Annually	Dean
Faculty position description Promotion, retention, and tenure criteria	Letters of appointment Activity Insight KPIs	MSU Office of Planning and Analysis Nursing Formal Review Committee	Annually Annually Annually	Dean NFRC, Administrative Team Provost, university community via web site

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
	Policy E-1		Annually	Faculty for affirmation

CCNE STANDARD III – PROGRAM QUALITY:
CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
III-A The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission, goals, and with the roles for which the program is preparing its graduates.				
BOR guidelines for development & approval of new options.	BOR web site	BOR & Commissioner's Office	Ongoing	Provost office; Dean
MSU Undergraduate Studies Committee, CORE Committee, & Graduate Council new curricula & course development & approval guidelines.	MSU Provost's web site Graduate School website	Provost's Office Dean of Graduate School	Ongoing Ongoing	Dean & Associate Deans Associate Deans
CON Guidelines for new course and curricula development & approval.	Undergraduate Program (Policy C-4; C-5; C-13 IFSs Graduate Program MROs policy	EC, UAAC GAAC, Associate Dean for Grad Program	Review policies every five years or as needed Review IFOSs as submitted.	Faculty for 2 wk comment on policy revisions. UAAC

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
			Review MROs every three years or as needed.	Full faculty approval for all revised MROs.

III-B Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).
- Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008)
- Master's program curricula incorporate professional standards and guidelines as appropriate.
  - All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.
- Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.
- DNP program curricula incorporate professional standards and guidelines as appropriate.
  - All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.
  - All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF , 2012)
  - Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF , 2012)

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
Undergraduate curriculum documents	Undergraduate Nursing Content Area map based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN 2008).*	UAAC	Annually reviewed & updated as new curriculum is implemented and evaluated via new course forms.	To faculty via UAAC Annual Reports & updates at General Faculty Meetings throughout the academic year.
	Undergraduate MROs and IFSs (Policy C-4, C-5 C-13) Class Climate Evaluation	UAAC & Individual Course Faculty UAAC	MROs reviewed q 3 years or as needed. Policies reviewed every 5 years.	MROs to faculty for approval.
Graduate curriculum documents	Documents based on *The Essentials of Master's Education for Advanced*	GAAC	Syllabi reviewed as needed. Annually reviewed &	To faculty via GAAC Annual Reports & updates

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MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
	Practice Nursing (AACN, 2011) as well as NONPF guidelines for DNP degree. MN degree (CNL) curriculum guided by AACN competencies.* Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) Graduate MROs and syllabi, Class Climate Evaluations	GAAC & Individual Course Faculty	updated as new curriculum is implemented and evaluated via new course forms. MROs reviewed q 3 years or as needed. Syllabi reviewed as needed.	at General Faculty Meetings throughout the academic year. MROs to faculty for approval.
III-C The curriculum is logically structured to achieve expected student outcomes. • Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities. • Master's curricula build upon a foundation comparable to baccalaureate level nursing knowledge. • DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student. • Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base.				
MSU Course Bulletin for Undergraduate CORE & nursing curricula & course descriptions.	Sample Plans of Study for BSN & ABSN showing required prerequisites, CORE, & nursing courses. Undergraduate Student Handbook. Policy A-3; C-13, C-11	UAAC; EC	Review q 5 years or as needed.	Faculty for 2 week comment on revisions.
MSU Course Bulletin for Graduate nursing curricula & course descriptions.	Sample Programs of Study for ~~all~~ MN and DNP degrees Policy D-1; MROs; Graduate Student Handbook; Certificate in Nursing Education; CON website	GAAC; Associate Dean for Grad Education	Review as needed. Every 5 years (D-1)	Faculty for 2 week comment on revisions.
III-D Teaching-learning practices and environments support the achievement of expected student outcomes.				
Student Evaluations	Student evaluations of	Faculty, CDs	Annually	Faculty after each course

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
	teaching and course			offering and annually as part of annual evaluation of faculty
	Senior Survey data Survey of Earned Doctorates	Provost; Dean of Grad School Associate Deans	Annually	
Adequacy Skills/Simulation equipment	EFAC/CFAC allocations, Campus skills/sim coordinators; Faculty Development opportunities	CDs, lab coordinators	Annual and on-going	Faculty and administrative team
Distance Education Support	D2L tutorials, ITC services, Video-conferencing support on each campus	ITC, CON IT Coordinator, Campus staff	On-going	Faculty after each course offering and annually as part of annual evaluation of faculty
III-E The curriculum includes planned clinical practice experiences that: • Enable students to integrate new knowledge and demonstrate attainment of program outcomes; and • Are evaluated by faculty				
Adequacy of clinical sites	Faculty and student evaluation of clinical sites Clinical agency lists Clinical agency contracts, letters of agreement C-14, C-7; MN and DNP clinical manuals Use of Simulation Policy C-2; C-14	UAAC DNP Clinical coordinators/CNL faculty UAAC, DNP Clinical coordinators/CNL faculty DNP Clinical Coordinators, CNL faculty UAAC	Every 1-2 years Per semester, annual and/or as needed. Policies reviewed q 5 yrs Annual Review q 5 years or as needed	Faculty and Campus Directors; Associate Dean for Grad Education CDs; Associate Dean for Grad Education Associate Dean for Grad Education Faculty for comment on revisions.
III-F The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.				

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
Undergraduate Board of Regent approval	Policy A-3 re: Philosophy re: Nursing Education	UAAC/student representation from student forum	Review q 5 years or as needed.	Faculty for comment on revisions.
	Dean's Advisory Council; Policy A-8	UAAC	Review q 5 years or as needed.	Faculty for comment on revisions.
	Dean's semester site visits	Dean	Per semester	Faculty
Graduate The Graduate School - new course review; Board of Regents approval	Clinical partner meetings/visits	CDs	Per semester	Faculty for comment on revisions
	hybrid delivery methods	GAAC – student representative	Review q 5 years or as needed.	
III-G Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.				
Course syllabi Clinical evaluation tools	Course files Samples of student work [papers, presentations, discussions, exams]	Individual faculty	Ongoing	Faculty
Course syllabi	Policy C-1; C-2; C-6; C-14	UAAC/GAAC	Review q 5 years or as needed.	All faculty teaching the particular course
III-H Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement				
Student Evaluations	University Senior satisfaction survey Undergraduate alumni survey	Associate Dean for Under Grad; UAAC	On-going Annually	Faculty Assoc Dean for Undergrad Education
Faculty evaluation of courses	Graduate student exit survey; Survey of Earned Doctorates Course evaluations, MRO	Dean of Grad School; Associate Dean for Grad Education GAAC	Annually Q 3 yrs and as needed	Associate Dean

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
	IFS processes [C4, C-5]	Associate Deans	Annually	Associate Deans

CCNE STANDARD IV – PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
IV-A A systematic process is used to determine program effectiveness.				
	Policy A-9 Master Evaluation Plan	EC	Q 5 yrs	Dean, Faculty
IV-B Program completion rates demonstrate program effectiveness				
	Undergraduate and Graduate Completion Rate Reports reviewed for past three years	Associate Deans	Annually with 3 year trend	UAAC, GAAC
IV-C Licensure and certification pass rates demonstrate program effectiveness				
	CON reports: Kaplan Exit Exam Reports SBON reports & Mountain Measurement reports of NCLEX-RN pass rates	Assoc Dean, UAAC Assoc Dean, UAAC Assoc Dean, UAAC	Annually with 3 yr trend Annually	Recommendations made to appropriate committees as needed.
	ANCC/AANP/CNC reports of national certification pass rates.	Assoc Dean, GAAC	Annually	Recommendations made to appropriate committees and administrator(s) as needed.
IV-D Employment rates demonstrate program effectiveness				
Career services Employment reports	Career, Internship & Student Employment Services annual survey of ?employment rate reports generated within 12	Associate Deans	Annually with	UAAC, GAAC

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MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
	months of completion			
IV-E Program outcomes demonstrate program effectiveness				
Alumni and Employer satisfaction	Alumni and Employer satisfaction survey	Associate Deans UAAC, GAAC	Q 2 years	Dean
IV-F Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness				
MSU Faculty Handbook re: Annual Reviews & Promotion & Tenure Policies & Procedures Activity Insight KPI reports	Faculty Outcomes re: Teaching, Scholarship, Practice, Service. Activity Insight	Dean & Campus Directors FAC, FDC	Annually	Report to the faculty re status and productivity of the college
	Dean's State of the College Annual Report	Dean	Annually	
	CON Promotion & Tenure Policies & Procedures for tenure-track and clinical track faculty [Policy E-1]	NFRC,	Reviewed annually	To faculty for affirmation
	Bobcat Nurse	Dean's Office	Annually	Communities of Interest, Faculty, MSU Administration
IV –G The program defines and reviews formal complaints according to established policies				
CON and university policy and procedure manuals	Student Conduct & Instructional Guidelines & Grievance Procedures Handbook Policy A-8, C-6 & C-12 Undergraduate and Graduate student handbooks	Dean of Students EC CD/Faculty Associate Deans	Annually	To appropriate body as needed GAAC/EC
	Record of formal	CD, Associate Deans	On-going	Dean

MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
	complaints received			
IV-H Data analysis is used to foster ongoing program improvement				
	CON reports: Kaplan Assessment reports SBON NCLEX reports & Mountain Measurement reports of NCLEX-RN pass rates	Associate Dean, UAAC	Annually Annually	Recommendations made to faculty and appropriate committees as needed.
	ANCC/AANP/CNC reports of national certification pass rates.	Associate Dean, GAAC	Annually	Recommendations made to faculty and appropriate committees as needed.

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TABLE 1 – MODEL NURSING CURRICULUM
CURRICULUM FOR 72 CREDIT ASN WITH OPTIONAL PN EXIT AFTER 48(+) CREDITS
("STAND-ALONE" PN PROGRAMS WILL OFFER FIRST FOUR SEMESTERS)

SEMESTER ONE		SEMESTER TWO	
Course	**Credits Didactic/Clinical/Lab**	**Course**	**Credits Didactic/Clinical/Lab**
		(Apply for admission to Nursing Program during Semester Two)	
Anatomy & Physiology I	3/0/1 = 4	Anatomy & Physiology II	3/0/1 = 4
Freshman English	3/0/0 = 3	Inorganic Chemistry w/Lab	3/0/1 = 4
College Algebra	3/0/0 = 3	Introduction to Nursing	1/0/0 = 1
Nutrition	2/0/0 = 2	General Psychology	3/0/0 = 3
Total	11/0/1 =12	Total	10/0/2/=12

NOTE: Admission to Nursing Program required before taking Semester Three coursework

SEMESTER THREE		SEMESTER FOUR	
Pharmacology	3/0/0 = 3	Core Concepts of Adult Nursing	4/3/0 = 7
Fundamentals of Nursing	4/0/3 = 7	Core Concepts of Maternal/Child Nursing	2/1/0 = 3
Gerontology	1/1/0 = 2	Core Concepts of Mental Health Nursing	2/0/0 = 2
Total	8/1/3 = 12	Total	8/4/0 =12
		Leadership Issues (for those opting PN exit) Total	1/1/0 = 2 9/5/0 = 14
		Total	**50 credits**

NOTE: *PNs applying for entry in Semester Five must take a 3-credit Transition to Registered Nursing course.*
A skills assessment may also be required.

SEMESTER FIVE		SEMESTER SIX	
Complex Care Needs—Maternal/Child Client	2/1/0 = 3	Intro Sociology	3/0/0 = 3
Complex Care Needs—Mental Health Client	1/1/0 = 2	Complex Care Needs—Adult Client	2/2/0 = 4
Pathophysiology	3/0/0 = 3	Advanced Clinical Skills	0/0/1 = 1
Microbiology	3/0/1 = 4	Managing Client Care	2/2/0 = 4
Total	9/2/1 = 12	Total	7/4/1 = 12

Clinical credits are 3:1 Lab credits are 2:1

50 credit PN AAS
    —23 credits cognates, 27 credits Nursing (includes PN exit class)
    —38 credits didactic, 6 credits clinical, 6 credits lab (includes PN exit class)
72 credit ASN
    —30 credits cognates; 42 credits Nursing
    —52 credits didactic, 12 credits clinical, 8 credits lab

Revised June 7, 2007