APPENDIX C

UNIVERSITY OF NORTH CAROLINA

REQUEST FOR AUTHORIZATION TO ESTABLISH
A NEW DEGREE PROGRAM

INSTRUCTIONS: Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required. Please submit one hard copy and an electronic copy of the proposal to the Office of the Senior Vice President of Academic Affairs at UNC General Administration

Constituent Institution: Appalachian State University

Date: August 11, 2014

CIP Discipline Specialty Title: Registered Nursing/Registered Nurse


Exact Title of the Proposed Degree: Master of Science in Nursing

Exact Degree Abbreviation (e.g., B.S., B.A., M.A., M.S., Ed.D., Ph.D.): M.S.N.

Does the proposed program constitute a substantive change as defined by SACS? Yes _x_ No

The current SACS Substantive Change Policy Statement may be viewed at:

If yes, please briefly explain.

Appalachian State University has determined that the addition of the Master of Science in Nursing degree to the Academic Program Inventory will constitute a substantive change requiring approval by SACS prior to implementation of the program. The addition of the Master of Science in Nursing degree will be a new graduate degree program that is not included in Appalachian State University’s current reaffirmation of accreditation. Appalachian will notify SACS of the proposed program concurrently with the submission of the Appendix C. Upon receiving approval for the MSN program by the Board of Governors, Appalachian will ask SACS for an expedited review in order to meet the goal of enrolling students for the Fall 2015 term.

Proposed date to enroll first students in degree program: Month: August Year 2015

Are there plans to offer 50% or more of program credit hours to students off-campus or online? Yes _x_ No
If yes, complete the form to be used to request establishment of a distance education program and submit it along with this request.

*Note:* If a degree program has not been approved by the Board of Governors, its approval for alternative, online, or distance delivery must wait until BOG program approval is received. (400.1.1[R], page 3)

Provide a summary of the status of this proposal in your campus review processes.

a. List the campus bodies that reviewed and commented on this Appendix C proposal before submission to UNC General Administration. What were their determinations? Include any votes, if applicable.

This proposal and associated nursing courses were approved unanimously by the nursing faculty in the Department of Nursing and the Leadership Council of the College of Health Sciences during the 2012-2013 academic year. The program proposal and associated nursing courses were approved unanimously by the Graduate Council (September 16, 2013) and by the Academic Policy and Programs Committee (October 2, 2013).

b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

No substantive issues, concerns or opposition were raised through the campus approval processes that required revision of the proposal prior to its submission.
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EXECUTIVE SUMMARY

Appalachian State University submits this Request for Authorization to Establish a New Degree Program in order to add a Master of Science in Nursing (MSN) degree program. The goal is to enroll the first class of MSN students in Fall 2015.

Organization and Background.
At Appalachian, the Department of Nursing is organized under the College of Health Sciences (CHS). In response to the mission of Appalachian, the College of Health Sciences was established in 2010 with the reorganization of six different health disciplines or departments that existed on the Appalachian campus: Communication Sciences & Disorders; Health, Leisure & Exercise Science; Health Care Management; Nutrition & Foods; Social Work; and Nursing. CHS offers ten undergraduate degree programs and four graduate degree programs in Speech-Language Pathology, Exercise Science, Nutrition and Social Work. Since 2010, the CHS enrollment has grown by 49% in the undergraduate degree programs and 14% in graduate degree programs. This growth demonstrates the tremendous student demand for these degree programs and careers.

The Department of Nursing was founded in 2006 with the creation of a RN to BSN degree program which enables Registered Nurses with Associate Degrees or Diplomas in Nursing to earn a Bachelor of Science in Nursing degree. This program has been very successful, and in 2012 changed to an online format, which allowed enrollments to increase dramatically. A total of 143 students have graduated from this program and currently there are approximately 100 students enrolled in the RN to BSN program with another 120 accepted for Fall of 2014. The pre-licensure BSN program began at Appalachian in the Fall of 2010 and is a traditional on-campus degree program. A total of 103 students have graduated from this program and currently there are 88 students enrolled.

Focus and Objectives of the Proposed MSN Degree Program.

The proposed program will have a focus on preparation of the MSN-RN as a nurse educator and will be unique because of its preparation of graduates to teach using integrative methodologies (Benner et al., 2010) whether in academic, staff development and/or patient care settings. Inclusion of course content for rural and community health is central due to the common employment role of the MSN-RN.

Benner et al. (2010) identified the use of integrative educational methodologies in the classroom to teach for a ‘Sense of Salience’ as central to the contextualized and applied science of nursing. Masters education in the effective and appropriate use of technology and pedagogy in the classroom better prepares early career nurse educators. It follows that the proficient use of technology and learning strategies in the educational workplace better prepares RNs for service to the public. One focus of the proposed MSN program will be to expand nurse educators’ skills including using simulation technology and integrative pedagogy in their educational environments whether clinical and/or classroom and/or simulation laboratory.

Researchers with The Carnegie Foundation for the Advancement of Teaching-sponsored study of nursing education (2010) identified three major findings related to the practice-education gap
defined broadly as professional identity and ethical comportment, clinical practice and nursing science. Benner et al. (2010) call for nurse educators to continue to use and teach everyday ethics in the formation of students’ professional identity. They identified the limited access to clinical training sites and the shortage of well-prepared clinical instructors as barriers to the effective use of the powerful clinical learning environment. Preparation of clinical instructors that can integrate classroom and clinical education is central to improving the educational preparation of RNs. Technology-based patient care simulation is becoming an important component of the education of the RN workforce and is one avenue for overcoming the decreased access to clinical educational sites. The proposed program includes training in use of simulation.

Employment of RNs
Researchers with The National Nursing Workforce Survey (2013) reported on the employment settings of RNs holding an MSN as their highest degree. The top three employment settings among survey respondents, in decreasing order were as follows: Hospitals (44%); Ambulatory care (17%); Academic settings (11%). The proposed MSN program will prepare RNs for employment as an advanced practice nurse (APRN) or educator in these and other settings.

Since 1997, the MSN prepared RN has maintained over an 85% employment rate and the 2013 rate (n= 4,837) was 87% employed in nursing with 69% full time. This is similar to but higher than the 2013 BSN employment (n=14,064) of 85% with 64% full time and second only to the Doctorate of Nursing Practice (DNP) (n=143) with 87% full time employment (National Nursing Workforce Survey, 2013 p. s28). Employers from regional healthcare organizations have provided letters in support of the proposed MSN program and confirm that it is well targeted and consistent with their employment needs.

Information from the Institute of Medicine, the American Association of Colleges of Nursing and the NC Board of Nursing reveal that shortages in nursing faculty are a contributor to a shortage of nurses available for the North Carolina health care workforce (Nursing Faculty Shortage Fact Sheet, January 2014). The primary objective of the proposed MSN program is to increase the ability of nurse educators to meet the nursing workforce needs of northwestern North Carolina. Improving nursing education has been demonstrated to improve the health of people served by those well-prepared nurses especially those involved in the care of chronic conditions as is often the MSN-RN role in a community (Boddenheimer, Chen & Bennett, 2009).

Targeted Student Population.
The targeted student population for this MSN program will be baccalaureate-prepared registered nurses whose career objective is to work as a nurse educator in an academic, clinical or staff development position. It is anticipated that the majority of students will be residents of northwestern North Carolina and East Tennessee. However, the online format of the program allows for a broader geographic reach of potential students.

Curriculum and Mode of Instruction.
The MSN program will be offered online with one hybrid class in instructional technologies that will include simulation experience. The hybrid course may be held at the ASU Centers on the campuses of Caldwell Community College & Technical Institute in Hudson, NC, Catawba Valley Community College in Hickory, NC, the University of North Carolina Wilmington, or on the Appalachian State University campus in Boone, NC. This format of instruction will provide flexibility for the working nurse to complete the degree program without an interruption of employment.
The MSN degree program can be completed in 24 months by completing a total of 36 credit hours. Thirty credit hours are in class and 6 credit hours are devoted to a practicum and research thesis. The curriculum of the program will be as follows (All courses are 3 credit hours):

**First year: Fall Term**
- NUR 5040 - Theories for Advanced Nursing Practice
- NUR 5050 - Educational Theories for Nursing Academic and Practice Settings
- NUR 5070 - Contemporary Issues in Nursing

**First Year: Spring Term**
- NUR 5150 - Advanced Health Assessment for Adults
- NUR 5200 - Pathophysiology for Advanced Nursing
- NUR 5250 - Nursing Research and Evidence-Based Practice

**First Year: Summer Term**
- NUR 5715 – Instructional Strategies for Nursing and Informatics

**Second Year: Fall Term**
- NUR 5800 - Advanced Pharmacology for Nursing
- NUR 5810 - Educational Tests and Measurement for Nursing
- NUR 5820 - Nursing Program Development and Evaluation

**Second Year: Spring Term**
- NUR 5900 - Nursing Education Practicum
- NUR 5999 - Thesis; or NUR 5600 - Research Project
I. DESCRIPTION OF THE PROGRAM

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

Nature and Scope of the Program

The Department of Nursing at Appalachian State University is proposing a Master of Science in Nursing (MSN) degree program. This program will prepare registered nurses for leadership roles as educators in a variety of complex academic or clinical environments. The program will emphasize educational creativity, nursing practice, leadership, and research through an integrative methodology approach.

This program will require 36 hours of full-time study, and can be completed in 24 months. Applicants will be admitted as a cohort and take three online courses (three credit hours each) per semester and one hybrid course during the summer between the first and second years. (At Appalachian State University, nine credit hours are considered full-time study in a graduate program.) The proposed MSN program will concentrate on nursing education with focus on integrative education. The program encompasses course content in core subjects and nursing specialty subjects, and completion of a thesis or research project related to the nurse educator. The program is guided by core content and objectives delineated in *The Essentials of Master's Education in Nursing*, published by the American Association of Colleges of Nursing (AACN).

The MSN program is designed to provide mostly online instruction with one hybrid course in instructional strategies. Students will be taught to apply research in their daily practice as nurse educators, practitioners or other nursing leadership roles. Application of research promotes quality outcomes in all areas of nursing practice and education. Use of technology applied to their educational focus will be encouraged. Students will select an educational focus in which they desire to develop an in-depth knowledge and proficiency pertaining to nursing education and practice. The program includes a common core and is individualized to address the student’s interests and/or professional goals through assignments, research opportunities, and practice application/practicum experiences. The students will develop expertise in their area of focus through collaboration with faculty and classmates, and through their own individual pursuit of knowledge and understanding.

Intended Audience

This program is designed for Baccalaureate prepared Registered Nurses intending to pursue careers in education in academic settings or in staff development roles. Due to expressed interest it is anticipated that the majority of students will be residents of northwestern North Carolina and East Tennessee. However, the online format opens the program to others outside our geographical region. This is consistent with one of four critical recommendations that emerged from the Nursing Capacity Summits, which is to increase faculty capacity by “sharing resources and creating grow-your-own approaches” (Robert Wood Johnson, May 2010, *Charting Nursing's Future*, p. 2).
B. List the educational objectives of the program.

At the completion of the program, the MSN graduate will:

- Integrate holistic best practices into education offerings for individuals and groups in academic, patient care and staff development settings.

- Develop an ongoing professional nursing role through scientific inquiry and lifelong learning.

- Integrate nursing and related sciences and humanities required for success as an educator, practitioner or nursing leader in a variety of practice environments including two and four colleges, universities, ambulatory care centers, community health, occupational health, staff development, school health and hospitals.

- Apply information and communication technologies and teaching-learning principles in collaboration with the inter-professional patient care team for the improvement of health outcomes and disease management.

- Analyze professional regulatory and accreditation standards including health care policies impacting professional nursing practice and health care.

- Design, implement, and evaluate educational offerings for individuals and groups that promote desired learner/patient outcomes.

- Exhibit cultural competence in delivering appropriate educational offerings to individuals, families, communities, and special populations.

- Develop awareness of rural, Appalachian and global health issues impacting nursing care provision including education, practice and administration.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of:

1. Courses:
   Currently, Appalachian State University offers a pre-licensure BSN program, and an online RN to BSN option for area RNs with Associate Degrees in Nursing (ADN) or Diploma to complete the BSN degree. Appalachian State University is a part of the Appalachian Learning Alliance which is a partnership among ten community colleges in western North Carolina. Appalachian delivers upper-division nursing courses while the community colleges provide the lower division courses consistent with articulation agreements among Appalachian and the community colleges. Appalachian’s MSN program plans to build on the foundation provided by the curriculum of the BSN (and RN-BSN) program. The undergraduate nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE) and fully approved by the North Carolina Board of Nursing.
The depth and breadth of programs and research opportunities at Appalachian State University provide opportunity for collaboration across colleges. For example, students who have a focus on becoming nursing faculty may choose to collaborate with the Instructional Technology program at Appalachian State University, an innovative, award-winning graduate degree program that is taught in an immersive digital environment. All students will enroll in a required advanced pathophysiology course. Students choosing to focus on a particular disease state will have the opportunity to collaborate with faculty. Students with a patient education focus will have the opportunity to collaborate with faculty in the Health Promotion program in the Department of Health and Exercise Science. Collaboration with colleagues in the College of Business or faculty in the Health Care Management program of the College of Health Sciences may be appropriate for a student with an administrative focus. A nursing research course is mandated in the curriculum and nursing faculty will enhance student research through collaborations with Research and Sponsored Programs, the Office of Student Research and the Department of Mathematics (for statistics support). For students choosing a global or regional health focus, the Office of International Education and Development or Appalachian Studies program is a potential partner. A student may request other opportunities for collaboration both within the university and/or their local community.

2. Faculty:

Currently the Department of Nursing is funded with thirteen faculty FTE’s. Successful faculty searches during 2013-2014 resulted in hiring 3 new full-time doctoral-prepared tenure-track faculty members and one new full-time clinical instructor. All ten of the current doctoral faculty have terminal degrees and graduate faculty membership. There are three full time clinical faculty members. In addition the Department has an EPA non-faculty position, the Director of Compliance and Academic Support, to assist with clinical placements and regulatory compliance.

All doctoral-prepared faculty members may be assigned to teach in the BSN, RN-BSN and MSN degree programs. See Table IV-1 for details on the education and experience of current faculty who will teach in the MSN program.

3. Facilities:

The MSN program will be offered online with one class taught as a hybrid. Information obtained from potential students indicated that the online format is very desirable but students also appreciate occasional face-to-face contact with professors and peers. The hybrid class may be held at ASU Centers on the campuses of Caldwell Community College & Technical Institute in Hudson, NC, at Catawba Valley Community College in Hickory, NC, or on the Appalachian State University campus in Boone, NC. The ASU Centers located off campus have sufficient resources to meet the needs of the MSN program, including computer laboratories and space for faculty-student consultations.

For some educational experiences, MSN students may meet occasionally on the Appalachian campus. The on-campus classrooms are adequate for projected class size and equipped with state-of-art technology for teaching-learning. The Department of
Nursing has a well-equipped simulation laboratory located in Edwin Duncan Hall, proximate to nursing classrooms, faculty offices, conference rooms and administrative space. Faculty offices are private with current office technology. Students have ready access to computer labs in Edwin Duncan Hall as well as in various locations on the Appalachian campus.

4. Other Resources:

Since the proposed program is an online distance education program, students will not pay fees for all services provided to residential students and therefore do not receive the same level of support services. Distance education students are provided tutoring services via contract with SmarThinking. They are referred to local agencies for health, counseling and psychological support services. If MSN students are on campus, they can receive services from Appalachian’s Information Technology Support Center, Belk Library and various other campus based support offices. Conversations with Belk Library and Information Commons personnel indicated support of an MSN program. Mr. John Wiswell, the librarian for the Department of Nursing reported that library resources would accommodate this program, and he indicated his willingness to be a consultant resource for the graduate nursing students.

A nursing skills/health assessment laboratory will be open, staffed, and available to students for practice during the summer semester when hybrid course is being conducted and other hours as needed.

II. JUSTIFICATION FOR THE PROGRAM – NARRATIVE STATEMENT

A. Describe the proposed program as it relates to:

1. Institutional mission

The proposed MSN program extends the mission of Appalachian State University to ‘create healthy, just and sustainable societies’ by preparing MSN graduates to educate, inform and lead nursing students and other nursing professionals in improving health in their organizations and their communities.

“Appalachian State University prepares students to lead purposeful lives as engaged global citizens who understand their responsibilities in creating a sustainable future for all….. We promote a spirit of inclusion that inspires students, faculty, and staff to form relationships extending well beyond graduation. Our students think critically, communicate effectively, make local to global connections, and understand the responsibilities of community engagement. We embrace our obligation to help create healthy, just, and sustainable societies by equipping our students to live with knowledge, compassion, dedication, humility, and dignity.” (Appalachian Mission Statement, available at appstate.edu/about/mission)

Appalachian’s Board of Trustees and the UNC Board of Governors enacted their respective missions and strategic plans through the approval of the Bachelor of Science in Nursing degree programs at Appalachian (RN to BSN in 2006 and pre-licensure BSN
in 2010) and the creation of the College of Health Sciences in 2010. The College of Health Sciences (CHS) was established with the reorganization of six different health disciplines and departments that existed on the Appalachian campus: Communication Sciences & Disorders; Health, Leisure & Exercise Science; Health Care Management; Nutrition & Foods; Social Work; and Nursing. CHS offers ten undergraduate degree programs and four graduate degree programs in Speech-Language Pathology, Exercise Science, Nutrition and Social Work. Since the creation of the College of Health Sciences, enrollment has grown by 49% in the undergraduate degree programs and 14% in graduate degree programs. This growth indicates tremendous student demand for these degree programs and careers.

Appalachian State University’s mission articulates the aim to prepare students to serve their communities and society in general. The mission refers to a ‘transformational Appalachian experience’ resulting from faculty/student/community engagement that prepares graduates to acquire new knowledge throughout their lives and contribute to society. The focus in Appalachian’s proposed MSN program is to prepare nurse educators to educate the next generation of nurses using integrative, state-of-the-art technology. In this way, Appalachian will prepare nursing professionals to invoke significant impacts in their communities by creating and expanding knowledge. The program seeks to fill shortages of qualified nursing educators in local communities, thereby promoting healthy local communities.

Appalachian’s definition of ‘sustainability’ in its mission statement is broad:

“Sustainability at Appalachian State University is not a trend, it is a tradition. We are active stewards of our State’s interconnected financial, cultural and natural resources. Through engaged scholarship, we balance critical, creative and global thinking in a living laboratory, transforming theory into practice and fostering responsible citizenship.” (Appalachian Statement of Sustainability, available at appstate.edu/about/mission)

The MSN program will enact this mission of sustainability by being good stewards of the state’s resources. Appalachian proposes offering this program without requesting additional resources. Using existing resources and redirecting existing funds, the program will be offered in a cost-efficient manner. The program will target working nursing professionals and will be offered in a way that nurses can maintain their employment and their contributions to their local economies while pursuing their graduate degree.

Maintaining an adequately staffed and trained health care workforce is essential to support ‘healthy, just and sustainable’ local communities. The result of the proposed MSN program will be to fill staff development, patient education and faculty openings in order to address the need for more qualified nurses for the future in the state of North Carolina. According to the North Carolina Nurses’ Association (ncna.org, 2012) more advanced training of nurses in North Carolina is needed because of a new focus in the state on illness prevention and expanded health coverage. Many MSN prepared RNs have both an advanced practice and an educational role. In the 2013 RN workforce
report, one third of all nurses working in academic institutions worked part-time. Most (37%) were staff RNs who had secondary employment as educators (The 2013 National Nursing Workforce Survey of Registered Nurses, 2013 p. s41-42). “These part-time nurse faculty serve an important role in enabling nursing education programs to more cost-effectively and efficiently implement their curriculum and provide supervision and instruction of students in clinical settings…” (p. s42).

The shortage of nurses in North Carolina is estimated at 8,100, the 19th highest shortage among states in the nation (Bureau of Labor Statistics, 2010). Qualified faculty members are needed to meet the workforce demand for RNs. In April of 2013 the North Carolina Board of Nursing reported that 115 full time faculty positions in NC are currently vacant, and there are 125 part-time vacancies. In addition to a shortage of qualified faculty, the aging of current faculty is a concern. AACN’s 2012-2013 report, Salaries of Instructional and Administrative Nursing Faculty, found the average age of master’s degree-prepared nurse faculty with the rank of professor to be 57.2 years. The same study also found the average age for associate professors to be 56.8 years and the average age for assistant professors to be the lowest at 51.2 years and rising. According to projections published in Nursing Outlook (2002), between 220-280 master’s-prepared RN faculty will be eligible for retirement between 2012 and 2018 (as cited in AACN Nursing Faculty Shortage Fact Sheet, January, 2014). MSN prepared nurses are clearly an educational, economic and by extension, a societal need.

2. Strategic plan

Appalachian State University recently has revised its strategic plan. The new strategic plan continues to focus on improving health care in our region through education and service, contributing to the workforce needs of communities in the state of North Carolina, and expanding knowledge through an engaged and productive faculty. Appalachian’s strength of commitment to sustainability serves as an indicator of the university’s commitment to the citizens of North Carolina. The proposed MSN degree program embodies these principles of sustainability by:

- Proposing a new predominately online degree program that is financially sound and an efficient use of the university’s and state’s resources;
- Focusing on a unique program of instruction through the use of technology and sense of community to support and further the development of education in nursing to include research activities that support evidenced based practice;
- Expanding students’ knowledge of global and national needs and increasing cultural competencies in their local communities.

For a more specific discussion of alignment of the MSN program with Appalachian’s strategic plan, the following discussion refers to the Strategic Plan 2014-2019, "Envisioning a Just and Sustainable Future" (available at http://www.appstate.edu/about/strategic-plan-2014-2019.pdf ).
The proposed MSN program supports the following Strategic Directions:

**Strategic Graduate Education Direction 1** “to deliver graduate programs that promote student-faculty interactions, specialization within disciplines, collaboration between disciplines, critical analysis and reflection beyond the scope of the undergraduate curricula, with select opportunities for professional development and growth ([http://www.appstate.edu/about/strategic-plan-2014-2019.pdf](http://www.appstate.edu/about/strategic-plan-2014-2019.pdf) p.7)”

Initiative 1 is to expect and support excellence in graduate education and scholarship by addressing the changing landscape of global, national, state, and local needs. The proposed MSN program will attract students who desire to become nurse educators, practitioners and leaders. Individuals who wish to educate nurses benefit from learning universal health needs and new technologies that are an integral part of the changing landscape. The program will recruit individuals from both the academic and clinical environments. The proposed MSN program will integrate universal health concepts and cultural competency education throughout the curriculum. There will be opportunities for students in the MSN program to collaborate with different disciplines both within the state and their local community. In addition, students will collaborate with inter-professional health care teams both at Appalachian and with partner institutions through projects and practicum experiences. Study abroad as well as local service opportunities are encouraged to expand nurse educators’ cultural and community awareness. The Department of Nursing has already had conversations with administrators of nursing programs in both South Africa and Mexico who desire involvement with clinical experiences for students in Appalachian State’s MSN program.

Initiative 2 is “to enhance existing graduate programs that serve the needs of the region and the state, and develop selected new programs that serve as unique, destination programs for the university.” The MSN is a newly proposed program. A unique aspect to this proposed MSN program is the focus on technology, innovative learning strategies, and the incorporation of personal responsibility in the lens of universal and community service. A distinct consideration of the Appalachian State University MSN program is the incorporation of curricular courses to prepare nurse educators to teach using simulation and other technologies as an integral part of nursing education. Another distinction is the incorporation of personal responsibility toward service within their local communities and the larger communities of state, nation and global citizenship. With the use of these new technologies and the focus on both engagement and service in the community, this proposed MSN program meets the challenges of the varied and changing health landscape of the future. In meeting this initiative the MSN program will also produce qualified effective nurse educators that will assist other UNC universities and other regional and state agencies to fill vacancies.

Initiative 3 is “to increase student presence and support on campus, off-campus and via online programming through increased enrollments and added infrastructure.” The proposed MSN program will be a predominately online education program with an additional on-campus intensive class through which students will have opportunities to meet and interact with nursing faculty. Student representatives in
the MSN program will be invited to serve on various committees in the nursing department and to elect a core group to represent the cohort’s interest within the program of study. The proposed MSN program will draw students who wish to complete their education at Appalachian State University. We expect increased enrollment of at least cohorts of 20 students or more each year. Through the use of resources readily available on campus such as a well-appointed simulation laboratory and a well-developed online educational platform, the addition of the program will not strain the current infrastructure and additional resources will be allocated as deemed appropriate for growth of the program in the future.

Strategic Direction 2 “Advancing knowledge and addressing the challenges of our region, state and world through creativity and innovation (http://www.appstate.edu/about/strategic-plan-2014-2019.pdf p. 8).”

Individuals in the MSN program will matriculate through the curriculum which is designed to increase and enhance nursing knowledge. Students will be required to take advanced courses in: pharmacology, pathophysiology and health assessment. Students will also complete a course in research and an original research project or thesis. In addition, the MSN program addresses the challenges of our region, state, and world by offering opportunities for nurses to advance their knowledge through a graduate level degree. This proposed MSN program serves to meet the challenge in filling faculty and nurse leader vacancies projected to occur in the next decade. Meeting these overwhelming projected nurse and faculty shortages allows ASU to have an impact on our relationship with students and community needs. Realizing that innovation through simulation and engagement supports and parallels this ASU direction.


In the proposed MSN program there are collaborative opportunities that engage the learner therefore increasing the likelihood of meaningful state, regional and world connections Service through these interactions between external partners and the student strengthen our overarching outcome. Our existing graduate faculty have a wealth of experience with online instruction and are experts at employing a variety of creative learning strategies to engage and teach students. This engagement substantiates our efforts in reaching out to local communities, faculty, students, hospitals, and expert healthcare providers. With this mission, our main goal is to identify the needs of our larger communities of state, region and world, thus becoming our sole objective of engagement.


The proposed MSN program welcomes diversity within the student population. The platform of delivery (primarily online) will broaden geographic diversity beyond the Appalachian region thereby increasing opportunities for persons of all gender, race
and culture to earn an MSN at Appalachian. The Institute of Medicine (IOM) indicates the importance and significance of increasing the diversity of health care providers. Diversity in the health care workforce improves and increases health care outcomes. With a number of benefits demonstrated for diverse clients such as better access, better client outcomes, and improved client satisfaction, our proposed MSN program incorporates this direction by providing opportunity to draw from all persons of all cultures, race, and geographical location.


**Strategic Direction 5 “Preserving Faculty and Staff Excellence** (\url{http://www.appstate.edu/about/strategic-plan-2014-2019.pdf} p. 11).”

Preserving faculty and staff excellence parallels our goal of advancing opportunities for our nursing faculty with the proposal of the MSN program. For example, graduate level instruction offers current faculty the opportunities for their own engagement with scholarship and research. Offering this program also assists Appalachian to continue to attract and sustain expert nursing faculty. Meeting the tenure and promotion requirements at Appalachian will be enhanced by the level of research associated with a graduate nursing program. Graduate student involvement in research and writing projects with faculty will enrich the quality of publication and presentations of faculty at the regional, state, national and international nursing communities. A graduate level nursing program attracts meaningful and rewarding avenues for students and faculty collaboration. As stated, many students seek out local online programs which connect them with a university setting. By providing an MSN program, Appalachian will attract individuals who wish to work in a University with opportunities to ‘grow their own’ nursing faculty.


Currently, there is an adequate and appropriate infrastructure with resources available to support the Appalachian MSN program well into the future. By collaborating with the University of North Carolina at Wilmington, Appalachian and UNCW students will have access to additional resources. Through practicum and simulation, these students will benefit from both academic institutions paving the way for future collaborations. With possible future state budget restrictions, this collaboration provides a unique and sustainable endeavor between “sister” universities in North Carolina. The well-established RN-BSN online program at Appalachian currently serves as the foundation of future online programs.

In addition, interdepartmental collaboration with simulation and didactic instruction will greatly benefit the Appalachian program. For example, the Physician Assistant (PA) program and the BSN program at Appalachian currently are co-developing simulation experiences which will support the primary healthcare provider from each role. The addition of MSN students and faculty in this ongoing collaboration will serve to strengthen the learning experience. The proposed MSN program will further add
to an already well-established nursing program and will heighten care wherever Appalachian nursing students are found.

3. **Student demand. Provide any update to the documented evidence of student demand presented in Appendix A.**

Developing nurse educators through graduate education has been prioritized as an urgent need, since nursing school capacity is linked to the availability of qualified nurse educators to teach and lead nursing education programs (AACN, 2011; Buerhaus, 2009; Institute of Medicine, 2011). Experts say that unless nursing education opportunities are expanded, the United States will experience a shortage of more than 260,000 Registered Nurses (RNs) by 2025 (Robert Woods Johnson Foundation, May 2010). This projected shortage substantiates the need for more educators in order to prepare new nurses for the workforce. Local colleges and universities have been unable to fill vacancies with qualified applicants.

The Associate Degree in Nursing (ADN) is the route most frequently chosen as the entry into professional nursing. More than 12,000 ADN graduates took the NCLEX- RN exam forRegistered Nurses between 2006 and 2010 (Ralls, R. S., 2011). Twelve of the 58 community colleges in North Carolina that offer the ADN are in the northwestern part of the state. These programs typically have long waiting lists for students seeking admission. Again, faculty shortage and lack of facilities for clinical practice are crucial determinants of admission. An MSN program at Appalachian would prepare more nurse educators for faculty positions within these institutions in our region.

The addition of an MSN program at Appalachian is supported by the private provider community. The economic development group Caldwell 20/20, with strong support from Caldwell Memorial Hospital based in Lenoir, NC, donated $300,000 to the College of Health Sciences to support nursing programs at Appalachian and to assist with a feasibility study and preliminary work towards developing an MSN program. Increasing MSN-prepared nurse educators will lead to increasing numbers of RNs, which was deemed as an important factor in the economic development of Caldwell County and the surrounding region. Appalachian has developed close working relationships with several community colleges through the RN to BSN program, and there is substantial support from the community colleges for the addition of an MSN program.

Currently, Appalachian State University offers no graduate degrees in nursing. Therefore offering a Master of Science Degree in Nursing would present an opportunity for nurses with baccalaureate degrees to pursue advanced study in their professional field. Nurses with a desire to pursue graduate study in their career field have not been served previously by this institution.

Appalachian State University has a very successful online RN-BSN program in which over 120 students are admitted for the Fall 2014 cohort with a total program enrollment of over 200 students. Previous students in this program have evaluated the instructors very highly in their course evaluations, and some have inquired about the developing MSN
program with a consideration to enroll if Appalachian is given authorization to add the program.

4. **Societal demand and employability of graduates.** Provide any update to the documented evidence of societal demand and employment opportunities presented in Appendix A.

The employment outlook for the MSN-RN is strong on the national, regional, state and local level. Several trends related to the nursing workforce are driving the opportunities for employing MSN-RNs. Employment opportunities are likely to become available due to an aging nursing education workforce. In North Carolina, the average age of nursing faculty was 52 years (AACN, 2012). Aging nursing faculty members are retiring more rapidly than practicing registered nurses. There is an inadequate pool of younger qualified faculty for replacement. In addition, economic circumstances create financial incentives for some nurses to earn an advanced nursing degree. All of these factors support the strong potential for employment of the MSN-RN. Regulatory and accrediting agencies are strongly recommending advanced educational preparation for nurses.

**National-Regional Employment Outlook**

The 2013 National Nursing Workforce Survey of Registered Nurses reported that 87% of MSN-RNs were employed in nursing. Forty-seven percent of those are employed in nursing education. The Bureau of Labor Statistics (2012) projects a 35.4% increase (24,000 positions) in nursing faculty nationally from 2012 to 2022 (http://www.bls.gov/emp/ep_table_102.htm). According to the American Association of Colleges of Nursing (AACN), "Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for professional registered nurses continue to grow" (AACN, 2012). AACN reported that 75,589 qualified candidates were turned away from baccalaureate and graduate programs in 2011 with faculty shortage listed as a reason for not being able to accept these candidates (AACN, 2011-12 Enrollments and Graduations in Baccalaureate and Graduate Programs in Nursing, 2012). The AACN (Special Survey on Vacant Faculty Positions, 2012) in its national survey of nursing schools offering baccalaureate and/or graduate nursing programs (n=662), noted a total of 1,181 full time faculty vacancies were reported. In addition, 103 schools indicated that they did not have a vacancy but needed additional faculty. In the southern region, 9.1% of schools with nursing programs reported full-time vacancies for the academic year 2012-2013 (Special Survey on Vacant Faculty Positions, 2012).

**State Employment Outlook**

In North Carolina the nursing faculty shortage is equally profound. According to the AACN annual survey (2012), in the state of North Carolina, 1,943 qualified applicants to programs of nursing were turned away in 2011, an annual number that has steadily grown since 2007. According to the AACN (2011) survey there were 22 faculty vacancies in North Carolina nursing programs. A faculty “vacancy” can only be assessed when a university is granted a position and a vacancy is posted.
Because of insufficient funding, nursing faculty positions (although needed) often are not approved for hiring. Based on conversations with colleagues at sister universities in North Carolina and community colleges, it is apparent that the need exceeds the posted vacancies.

**Societal Demands**

In addition to the positive employment outlook, societal demand exists from professional, accreditation and regulatory entities calling for graduate education of nurses. The North Carolina Nursing Association has endorsed increased educational preparation for nurses in the state of North Carolina (position statement available at [www.ncna.org](http://www.ncna.org)). Yet persistent faculty shortages limit the ability to meet the societal demands for MSN-RN.

Hospital Magnet recognition has motivated change in the educational preparation of the staff RN and other nursing leaders including educators and administrators. It is anticipated that prepared MSN-RNs employed as clinical leaders will be the next trend in hospital care. The Community Advisory Board for the Department of Nursing at Appalachian State University discussed clinical leaders as an anticipated future trend for MSN-RN. The Community Advisory Board is comprised of representatives of healthcare organizations and are potential employers of MSN graduates (see Exhibit D). At the December 2013 meeting, members expressed considerable interest in the provision of an MSN program at Appalachian and indicated a strong interest in hiring MSN program graduates. Local clinical agencies expressed a need for future employment of the MSN prepared Registered Nurses in the clinical areas.

Conversations with nursing leaders at tertiary and rural community hospitals provide evidence of an evolving role for the MSN-prepared RN. Respondents indicated that the MSN-prepared nurse is critical in meeting health care changes stemming from the Affordable Care Act (ACA). Changes from the ACA not only include varied and expanded nursing roles but a greater emphasis on assisting patients to successfully transition back into the community. Healthcare facilities’ goals include decreasing patient days and decreasing re-admissions to improve facility reimbursement. This change from an illness to a wellness perspective creates a need for nurses qualified to manage and care for patients in an advanced role, such as “Transitional Care” MSN-RN which is an advanced role of the MSN-RN.

The MSN-RN is knowledgeable of management and leadership principles, and nursing care processes and modalities to meet institutional needs. Comments from nursing leaders in the region emphasized the urgency of this new MSN role as evidenced by rapid expansion of nurses pursuing graduate education. Nursing leaders from the Northwest Area Health Education Center (AHEC) reported a high demand for the MSN prepared nurse as educator, researcher, consultant and leader in both acute and community settings.

In 2006, the North Carolina Board of Nursing raised the minimum educational requirement to an MSN for full time nursing faculty teaching in all nursing programs in
the state. This change is consistent with The Institute of Medicine Report, *The Future of Nursing: Leading and Advancing Health*, which recommended ensuring that at least “ten percent of all baccalaureate graduates matriculate into a masters or doctoral program within five years of graduation” (IOM report recommendation 5). It is also recommended that private and public funders, “should expand funding for programs offering accelerated graduate degrees for nursing the production of masters and doctoral nurse graduates” (available at IOM.edu) by the year 2020 in order to contribute to the societal demand for nursing faculty, educators and nurse researchers.

Although hiring an MSN prepared Registered Nurse within the North Carolina community college system may be limited in some institutions due to budgetary constraints, maintaining an adequate supply of needed candidates is critical for the community college and university systems, as well as other educational institutions. Program managers and directors at community colleges in the western region of North Carolina reported both part-time and full-time vacancies. All of the Associate Degree in Nursing programs contacted described the inability and limitations to find qualified nursing faculty in the western region of North Carolina.

Three of the program managers reported that their recent MSN faculty searches produced no qualified faculty candidates. One of the accreditation standards of the Accreditation Commission for Education in Nursing (formerly National League for Nursing Accrediting Commission) requires that community colleges pursuing accreditation must employ 75% or more of nursing faculty with a graduate degree. Additionally, the North Carolina State Board of Nursing (NCBON) proposed that schools of nursing employ at least 80% full-time and at least 50% part-time graduate prepared nursing faculty in the community college by 2021 (www.NCBON.com, amendment 21; NCAC36.0318 faculty).

A June 2014 search of two databases (HigherEd, www.higheredjobs.com/search; and the North Carolina Community College System) identified 27 full-time and 13 part-time MSN prepared nursing faculty vacancies in the western region of North Carolina alone. A graduate degree in nursing at Appalachian State University will alleviate some of the educational deficiencies in community colleges, 4-year University and practice settings. Based on this evidence, an MSN-RN degree at Appalachian will meet the current and future societal demand.

Leaders of community colleges, hospitals and other healthcare providers in the region have expressed support for the MSN program at Appalachian State University. These leaders have indicated that this program will meet their needs for nurses with advanced degrees specializing in education. Conversations were held with many health care leaders throughout NC and all of them expressed support for this MSN program. (Letters of support are attached as Exhibit B.) These leaders confirmed that the proposed MSN program would produce highly sought after graduates valued for their skills with simulation, technology, and knowledge of health care in rural communities. Letters of support for the proposed MSN degree program at Appalachian State University have been received from the following individuals.
and organizations throughout North Carolina:

- Alice Salthouse, Chief Executive Officer
  High Country Community Health  Boone, NC
- Amar Patel, Director
  WakeMed, Center for Innovative Learning  Raleigh, NC
- Annette Hines, Chair of Graduate Studies
  Presbyterian School of Nursing; Queens University  Charlotte, NC
- Beth Lovette, Director
  Appalachian District Health Department  Boone, NC
- Brenda Stepp, Department Head for Nursing
  Catawba Valley Community College  Hickory, NC
- Catherine Freeman, Nursing Director
  Western Piedmont Community College  Morganton, NC
- Cindy Jarrett-Pulliam, Chief Nursing Officer
  Novant Health Forsyth Medical Center  Winston-Salem, NC
- Claire Cline, Senior Vice President and Chief Nursing Officer
  Appalachian Regional Healthcare System  Boone, NC
- Daria Kring, Director of Nursing Practice, Education and Research
  Novant Health Forsyth Medical Center  Winston-Salem, NC
- Deborah Krueger, Past Director of Nursing
  Wake Forest Baptist Health  Winston-Salem, NC
- Denise Michaud, Health Director
  Caldwell County Health Department  Lenoir, NC
- Frank Castelblanco, Director Division of Regional Services
  Mountain Area Health Education Center  Asheville, NC
- Garrett Hinshaw, President
  Catawba Valley Community College  Hickory, NC
- Glenda Livengood, Director, Students Program
  Novant Health, Inc.  Winston-Salem, NC
Nursing and community college leaders in our region have requested an MSN program and have expressed support of Appalachian’s proposed MSN program as an avenue for alleviating the shortage of nurse educators in the region.

Appalachian State University has conducted two needs assessment surveys to determine the interest of RNs throughout NC toward pursuing an MSN degree. The needs assessment survey that was conducted in 2011 indicated that nurses in the region are interested in the higher level of scholarship that the MSN program would provide. A similar survey conducted with RNs during the months of July and August 2013 found very similar patterns of demand for MSN education. The survey asked
questions about the likelihood an individual would pursue an MSN degree, the desired mode of study, and desired concentrations and specialty areas of study in an MSN degree program. Key results of the survey are:

- Of the 296 respondents, 83% indicated they were likely to pursue an MSN degree within the next five years.

- Among the respondents indicating likelihood to pursue an MSN degree, the following were indicated as home counties:

  **Table II:1 Survey responses: Home Counties of RNs Likely to Pursue an MSN degree**

<table>
<thead>
<tr>
<th>Count of Respondents</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catawba 66</td>
<td>23%</td>
</tr>
<tr>
<td>Burke 55</td>
<td>19%</td>
</tr>
<tr>
<td>Forsyth 46</td>
<td>16%</td>
</tr>
<tr>
<td>Caldwell 28</td>
<td>10%</td>
</tr>
<tr>
<td>Rowan 19</td>
<td>7%</td>
</tr>
<tr>
<td>McDowell 10</td>
<td>4%</td>
</tr>
<tr>
<td>All other 62</td>
<td>22%</td>
</tr>
</tbody>
</table>

- Among the respondents indicating likelihood to pursue an MSN degree, the following were indicated as preferred areas of specialization (respondents could choose multiple specialties):

  **Table II:2 Survey responses: Preferred areas of specialization**

<table>
<thead>
<tr>
<th>Count of Respondents</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Practitioner 128</td>
<td>53%</td>
</tr>
<tr>
<td>Nursing Education 96</td>
<td>40%</td>
</tr>
<tr>
<td>Nursing Administration/Leadership 92</td>
<td>38%</td>
</tr>
<tr>
<td>Community Health Nursing 42</td>
<td>18%</td>
</tr>
<tr>
<td>Adult Health Nursing 39</td>
<td>16%</td>
</tr>
<tr>
<td>Nurse Anesthesia 23</td>
<td>10%</td>
</tr>
<tr>
<td>Other 20</td>
<td>8%</td>
</tr>
</tbody>
</table>
● The following were indicated as desired focus areas in an MSN program: (respondents could choose multiple focus areas)

Table II:3 Survey responses: Desired focus areas for MSN study

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Count of Respondents</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality, patient safety</td>
<td>137</td>
<td>57%</td>
</tr>
<tr>
<td>Health care redesign &amp; innovation</td>
<td>92</td>
<td>38%</td>
</tr>
<tr>
<td>Simulation education methods</td>
<td>86</td>
<td>36%</td>
</tr>
<tr>
<td>Interprofessional education</td>
<td>85</td>
<td>35%</td>
</tr>
<tr>
<td>Nursing informatics</td>
<td>74</td>
<td>31%</td>
</tr>
<tr>
<td>Rural health/ cultural competency</td>
<td>73</td>
<td>30%</td>
</tr>
<tr>
<td>Global health</td>
<td>35</td>
<td>14%</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>8%</td>
</tr>
</tbody>
</table>

● Among the respondents indicating likelihood to pursue an MSN degree, the following were indicated as desired mode of delivery of an MSN program:

Table II:4 Survey responses: Desired mode of delivery for MSN program

<table>
<thead>
<tr>
<th>Mode of Delivery</th>
<th>Count of Respondents</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly online with occasional face-to-face class meetings</td>
<td>105</td>
<td>43%</td>
</tr>
<tr>
<td>Completely online</td>
<td>70</td>
<td>29%</td>
</tr>
<tr>
<td>Some face-to-face and some online</td>
<td>57</td>
<td>24%</td>
</tr>
<tr>
<td>Completely face-to-face</td>
<td>9</td>
<td>4%</td>
</tr>
</tbody>
</table>

Based on the needs assessment survey results, Appalachian State University’s MSN program will meet the needs of RNs in northwestern North Carolina, similarly to our experience with Appalachian’s online RN to BSN program that primarily serves students in the northwest area. Nursing education is the second highest demanded MSN specialization, and the highest rated program that the Department of Nursing is able to offer at the present time. Simulation education methods are demanded by 36% of the respondents and rural health issues by 29% of the respondents (see Table II.2). Other topics such as quality, patient safety and health innovation, and rural health issues also received high numbers of responses indicating interest in these concepts for an MSN program which would be incorporated into assignments and practicum options in the proposed MSN program (see Table II.3). These
concepts will be woven into the planned courses, and in the future, offering certificate programs will be considered. Appalachian believes the MSN program will improve the graduates’ understanding of rural health issues, thereby impacting the health care in rural communities in the northwest region of the state, consistent with the reported employment of the MSN-RN workforce (The 2013 National Nursing Workforce Survey of Registered Nurses, 2013 p. s31). The needs assessment survey also indicates a preference for mostly online with occasional face-to-face class meetings, which is the delivery format proposed (See Table II.4).

In summary, the employment and demand for the MSN prepared RN is strong at the national, regional, state and local levels. Major forces driving employment and demand include the aging of nursing faculty, increased regulatory demands for graduate qualifications, and expanding roles of MSN-RNs in managing the continuum of care across settings of care. Locally there is an ongoing unfilled need for full-time and part-time nursing faculty as demonstrated by the investigation for this proposal. Additionally, there is a potential need for qualified MSN-RNs in acute and community care clinical settings due to the Affordable Care Act and accrediting and regulating agencies. Many qualified RN applicants to MSN degree programs are denied admission due to limited faculty resources. Phone calls to representatives of MSN programs in the state of NC during the summer of 2014 revealed that Winston-Salem State University, for example, turned away 50 applicants the previous academic year. Regional and national statistics strongly support the demand and employment of the MSN-RN. In conclusion, this program is critical for preparation of qualified MSN-RN nurses to meet the societal demands and healthcare needs of the citizens of North Carolina and beyond.

B. Provide any update to the discussion of similar degree programs and opportunities for collaboration presented in Appendix A. Discuss here the feasibility of a joint or collaborative degree program with one or more UNC institutions.

The MSN degree program proposed by Appalachian will meet needs in the state of North Carolina due to its focus on preparing nursing educators to teach using integrative teaching methodologies including simulation.

- Clinical placements based on students’ professional goals (academe or staff development). Students will be allowed to select practicum experiences not only in academic environments like nursing schools, which is common with most of the programs in the state, but also in practice settings. If the interest of a student is in staff development, for example, an acute care hospital setting for the practicum may be selected. Community settings for teaching projects could be acceptable depending on a student’s goals.

- **Full-time predominantly online study with some face to face built in to one hybrid course:** This format promotes opportunity for personalized and individualized instruction. Of the other programs in the state offering the MSN with a focus in nursing most are completely online. While online programs can be robust and challenging, the
MSN at Appalachian will involve opportunity for personal engagement of students while interweaving the methodologies for using online tools as one of many types of teaching strategies. This format of instruction will provide flexibility for the working nurse to complete the MSN degree program without an interruption of employment.

- Teaching methodologies that include techniques for teaching using integrative educational methodologies including simulation. Because the availability for clinical sites in which undergraduate nursing students practice clinical skills has become so competitive, it has become mandatory to incorporate simulation into nursing education programs. Not only does this use of simulation provide another learning environment for students, but it also allows for profound critical thinking opportunities as students assess scenarios, plan, and implement care in these safe, simulated environments, and then have opportunity to evaluate nursing actions in post-experience debriefings. Although the use of simulation is increasing in nursing programs across the nation, according to a recent survey of attendees at a clinical simulation conference, most nurse educators lack formal education in the use of simulation for educational purposes (Anderson, MA, Bond, ML, Homes, TL, Carson, DL. (2012). Acquisition of Simulation Skills: Survey of Users. Clinical Simulation in Nursing, 8, e59-e65). This study found that typically only one workshop is the extent of formal training in simulation offered to nurse educators. The MSN program at Appalachian State will focus on integrating educational methodologies across all subject areas for salience in nursing education, thus teaching potential nurse educators how to integrate simulation into a program of nursing to most effectively utilize it for the purpose of learning both the pedagogy and the technology.

- Potential for international educational experience will be available. Already Appalachian State University has established partnerships with universities in Pueblo, Mexico and in South Africa, and the Department of Nursing has met with representatives from each to discuss the potential for international collaborations. Students in the BSN program travel abroad in the spring semester over spring break to the Yucatan region of Mexico, and this opportunity will be opened to the MSN students as well. MSN students could be allowed to conduct practicums in one of these countries, develop educational projects, and assist with community assessments and developments. In addition to opportunities for international travel and scholarship, cultural issues will still be a component of the curriculum and strategies for integrating these concepts into instruction as nurse educators will be emphasized. This will add significantly to the MSN students’ understanding of the cultural issue pertaining to sub-populations that are growing in the state and region (i.e. migrants, Hispanic). The aim is for the MSN graduates to better understand the unique treatment needs of their local migrant and Hispanic patients and be able to convey the needs of these individuals to their own future students.

- Interdisciplinary sharing of resources: The MSN program proposes to collaborate with existing programs on the University campus such as the Department of Health and Exercise Science, and Information Technology. In addition, the College of Health Sciences at Appalachian State University has a new collaboration with the Physician Assistant (PA) program at Wake Forest University. Beginning in the summer of 2014 a cohort of PA students will be taught on the campus of Appalachian State, and the two universities will share resources. Collaboration between the Nursing Department and the
PA program will commence with simulation scenarios, however some problem-based learning collaborations are also anticipated. There is rich potential for collaboration with the MSN program both regarding simulation as well as problem-based learning.

- Program resources (faculty, simulation laboratories, etc.) already in use for the existing BSN program will be leveraged thereby creating efficiencies in the MSN program. Faculty are proficient at online education through skills gained in the online RN-BSN program. This improves productivity and efficiency for course delivery.

Because of Appalachian’s unique characteristic in the areas-of integrative educational methodologies the proposed MSN program does not duplicate other graduate nursing degree programs already established in the state. A summary follows of other MSN programs offered in North Carolina at both private and public universities. In the column labeled ‘Concentrations’ are listed any references to a specific focus.

<p>| Table II:5 Summary of MSN Degree Programs in North Carolina (Private Universities) |</p>
<table>
<thead>
<tr>
<th>University</th>
<th>Mode of Delivery</th>
<th>Part-time or Full-time</th>
<th>Concentrations or areas of specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duke University</td>
<td>Online and distance education</td>
<td>Part-time or Full-time</td>
<td>Advanced Practice Nursing; CRNA; Nursing leadership; Nursing informatics; Nursing education: faculty member in a pre-licensure program, continuing education for clinical staff, patient education <a href="http://nursing.duke.edu/academics/programs/msn">http://nursing.duke.edu/academics/programs/msn</a></td>
</tr>
<tr>
<td>Gardner-Webb University</td>
<td>Online</td>
<td>Full-time</td>
<td>Nursing administration (joint MSN/MBA joint degree); Nursing education: academic or health care setting <a href="http://www.gardner-webb.edu/academics/areas-of-study/nursing/graduate-degrees/masters-degrees/master-of-science-in-nursing">http://www.gardner-webb.edu/academics/areas-of-study/nursing/graduate-degrees/masters-degrees/master-of-science-in-nursing</a></td>
</tr>
<tr>
<td>Lenoir-Rhyne University</td>
<td>Face to face in Hickory &amp; Asheville</td>
<td>Full-time</td>
<td>Nursing administration; Nursing Education. <a href="http://nur.lr.edu/msn">http://nur.lr.edu/msn</a></td>
</tr>
<tr>
<td>Queens University of Charlotte</td>
<td>Face-to-face</td>
<td>Full-time</td>
<td>Primary Health Care (MSc degree, not MSN) <a href="http://nursing.queensu.ca/pr_msc_thesis">http://nursing.queensu.ca/pr_msc_thesis</a></td>
</tr>
<tr>
<td>University</td>
<td>Mode of Delivery</td>
<td>Part-time or Full-time</td>
<td>Concentrations or areas of specialization</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------</td>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>East Carolina University</td>
<td>Online</td>
<td>Part-time and full-time options</td>
<td>Nurse practitioner; Clinical nurse specialist; Nurse midwife; Nurse anesthesia; Nursing leadership; Nursing education: academic or clinical setting, complex educational environments, traditional &amp; non-traditional learners using emerging technologies. (<a href="http://www.nursing.ecu.edu/msn_concentrations">http://www.nursing.ecu.edu/msn_concentrations</a>)</td>
</tr>
<tr>
<td>UNC-Charlotte</td>
<td>Online</td>
<td>Part-time</td>
<td>Nurse practitioner; nurse anesthesia; community health nursing; nurse administrator Nurse Educator: academic positions teaching nursing at the entry into practice or RN-BSN levels in selected areas of expertise. (<a href="http://nursing.uncc.edu/degree-programs/graduate-msn-and-certificates/nurse-educator">http://nursing.uncc.edu/degree-programs/graduate-msn-and-certificates/nurse-educator</a>)</td>
</tr>
<tr>
<td>UNC- Greensboro</td>
<td>Online</td>
<td>Part-time</td>
<td>Nurse Anesthesia; Nursing Administration; Nurse Practitioner; MSN/MBA degree in Health Management Nursing education: Prepares graduates for careers in academic education, staff education, or patient education. (<a href="http://nursing.uncg.edu/MastersProgram">http://nursing.uncg.edu/MastersProgram</a>)</td>
</tr>
<tr>
<td>UNC- Wilmington</td>
<td>Online Certificate program</td>
<td>Full-time</td>
<td>Nurse practitioner; Clinical research/product development; Post-Master Certificate in Nursing Education: prepare qualified nurse educators in the proper use of nursing education theory (<a href="http://uncw.edu/son/academicprograms">http://uncw.edu/son/academicprograms</a>)</td>
</tr>
<tr>
<td>Winston-Salem State University</td>
<td>Face-to face (MSN or certificate program)</td>
<td>Part-time or full-time</td>
<td>Nurse Practitioner; Nurse educator: Prepares graduates to teach in undergraduate programs and to fill clinical education and staff development positions. (<a href="http://www.wssu.edu/school-health-sciences/departments/nursing/msn">http://www.wssu.edu/school-health-sciences/departments/nursing/msn</a>)</td>
</tr>
</tbody>
</table>

Compared to other programs in the state the proposed program is similar in the basic program of study because the core program for MSN programs is outlined in the Essentials of Master’s Education by the AACN. Many of the state programs offer a pathophysiology course, health assessment course and pharmacology core. Also similar is the offering of educational theories and strategies courses as well as a research course. Most of the programs, including the proposed program, offer the potential for conducting a research thesis or project. All include practicum requirements except the few that are certificate-only programs.
What is unique about the proposed program is that it is offered in a region of NC that is somewhat geographically isolated, being two hours away by car on a good weather day from any other MSN program. Health entities in our region would benefit from the placement of MSN students in practicums and course projects. In addition within the required courses there will be an emphasis on integrative educational methods as a pedagogical tool. Opportunities for study abroad and for practicum in rural areas will be available for students.

The current BSN program is accredited by the Commission for Collegiate Nursing Education (of the AACN). The addition of a Master of Science in Nursing program will constitute a substantive change, and information regarding the new program will be forwarded to the AACN per protocol. The Essentials of Master’s Education in Nursing have been followed in developing this MSN program, so it is anticipated that accreditation status will be extended to the new program.

Nationally 92 universities offer MSN nurse educator programs. The geographic breakdown of the programs is as follows: in the Northwestern US: 5 programs, Southwestern US: 6 programs, Midwest: 30 programs, Northeast: 19 programs and in the Southeast (including NC): 19 programs.

Potential for collaboration with existing UNC programs:
Appalachian State University has worked with the University of North Carolina at Wilmington to develop a plan for course-sharing. UNC-W currently has a MSN program with a nurse educator option that offers some similar courses to those proposed for the program at Appalachian State University. At Exhibit C is a Memorandum of Understanding between the Dean of Appalachian’s College of Health Sciences and UNC-W’s College of Health and Human Services documenting the intent to collaborate on the offering of MSN programs at the two universities.

In addition, UNC-W has agreed to collaborate with Appalachia State University regarding graduate nursing education and initial conversations regarding partnership opportunities have taken place. Because the simulation laboratory at UNC Wilmington includes a community health bay and an operating room suite (neither of which Appalachian State currently has), opportunities exist for expanding the simulation exposure for Appalachian State students when collaboration between the two universities is implemented. In return UNC-W would have the benefit of master’s level students from Appalachian State to assist with their BSN student simulation exercises.

Finally, because Appalachian State University has international connections, another opportunity for collaboration will exist as the study abroad options are made available to MSN students at other UNC Universities. The faculty will explore reciprocal arrangements with other universities that offer international study abroad.
C. Enrollment (baccalaureate programs should include only upper division majors, that is, juniors and seniors).

Please indicate the anticipated first year and fourth year steady-state enrollment (head count) for the proposed program.

Year 1: Full Time: 24  Part-time: 0  Total: 24
Year 4: Full-time: 60  Part-time: 0  Total: 60

III. PROGRAM REQUIREMENTS AND CURRICULUM

A. Program Planning

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

Public Universities:

- East Carolina University-online
- UNC-Chapel Hill-hybrid
- UNC Charlotte- online
- UNC-Greensboro- online
- UNC-Wilmington-online
- Western Carolina University-online
- Winston-Salem State University-(face-to-face)

Private Universities:

- Duke University-online
- Gardner-Webb University-online
- Queens University of Charlotte (face-to-face)

2. List institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports or committee findings generated in planning the proposed program.

Institutions Visited: University of North Carolina at Charlotte

Institutions Consulted: East Carolina University
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro
Western Carolina University
University of North Carolina Wilmington
The ASU Department of Nursing’s Community Advisory Board has been involved in discussions regarding the curriculum and need for the proposed MSN program. The most recent meeting was December 6, 2013. Please see a list of the current Appalachian State University Department of Nursing Community Advisory Board members in Exhibit D.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).
   - Minimum admission requirements for graduate study as established by the University
   - A Bachelor of Science in Nursing (BSN) degree with an upper division nursing major from a program accredited by the National League for Nursing (NLNAC) or the Commission on Collegiate Nursing Education (CCNE). Or a student who is a graduate of an accredited associate degree nursing program or diploma nursing program with a baccalaureate degree in another field is also admissible.
   - Current, unrestricted RN license in North Carolina or a state participating in the Nurse Licensure Compact (NLC) with North Carolina
   - Undergraduate grade point average of 3.0 on a 4.0 scale
   - Bachelor’s or post-Bachelor’s course work must include satisfactory completion (grade of C or higher) of a course in descriptive and inferential statistics (basic biostatistics)
   - Bachelor’s or post-Bachelor’s course work must include satisfactory completion (grade of C or higher) of a course in research.
   - Satisfactory performance on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) within the past five years.
   - Completion of application for graduate study and supplemental forms for the Master of Science in Nursing Program.
   - Applicants must have at least one year of nursing experience before matriculation.
   - Successful admission to the MSN program is contingent on a satisfactory criminal background check that will be reviewed by the Admissions Committee and the Graduate School. Applicants who are recommended for admission will be contacted with instructions for obtaining the background check.
   - Complete graduate application and non-refundable application fee.
   - Official transcripts of all previous college-level academic work.
   - Three letters of reference pertaining to academic ability, professional competency
and personal character.

- A current resume including career goals and a statement of the applicant’s philosophy of nursing.

- Health and immunization records: a health assessment by a licensed provider, immunizations, TB screening, and Basic Life Support certification for Healthcare providers

C. Degree requirements. List the following:

1. Total hours required. State requirements for Major, Minor, General Education, etc.

   The Master of Science in Nursing (MSN) program consists of 36 credit hours. No minor, and no general education courses are required.

2. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

   A thesis or research project will be required; Students can elect a non-thesis option, in which case they will conduct a research project.

   A minimum average of 3.0 is required and no more than 3 grades at the C level (C or C-) are allowed.

   Students must maintain a B average overall to maintain their status in a graduate program at ASU.

For graduate programs only, please also list the following:

3. Proportion of courses open only to graduate students to be required in program:

   The courses that are listed (section D) comprise the total curriculum and are available only to graduate students in the MSN degree program (100% of the courses).

4. Grades required

   A minimum average of 3.0 is required and no more than 3 grades at the C level (C or C-) are allowed.

   Students must maintain a B average overall to maintain their status in a graduate program at ASU.
5. Amount of transfer credit accepted

   Up to 6 semester hours may be accepted as transfer credit upon approval from the nursing faculty.

6. Language and/or research requirements

   English language program with English proficiency TOEFL score

7. Any time limits for completion

   The curriculum is organized to be completed sequentially as a cohort. If a student drops out for a term or fails to progress they will need to reapply to be considered for readmission with the next cohort.

D. For all programs, list existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed.

   All of the courses listed are required in the curriculum and are new courses. They are numbered as 5000-level courses because they are graduate courses. They are meant to be sequential so the numbers ascend with progression.

   **1st year: Fall Term**

   **NUR 5040 - Theories for Advanced Nursing Practice** (3 SH): This course is designed to provide students with the necessary knowledge and skills to integrate theories from behavioral, social, applied, and nursing science to both individual patients for whom they directly care and to those individuals for whom they are indirectly responsible. Holistic concepts of human beings, health (emphasizing global and rural health), nursing, and environment provide the foundation for comparing nursing theories. Exploration of theoretical frameworks relevant to nursing provides student knowledge to develop specific care concepts pertinent to cultural diversity, health promotion, and comprehensive practice. Special emphasis is on the integration and application of theory into advanced nursing practice.

   **NUR 5050 - Educational Theories for Nursing Academic and Practice Settings** (3 SH). This course explores foundational knowledge required for the integration of educational theories for the nursing profession. Major research based theories of adult learning, health communication, health literacy, simulation and technology, and knowledge development in nursing will be investigated. Students will assess the implications of these theories in academia and practice settings.

   **NUR 5070 - Contemporary Issues in Nursing** (3 SH). This course enables students to analyze contemporary issues in nursing, including concepts related to quality improvement, patient safety, global health, rural health, healthcare policy, organization, technology in nursing, financing, the global healthcare environment and perspectives, informatics, health disparities, and inter-professional practice. An emphasis will be placed on a systematic
approach to the economic, legal and political factors that influence health care.

1st Year: Spring Term

*NUR 5150 - Advanced Health Assessment for Adults* (3 SH) This course prepares the student to perform advanced health assessment of adults building on the student’s basic knowledge and skill acquired in undergraduate coursework. Emphasis is placed on the following: analysis of assessment findings to determine leading health needs for well individuals and those with health variances, health risk factor analysis, inter-professional collaboration, health promotion, health literacy, global health, rural health, and clinical decision making. Proficiency in performing a culturally sensitive, holistic, comprehensive health assessment and physical examination is expected upon course completion.

*NUR 5200 - Pathophysiology for Advanced Nursing* (3 SH) This course builds upon the students’ preparation of biological and physical sciences in the management of health promotion and wellness, disease prevention, and disease management of culturally diverse individuals. Emphasis is placed upon physiology and pathophysiological concepts in an effort to strengthen his/her scientific background and facilitate his/her understanding of nursing and the etiology of physiological disruptions. Upon successful completion of this course the student will integrate broad, organizational, patient-centered and culturally competent concepts to pathophysiological understanding in the safe delivery, management, and evaluation of evidenced-based nursing, clinical prevention, population care, and services to individuals and their families.

*NUR 5250 – Nursing Research for Evidence-Based Practice* (3 SH) This course is designed to provide students with the necessary knowledge and skills to bring evidence-based practice to both individual patients for whom they directly care and to those individuals for whom they are indirectly responsible. These skills include knowledge acquisition and dissemination, working in groups, and the application and utilization of research related to global and rural health problems and advanced practice nursing.

1st Year: Summer Term

*NUR 5715 - Instructional Strategies for Nursing and Informatics* (3 SH) This course builds on the educational theories by developing classroom and clinical instructional strategies. Advanced technological knowledge and skills such as use of simulation are emphasized to enhance student learning in numerous settings. The course will include examination of a variety of instructional strategies for creating positive learning environments and evaluating pedagogical strategies. Emphasis is placed on the development and use of creative, interactive strategies and technology supported strategies that challenge and engage the learner.

2nd Year: Fall Term

*NUR 5800 - Advanced Pharmacology for Nursing* (3 SH) This course presents advanced pharmacological concepts as a foundation for theory and practicum courses. Related concepts of critical thinking, evidence-based practice, health literacy, rural and
global health, interdisciplinary communication, legal and ethical parameters of practice, and care integration are applied through case study analysis, online discussions, and written assignments.

*NUR 5810 - Educational Tests and Measurement in Nursing* (3 SH) This course is designed to provide nurse educators with the necessary knowledge and skills to measure and evaluate learning outcomes in a variety of settings. Audiences may include nursing students, patients, or other nursing personnel. The concepts of testing, measurement, and evaluation are studied from a nursing perspective. Social, ethical, and legal issues associated with testing and measurement are explored along with continuous quality improvement for program evaluation.

*NUR 5820 – Nursing Program Development and Evaluation* (3 SH) This course is designed to introduce the student to the ongoing process of development and evaluation of nursing curricula. The teaching, learning, and evaluation processes are examined from the standpoint of education and nursing research and the effect on various curriculum patterns with emphasis placed on the context-relevant curriculum. The course provides opportunity for examination of factors that influence curriculum development, implementation, and evaluation, as well as consideration of the integration of rural and global health concepts and use of technological strategies.

2nd Year: Spring Term

*NUR 5900 – Nursing Education Practicum* (3 SH) This course provides nurse educators with 120 hours of practical experiences in a teaching role. Students, under the guidance of a mentor/preceptor, design educational offerings based on identified learning outcomes. Best practices regarding instruction and evaluation for culturally diverse audiences are examined.

*NUR 5999 - Thesis* (3 SH)


IV. FACULTY

A. (For undergraduate and master’s programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACS may be submitted. For master’s programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.

Department of Nursing tenure track faculty members are listed in Table IV.1 with name, rank, degrees, experience, and expertise. In order to be eligible to teach at the graduate level, faculty must apply for and be approved for university graduate faculty membership. This process is detailed in the Faculty Handbook, and also available online at [http://www.graduate.appstate.edu/facultystaff/gradfaculty/gradfaculty.pdf](http://www.graduate.appstate.edu/facultystaff/gradfaculty/gradfaculty.pdf). Faculty members will apply for graduate faculty membership when reappointed, or when being considered for
promotion and tenure or post-tenure review every five years. An application with a cover letter is forwarded to the Dean of the faculty member’s college, then to the Dean of the Graduate School. Applicants must be current in their discipline and show evidence of effective teaching and mentoring at the graduate level. This may be evidenced through the development of new graduate level courses, directing graduate theses, co-authoring with graduate students, etc. Applicants must also demonstrate engagement in graduate education and research. This could be evidenced in a variety of ways including service on committees dealing with graduate issues and advising and admissions of graduate students.

Affiliate faculty members have been appointed to the nursing faculty to serve as consultants and advisors as the MSN program is implemented. Five nurse leaders with extensive experience in graduate nursing education have accepted affiliate nursing faculty membership at Appalachian State University and are shown in Table IV-2.

Department of Nursing faculty have various kinds of experience in graduate education, although the department does not currently offer a graduate degree. This experience includes teaching graduate courses, serving as preceptor or mentor for MSN students at other universities, serving on nursing graduate thesis or dissertation committees and serving on graduate nursing committees. A summary of the faculty’s experience in graduate education follows.

Dana Brackney, PhD, Assistant Professor
- Mentored two MSN students from Gardner-Webb University and East Carolina University
- Member, Proposed MSN Task Force, Appalachian State University
- Member, Graduate Faculty, Appalachian State University

Teresa Carnevale, PhD, Assistant Professor
- Precepted three MSN Students from The University of North Carolina at Charlotte, The University of North Carolina at Greensboro and East Carolina University
- Served as a committee member for two nursing dissertations (The University of North Carolina at Charlotte and East Carolina University)
- Served as Vice President on Academic Integrity Committee for Doctoral Students at the Medical University of South Carolina
- Member, Proposed MSN Task Force, Appalachian State University

Beth Fiske, PhD, Assistant Professor
- Presented lectures for MSN courses including Nursing Theory and Advanced Assessment
- Nurse Educator Clinical Practicum at Carson-Newman University
- Precepted four students for MSN Nurse Educator Clinical Practicum at King University and Carson-Newman University
- Precepted two students for Neonatal Nurse Practitioner Clinical Preceptorship for The University of Tennessee
- Served on four thesis committees; served on four MSN project committees; Chaired one thesis project committee
• Graduate Faculty member at Appalachian State University
• Served on Carson-Newman University Nursing Research Committee (2009-2014); served as committee chair from 2011-2013
• Served on Carson-Newman University Admission/Progression Committee (2012-2014)
• Served on Carson-Newman Student Affairs Committee (2012-2013)

Carolyn Huffman, PhD, Assistant Professor

• Teaching Assistant, N972 Statistical Models for Health Research (spring terms 2013 and 2014), The University of North Carolina at Chapel Hill School of Nursing; Responsibilities included teaching the SAS programming lab component, planning homework assignments, in-class review of homework and concepts, and consultation on class analysis projects.
• Member, Dean’s Advisory Council, The University of North Carolina at Chapel Hill School of Nursing, 2010-2011
• Member, Graduate Faculty, Appalachian State University

Vickie Hughes, DNS, Associate Professor

• Member, Graduate Faculty, Appalachian State University

Linda Johanson, EdD, Associate Professor

• Mentored graduate nursing students from Western Carolina University, East Carolina University, and The University of North Carolina at Greensboro for practicum experience in nursing education
• Member, three graduate nursing dissertation committees
• Chair of the Proposed MSN Task Force at Appalachian State University
• Member, Graduate Faculty, Appalachian State University

Susan Lane, PhD, Assistant Professor

• Member, Graduate Faculty at Gardner-Webb University and taught the following courses:
  o Nursing 610 and 612, Theses (2012 and 2013), MSN
  o Nursing 616, Advanced Nursing Practicum (2012 and 2013), MSN
  o Nursing 711 and 712, DNP Project Capstone (2013)
  o Nursing 707, Advanced Curriculum Theory and Development in Nursing (2012 and 2013), DNP
  o Nursing 601, Curriculum Theory and Application (2012), MSN
• Precepted two MSN students from Gardner-Webb University; scheduled to precept one MSN student from UNC Charlotte in Fall 2014
• Co-Author publication with a DNP student; multiple poster presentations with
DNP and MSN students
- Served as Chair, one DNP project committee, Gardner-Webb University; served as Chair, four thesis committees at Gardner-Webb University
- Currently serving as a committee member for one DNP project committee at Gardner-Webb University
- Gardner-Webb University: Graduate Curriculum Committee (2010-2013); Chair of the Institution Review Board, School of Nursing (2012-2013)
- Member, Proposed MSN Task Force at Appalachian State University
- Member, Graduate Faculty, Appalachian State University

Wendy Miller, DNP, Clinical Assistant Professor
- Precepted four graduate students from East Carolina University, The University of North Carolina at Wilmington, and The University of North Carolina at Greensboro for MSN practicums

Phoebe Pollitt, PhD, Associate Professor
- Completed an independent study with a graduate student in Appalachian Studies, Spring 2013
- Precepted eight student teachers from other MSN programs such as The University of North Carolina at Greensboro, East Carolina University and Gardner-Webb University
- Published two articles with Appalachian State University history graduate students
- Co-presented (podium) with one Appalachian State University history graduate student
- Member, Proposed MSN Task Force at Appalachian State University
- Member, Graduate Faculty, Appalachian State University

Kim Priode, PhD, Assistant Professor
- Precepted three MSN students from Western Carolina University, Kings University and East Carolina University
- Member, Proposed MSN Task Force at Appalachian State University
### Table IV:1 FACULTY ROSTER -- APPALACHIAN STATE UNIVERSITY, DEPARTMENT OF NURSING

<table>
<thead>
<tr>
<th>NAME</th>
<th>ACADEMIC RANK</th>
<th>Degree and Institution</th>
<th>Major</th>
<th>Type of Program</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total Years</th>
<th>AREA OF CLINICAL EXPERTISE AND CERTIFICATION</th>
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<tr>
<td>Dana Brackney</td>
<td>Assistant Professor</td>
<td>BSN: Rush University, Chicago, IL</td>
<td>Nursing</td>
<td>BSN</td>
<td>X</td>
<td>X</td>
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<td>Simulation Lab Director, Health assessment, Advanced practice nurse, Advanced Diabetes Manager, Certified Diabetes Educator, Clinical Nurse Specialist</td>
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<td>MSN: The University of North Carolina Chapel Hill, NC</td>
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<td>RN to BSN</td>
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<td>PhD: East Tennessee State University, Johnson City, TN</td>
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<tr>
<td>Teresa Carnevale</td>
<td>Assistant Professor</td>
<td>ADN: Catawba Valley Community College</td>
<td>Nursing</td>
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<td>Beth Fiske</td>
<td>Assistant Professor</td>
<td>BSN: West Virginia University, Morgantown, WV</td>
<td>Nursing</td>
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<td>Maternal Child Nursing, Advocacy CNE, Disaster Nursing, Community Nursing, Neonatal Nurse Practitioner, Pediatric Clinical Nurse Specialist</td>
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</table>
| Carolyn Huffman | Assistant Professor | BSN: The University of North Carolina Chapel Hill, NC  
MSN: The University of North Carolina Chapel Hill, NC  
Certificate: The University of North Carolina Chapel Hill, NC  
PhD: The University of North Carolina Chapel Hill, NC | PhD ADN            | Statistics  
Nursing Research  
Women’s Health  
Critical Care |
| Vickie Hughes   | Associate Professor | Bachelor of Science Degree: Medical University of South Carolina, Charleston, SC.  
Master’s in Counseling and Human Development, Troy State University, Troy AL.  
Master of Science in Nursing, University of Alabama at Birmingham, AL  
Doctorate of Nursing Science, Louisiana State University Health Science Center, LA | Military Experience BSN | Nursing Leadership  
Medical-Surgical Nursing  
Military Training Programs  
Simulation  
Psychiatric Nurse Practitioner |
| Linda Johanson  | Associate Professor | ADN: Lincolnland Community College, Springfield Illinois  
Bachelors in Nursing: University of Illinois/ Sangamon  
MSN: University of Illinois/ Peoria  
EdD: Northern Illinois University | Diploma ADN RN to BSN BSN | Nursing education/ curriculum  
Adult health nursing  
Critical care Pharmacology  
Global studies  
CNE certified |
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<td>Susan Lane</td>
<td>Assistant Professor</td>
<td>BSN: The University of North Carolina at Wilmington</td>
<td>ADN</td>
<td>Maternal Child Long Term Care Nursing Education Health Disparities Nursing Leadership</td>
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<td>Wendy Miller</td>
<td>Clinical Assistant</td>
<td>BSN: Oral Roberts University</td>
<td>ADN</td>
<td>Medical Surgical Nursing Narrative Pedagogy Clinical Nurse Specialist Oncology Nursing Certified Nurse Educator Evidence Based Practice</td>
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<td>Professor</td>
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<td>DNP: Rush University</td>
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<tr>
<td>Phoebe Pollitt</td>
<td>Associate Professor</td>
<td>BSN: The University of North Carolina at Chapel Hill</td>
<td>RN to BSN</td>
<td>School Health Community Health Nursing History Curriculum Certified in School Nursing Home Health &amp; Hospice General Nursing Practice Certification</td>
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<tr>
<td>Kim Priode</td>
<td>Assistant Professor</td>
<td>BSN: Radford University</td>
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<td>CNE certified Maternal child Critical care Management CCRN</td>
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Table IV:2 AFFILIATE FACULTY ROSTER -- APPALACHIAN STATE UNIVERSITY, DEPARTMENT OF NURSING

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<tr>
<th>NAME</th>
<th>ACADEMIC RANK</th>
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<th>YRS EXPERIENCE IN HIGHER EDUCATION</th>
<th>CURRENT POSITION</th>
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| Virginia W. Adams      | Affiliate Professor | PhD, Child Development/Family Relations, University of North Carolina at Greensboro  
                        | MSN, Maternal Child Health, University of North Carolina at Chapel Hill           
                        | BSN, Winston-Salem State University                                              | 37 years                           | Director, NLN Center for Diversity and Global Initiatives                        |
|                        |                | Prior leadership experience in graduate nursing education:                         |                                    |                                                                                  |
|                        |                | • Dean, School of Nursing, University of North Carolina at Wilmington (1994-2008)  
                        | • Consultant on nursing education to Fayetteville State University (2008-2009)      |                                    |                                                                                  |
| Eileen Kohlenberg      | Affiliate Professor | PhD, Educational Administration in Nursing, The University of Texas at Austin      
                        | MSN, Medical-Surgical Nursing, The University of Texas at Austin                
                        | BSN, (Majors in Nursing and Psychology), Morningside College, Sioux City, Iowa | 35 years                           | Professor & Associate Dean for Graduate Programs, School of Nursing University of North Carolina at Greensboro |
| Gwen Sherwood          | Affiliate Professor | PhD, Adult Health Nursing, The University of Texas at Austin                      
                        | MSN, Medical-Surgical Nursing, The University of North Carolina at Chapel Hill   
                        | BSN, North Carolina Central University                                           | 37 years                           | Professor & Associate Dean School of Nursing, University of North Carolina at Chapel Hill |
| Sharon Starr           | Affiliate Professor | PhD, Nursing, The University of North Carolina at Greensboro                       
                        | MSN, Nursing Education, The University of North Carolina at Greensboro            
                        | BSN, The University of North Carolina at Chapel Hill                            
                        | ADN, Gardner-Webb University                                                     | 24 years                           | Dean School of Nursing, Gardner-Webb University                                   |
| Shirley Toney          | Affiliate Professor | PhD, Nursing Academic Administration, The University of Texas at Austin           
                        | MED, Adult & Community College Education, North Carolina State University        
                        | BSN, Wake Forest University                                                      | 43 years                           | Dean Emerita School of Nursing, Gardner-Webb University                           |
B. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACS may be submitted. Provide complete information on each faculty member’s education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.

Not applicable – Appalachian is proposing a Master’s program.

C. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

Appalachian State planned for the expansion of nursing programs when the department was developed in 2006. As a result, faculty positions were front loaded and assigned to the department anticipating expansion of existing and future programs. No new faculty positions are being requested from additional state allocations to develop or sustain the MSN program. The university will allocate positions on the basis of the UNC system 12-cell funding model for the Department of Nursing. The Department currently employs ten full time doctoral-level faculty members who will teach some of the graduate courses and one faculty member will be appointed to serve as the MSN Director. By year four, an additional two positions will be necessary to grow and sustain the program. These positions will be funded from redirection of existing funding with the College of Health Sciences based on student credit hour production, program efficiencies and quality metrics through university wide program prioritization.

When the pre-licensure program began in 2010, tenure track faculty members were utilized to conduct nursing clinical courses in the field. The Department of Nursing recently hired full time clinical faculty to teach clinical classes in the BSN program, this will allow current doctoral prepared faculty time to teach in the graduate program as needed. The most recent CCNE accreditation report noted the program was well staffed and appropriate for our existing programs. The plan articulated for four additional FTE over the next four years will be consistent with our program needs and goals. If growth exceeds projections in the MSN program, additional resources will be reallocated within the College of Health Sciences to meet these needs. For any new faculty hired into the Department of Nursing, experience teaching at the graduate level will be one criterion used for filling faculty vacancies.

D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

Faculty course load will not be affected by the new program. Faculty will teach in the pre-licensure, RN to BSN and MSN programs. Requirements for service and scholarly
activities remain the same. Potential for collaboration in research endeavors with students in the graduate program has the potential to enrich faculty scholarship. Faculty will have opportunity to serve on graduate committees and direct theses.

V. LIBRARY

A. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program.

The Appalachian State University Library consists of the Belk Library and Information Commons (the main library which houses the nursing collections) and one branch library on the Boone campus. Currently, total books and bound periodicals total 925,290, microforms: 1,542,256; sound recordings: 28,735; films, videos, DVDs: 19,084.

The ASU Library has 561,759 electronic titles and subscriptions, many of which provide access to nursing, allied health, and related literature. These include Medline, CINAHL, Plus with Full Text, PsycINFO, Health Source: Nursing/ Academic Edition, STAT!Ref Electronic Medical Library, ISI Web of Science, Biological Abstracts, as well as a significant number of interdisciplinary databases. Students have access to the online library catalog and numerous online research guides. Because of the economic recession cuts were made to the library budget. A University committee was formed to determine how best to deal with these cuts, and the science/technology interdisciplinary funds were not seriously affected.

The library has 480 public computer workstations and offers wireless Internet access. It has 29 group study rooms and five classrooms. ASU students, staff, and faculty may also check out laptops at the circulation desk to use in the library. All computers provide access to word processing, spreadsheet, statistical presentation, and instructional software. The Digital Media Studio within the Belk Library provides free technical assistance and open access to software and equipment/computers for creating and editing digital content information. Research assistance is available via chat, phone, email, and fax, or by visiting the library. Library faculty and EPA personnel number 40, and there are 49 SPA staff members and 38 student assistants.

A library liaison works directly with nursing faculty to oversee nursing library operations. The health sciences librarian provides in-depth research assistance including conducting specialized database searches upon request, reference, and instruction services. The health sciences librarian provides in-depth research assistance including conducting specialized database searches upon request, reference, and instruction services. Reference librarians are able to help nursing students and faculty when the nursing liaison is not available.

Currently enrolled nursing students also have access to other institutional libraries through a number of avenues and services. ASU students may request the materials unavailable from the ASU Library from other Western North Carolina Library Network (WNCLN) member institutions. Items are generally delivered in one to three days. The ASU Library is part of WNCL Catalog with Western Carolina University and the University...
of North Carolina-Asheville. The library is open 24 hours per day 5 days of the week.

B. State how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

The library has just implemented a new system for electronic journal access that will improve precision and availability. There are now 125,000 links to 98,000 separate journals. Web enhancement using the content management system Drupal will be more supportive to open source communities. There is a recent enhancement to the DVD collection, and an e-Book collection has been started with a leasing of 72,000 titles last academic year. Since the proposed MSN program will be partly online, these improvements will be an enhancement to the delivery of the program.

Other enhancements will be the proposed E-learning library work group. This group will help nursing to assess e-learning products and tools for instruction. Collaboration with the Nursing librarian, John Wiswell will take place to develop the collection of resources for the program. Initially the assigned textbooks for the proposed courses will be included. Nursing research journals are already available in the library as well as nursing education periodicals.

C. Discuss the use of other institutional libraries.

Nursing students can utilize the services and resources of Northwest AHEC libraries located in the Watauga Medical Center in Boone, Catawba Valley Medical Center in Hickory, and Rowan Regional Medical Center in Salisbury. Through Interlibrary Loan Services, the ASU Library is able to make available research materials not held by the library the library or by other WNCLN member institutions. Interlibrary Loan Services borrow or obtain copies of materials on behalf of ASU’s students, faculty, and staff without charge to the student. In addition to WNCLN and Northwest AHEC, the ASU Library is also a member of the University of North Carolina (UNC) System, the statewide system of 17 institutions. The UNC System has implemented a one-day delivery system for library materials within the state-wide system. The ASU Library also benefits from its membership in NCLIVE, a state funded initiative to provide access to online resources to NC residents. As a member of the Carolina Consortium, which includes over 100 private and public universities and colleges throughout North and South Carolina, the ASU Library participates in group purchases of online resources.

Nursing students have access to other institutional libraries through a number of avenues and services. When books and journals are needed which are not held by the Belk Library and Information Commons, ASU students may request the needed materials from the Western North Carolina Library Network (WNCLN) member institutions, using the WNCLN Catalog. Items are generally delivered in one to three days. Belk Library and Information Commons is part of WNCLN along with Western Carolina University and the University of North Carolina-Asheville. Through a partnership with the Northwest AHEC, part of North Carolina’s Area Health Education Center (AHEC), a network of educational
and training programs), nursing students and faculty can access additional clinical and evidence-based nursing online resources through the online health sciences AHEC Digital Library (ADL). Nursing students can also utilize the services and resources of Northwest AHEC libraries located in the Watauga Medical Center in Boone, Catawba Valley Medical Center in Hickory, and Rowan Regional Medical Center in Salisbury.

Through Interlibrary Loan services, the library is able to make available research materials not held by the library or by other WNCLN member institutions. Interlibrary Loan services borrow or obtain copies of materials on behalf of ASU's students, faculty, and staff without charge to the student. In addition to WNCLN and Northwest AHEC, Belk Library and Information Commons is also a member of the University of North Carolina (UNC) System, the statewide system of 17 institutions. The UNC System is implementing a one day delivery service for library materials within the state-wide system. The library also benefits from its membership in NCLive, a state-funded initiative to provide access to online resources to North Carolina residents. As a member of the Carolina Consortium, which includes over 100 private and public universities and colleges throughout North and South Carolina, the library participates in group purchases of online resources.

VI. FACILITIES AND EQUIPMENT

A. Describe facilities available for the proposed program.

The online portions of the nursing courses will be taught using Moodle course management software (AsULearn). All full-time nursing faculty have the equipment to teach online (computer, web-cams, earphones, computer with Moodle software, access to technology support, etc.) having just transitioned the RN-BSN program to a fully online program in 2012.

When class meets face-to-face occasionally on the campus of Caldwell Community College in Hudson, NC, (or ASU Centers) the classroom will be a smart-classroom with computer, projector, DVD equipment, and ample space for student seating. The computer laboratory will be available to students as well as library and instructional technology support. The students in the MSN program will also utilize the simulation laboratory and the Health Assessment laboratory in Edwin Duncan Hall on the main campus of Appalachian State University. The simulation laboratory is equipped with eight bays. There are 6 low fidelity manikins and six high-fidelity manikins. Four of the high-fidelity manikins are adults (one SimMan 3-G and one SimMan, one Nursing Kelly, one Nursing Anne (Laerdal). There is a hi-fidelity baby manikin (SimBaby-Laerdal) and pregnant mother (Noelle-Gaumard) manikin for obstetrics simulations. The laboratory also has two intravenous catheter insertion simulators. A control room allows the faculty members to direct and film the simulations. Electronic medication dispensing and electronic health record simulation is available. A central area of the laboratory has conference space for debriefing following simulation experiences. The equipment in the simulation laboratory also allows for connectivity with other classrooms and portability of simulation experiences.
The health assessment laboratory has eight bays and examination tables and full equipment for conducting the required health assessment class for the MSN program. Both laboratories have dual functionality as smart classrooms as well.

**B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.**

Existing facilities will be adequate for this program when it commences and for the next decade. Computer and simulation equipment will need to be upgraded during the next decade, as is the case with all electronics. Students in both the BSN and MSN programs will utilize the simulation and health assessment laboratories, and there will be adequate time for both programs. In fact, adding the MSN program allows the Department of Nursing to improve efficiencies and economies from the investment of resources and donations received to equip the simulation laboratory.

**C. Describe information technology and services available for the proposed program**

Information technology services are available for nursing, and the Department has a dedicated technician for assistance and advice. Also the Learning Technology Services department (LTS) is readily available for assistance with online program development and course management software usage consultation. Information technology hardware is available in both the simulation and health assessment laboratories, and a technician may be consulted instantly through podium intercom if any technology issues arise. A computer laboratory is available on the second floor of Edwin Duncan for students on the ASU main campus and also at other ASU Centers that may be used for this program.

**D. Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.**

Approximately $170,000 was allocated by Appalachian to purchase equipment and supplies to start up the simulation assessment laboratory. This expenditure along with donated and in-kind contributions from WakeMed in Raleigh, NC will be sufficient to fully furnish and stock the lab with all of the necessary supplies for the first few years of the proposed program.

**VII. ADMINISTRATION**

Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.
The proposed MSN program will be administered through the Department of Nursing which is housed in the College of Health Sciences. The Department of Nursing is led by a Chairperson, who reports to the Dean of the College of Health Sciences. The MSN program will have a designated Program Director who reports to the Department Chairperson. The Graduate School will receive applications and admit students based on admission criteria outlined by the Department of Nursing. The Department will develop the policies for the program and the courses, teach the courses, assign grades, promote, and advise students. If necessary, the Department of Nursing will determine if a student needs to be dismissed from the program.

VIII. ACCREDITATION AND LICENSURE

Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practicums, internships, and supervised clinical experiences.

A. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

The RN-BSN program received initial accreditation from The Commission on Collegiate Nursing Education (CCNE) in Fall 2008 without conditions. When the pre-licensure program was added, accreditation was extended to include the BSN. A re-accreditation visit occurred in April of 2013, and official notice of reaccreditation by CCNE was received in October of 2013. CCNE will be notified when approval to offer the MSN program is received and CCNE accreditation for the MSN program will be sought. The CCNE accreditation standards for MSN programs will be followed for the proposed program.

B. If the new degree program meets the SACS definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACS on time?

Appalachian has determined that the addition of the MSN degree to Appalachian’s Academic Program Inventory will constitute a substantive change requiring approval by SACS prior to implementation of the program. Appalachian will notify SACS of the proposed program concurrently with the submission of the Appendix C. Upon receiving approval for the MSN program by the Board of Governors, Appalachian will ask SACS for an expedited review in order to meet the goal of enrolling students for the Fall 2015 term.

C. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to “sit” for the licensure exam.

Students in the MSN program will be fully licensed registered nurses. There will be no additional examination necessary upon completion of the MSN degree. Students may seek recognition as Advanced Practice RN based on the board of nursing criteria in the state of their practice.
IX. SUPPORTING FIELDS

Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program. Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

There are no other subject matter fields considered to be necessary or valuable in support of the proposed program.

X. ADDITIONAL INFORMATION

Include any additional information deemed pertinent to the review of this new degree program proposal.

XI. BUDGET

A. Complete and insert the Excel budget template provided showing incremental continuing and one-time costs required each year of the first four years of the program. Supplement the template with a budget narrative for each year.

The Excel budget template reflecting incremental, additional, continuing and one-time expenses for years one through four of the MSN program is shown in Exhibit E. Assumptions used in developing the budget for Years One through Four are discussed below.

New Faculty and Instructional Support Staff (including Library)
Appalachian State University will not request additional faculty or support staff positions in connection with the proposed MSN program. With efficient management of resources within the College of Health Sciences and the Department of Nursing, anticipated funding for the Department over the next four years should be sufficient to cover these resource needs. Additional faculty will be hired as needed using existing budgetary resources reallocated from other purposes and programs. The budget estimates reflect faculty resources apportioned from the current Department of Nursing faculty using the average salary of the faculty members. Salary is apportioned based on Appalachian’s workload expectations of 9 credits of teaching per FTE. For the MSN program, the equivalent of one faculty member is apportioned to the MSN program for every 3 courses (9 credit hours) offered, plus an additional 0.5 FTE to function as Program Director.

No additional support staff for the Library are needed or requested.

New Non-Academic Administrative Support Positions
No additional non-academic administrative support positions will be requested in
connection with the proposed MSN program. Appalachian estimates that the existing administrative support staff in the Department of Nursing will devote 10% of effort in year one and 15% of effort in years two through four to the MSN program.

Recurring Operational Expenses (e.g., supplies, materials, telephone, travel, insurance, library or software subscriptions, equipment maintenance, etc.)
Recurring operational expenses are estimated based on current budgeting rationales and current experiences in the Department of Nursing.

One-time expenses for facilities renovations or additions, equipment purchases, library materials, etc.
One-time expenditures of $50,000 each in years one and two are estimated to improve simulation equipment in the simulation lab to enhance the technology for better instruction to graduate level students. Additionally, as new faculty are hired, expenses will be incurred to equip offices and purchase computer equipment. The MSN program will seek accreditation in year two of the program at an expense of $5000.

B. Based on the campus’ estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc), will the campus:

1. Seek enrollment increase funds or other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

   Appalachian does not anticipate requesting additional state appropriations to implement and sustain the proposed MSN program. When the Department of Nursing first began, Appalachian planned for incremental program additions and will fully support the MSN program with current resources and redirection of existing funds.

2. Require differential tuition supplements or program-specific fees? If so, please elaborate.

   a. State the amount of tuition differential or program-specific fees that will be requested.

   b. Describe specifically how the campus will spend the revenues generated.

   c. Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?

      Appalachian does not request tuition differential or program-specific fees at this time.
C. If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Please elaborate and provide documentation of campus commitments where appropriate.

As mentioned in section B.1., Appalachian has made a significant commitment to begin a Department of Nursing several years ago with the intent of growing the nursing programs incrementally. The MSN program can be fully implemented and sustained with current resources, redirection of existing resources, and existing private funding to support the MSN program. The Department of Nursing was developed in 2007 with the RN to BSN program offered through distance education. The BSN pre-licensure program was approved and accepted the first class of students in Summer 2010, and both programs are now fully accredited by CCNE and fully approved by the NC Board of Nursing. The RN to BSN program moved to online format in 2012. The next logical step in the development of the Department of Nursing that also meets regional needs in Northwestern region of North Carolina is to submit the program proposal for the MSN.

In addition to resources at Appalachian, the College of Health Sciences has been successful in raising private funds to help support the Department of Nursing and the MSN program in particular. This has included, but is not limited to, a $300,000 gift from Caldwell 20/20 in Caldwell County and a $2,000,000 gift from Blue Cross Blue Shield of NC, part of which will be used to recruit a distinguished professor of nursing.

XII. EVALUATIONS PLANS

All new degree program proposals must include an evaluation plan which includes:

A. Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.

B. Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).

C. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

The Evaluation Plan for the MSN Program is attached at Exhibit F.

XIII. REPORTING REQUIREMENTS

Institutions will be expected to report on new program productivity as a part of the biennial low productivity program review process.
XIV. ATTACHMENTS

Attach the final approved Appendix A as the first attachment following this document.

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: ________________________ Date: 8/11/14
APPENDIX A

UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO PLAN
A NEW DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity to follow do not guarantee that authorization to establish will be granted.

Date: December 2, 2012

Constituent Institution: Appalachian State University

CIP Discipline Specialty Title: Registered Nursing/Registered Nurse

CIP Discipline Specialty Number: 51.3801

Exact Title of the Proposed Program: Master of Science in Nursing

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): M.S.N.

Does the proposed program constitute a substantive change as defined by SACS? Yes X No

The current SACS Substantive Change Policy Statement may be viewed at: http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf

If yes, please briefly explain.

According to Section 3.7.4 of the current SACS Substantive Change Policy the addition of a new program of study constitutes a substantive change. The Department of Nursing proposes to offer a Master of Science in Nursing (MSN) program. Currently a Bachelor of Science in Nursing (BSN) is the only degree offered in the Department of Nursing at Appalachian State University.

Proposed date to establish degree: Month August Year 2014 (projected)

1. Describe the proposed new degree program. The description should include:
   a. a brief description of the program and a statement of educational objectives

Appalachian State University requests permission to establish a Master of Science in Nursing (MSN) program with a concentration in nursing education. This degree program will prepare
registered nurses for the role of educator in a variety of complex academic or clinical environments. The program will emphasize educational creativity, leadership, and research.

Master's programs in nursing education prepare nurses to serve as "instructors in the practice settings, clinical preceptors, staff development educators, and faculty in associate degree and allied nursing programs" (American Association of Colleges of Nursing, Your Guide to Graduate Nursing Program, 2011, p. 10). The Robert Wood Johnson Foundation and the Institute of Medicine (October, 2010) jointly released a report in which they called for increasing the proportion of nurses with baccalaureate degrees or higher to 80% and for doubling doctorates by 2020. To meet this goal to educate approximately 760,000 additional nurses at the BSN degree level or higher requires that educational institutions increase their capacity for student enrollment, or for new programs to be developed.

According to the AACN, "Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for professional registered nurses continue to grow" (AACN, 2012). AACN reported that 75,589 qualified candidates were turned away from baccalaureate and graduate programs in 2011 with faculty shortage listed as a reason for not being able to accept these candidates (AACN, 2011-12 Enrollments and Graduations in Baccalaureate and Graduate Programs in Nursing, 2012). An additional report released by AACN (Special Survey on Vacant Faculty Positions, 2011) noted that in a national survey of 662 nursing schools that offer baccalaureate and/or graduate nursing programs, a total of 1,181 faculty vacancies were identified necessitating an additional 103 faculty positions to accommodate student demand. (Note that this survey had a 70.4% response rate).

In North Carolina the nursing faculty shortage is equally profound. According to the AACN annual survey (2012), in the state of North Carolina 1,943 qualified applicants to programs of nursing were turned away in 2011, a number that has steadily grown annually since 2007. In 2011 according to the AACN survey there were 22 faculty vacancies in NC nursing programs.

There are several complex reasons for this dilemma. They include an aging faculty who are retiring more rapidly than practicing registered nurses, inadequate pool of younger faculty for replacement, and economic circumstances creating financial challenges for nurses to earn an advanced nursing degree. In NC the average age of nursing faculty in NC was 52 (AACN, 2012). The North Carolina Nursing Association has a position statement posted on their website (www.ncnna.org) indicating an endorsement for increased educational preparation for nurses in the state of North Carolina. This is partly based on a requirement by the North Carolina Board of Nursing (2006) that raised the minimum educational requirements (to Master of Science in Nursing) for nursing faculty teaching in nursing programs in the state. A graduate degree in nursing at Appalachian State University will help to alleviate some of these deficiencies in community colleges (whose graduates create a pool for future BSN and MSN degrees) as well as in senior institutions and practice settings.

The proposed MSN program will meet the following educational outcomes:

**Educational Objectives (Program Outcomes). At the completion of the program, the graduate will:**
- Integrate holistic best practices into education offerings for individuals and groups in rural and/or diverse settings.
- Develop the professional nursing role through scientific inquiry and lifelong learning.
- Integrate nursing and related sciences and humanities required for success as an educator.
in a variety of practice environments including academe, staff development, and patient education.

- Apply information and communication technologies and teaching-learning principles in collaboration with the Interdisciplinary team for the improvement of health outcomes.
- Analyze professional regulatory and accreditation standards including health care policies impacting professional nursing practice and health care.
- Design, implement, and evaluate educational offerings for individuals and groups that promote desired learner/patient outcomes.
- Exhibit cultural competence in delivering appropriate educational offerings to individuals, families, communities, and aggregates.
- Develop awareness of global health issues impacting nursing education.

b. the relationship of the proposed new program to the institutional mission

The proposed MSN program extends the University’s mission to offer distinctive, relevant graduate programs and “to be actively involved in addressing the educational, economic, cultural, and societal needs of the changing region, state, nation, and world.” The vision states that “Appalachian is committed to attracting, educating, and graduating the best students and to producing the highest levels of scholarship”. (Appalachian’s Mission and Vision statements, available at http://www.appstate.edu/about/mission.php)

The mission indicates that Appalachian State University is committed to addressing educational, economic, and societal needs of the community. The MSN program would advance that concept by providing nursing faculty to address a need for more nurses in the state of North Carolina. According to the North Carolina Nurses’ Association (ncna.org, 2012) more advanced training of nurses in North Carolina is needed because of a new focus in the state on illness prevention and expanded health coverage. The shortage of nurses in North Carolina is estimated at 8,100, the 19th highest shortage among states in the nation (Bureau of Labor Statistics, 2010). Consistent with the character of Appalachian’s rural location and commitment to the rural environment, the MSN program will focus on the academic preparation of nurse educators in rural settings. The proposed Master of Science in Nursing program has already attracted intense interest from the nurses in the Boone area and approximately a 50 mile radius. The Department receives regular inquiries from nurses from counties such as Watauga, Caldwell, Catawba, and Burke regarding details about this program and how to enroll. The needs assessment survey that was conducted by the Department of Nursing in 2011 indicated that nurses in the region are interested in the higher level of scholarship that our MSN program would provide.

c. the relationship of the proposed new program to existing programs at the institution and to the institution’s strategic plan

Relationship to existing programs:

The proposed MSN program will focus on preparing nursing faculty to teach through simulation and other technological innovations. There is potential for collaboration with the Instructional Technology program at Appalachian State, an innovative, award-winning graduate degree program that is taught in an immersive digital environment. Potentially some of the content regarding educational strategies could be applicable through their online offerings. The MSN
The proposed MSN Program supports the following Strategic Priorities in ASU’s Strategic Plan ("Reach Greater Heights" Strategic Plan 2008-2012, (available at http://irap.appstate.edu/sites/irap.appstate.edu/files/strategic_plan_booklet.pdf):

- Strategic Priority 1 refers to the creation and maintenance of superior curricula, programs, financial incentives and intellectual environments to attract, educate, and graduate an exceptional and diverse community of students.
  - Initiative 1 is to attract, retain, and graduate a diverse student body with increasingly distinguished admission profiles. The proposed MSN program will attract students who desire to become nurse educators. This type of program is currently not available in Watauga County. The program will recruit individuals from both the academic and clinical environments. Since nursing is a diverse profession it is anticipated that the individuals who desire to educate nurses would also have diverse interests. Since the MSN program will advertise a technology focus, a global health focus, and a rural health focus, there should be applicants with these interests.
  - Initiative 2 is to engage students with active, interdisciplinary learning environments and scholarly mentoring. As indicated earlier in this Appendix, there will be opportunity for students in the MSN program to collaborate with different disciplines on campus such as Instructional Technology, Biology, and Student Research. However, students will also collaborate with interdisciplinary health care teams through projects and practicum experiences. The global health emphasis in the proposed MSN program will encourage students to study abroad in order to learn to teach nursing students via study abroad programming. The Department of Nursing has already had conversations with administrators of nursing programs in both Africa and Mexico who desire involvement with clinical experiences for students in Appalachian State’s MSN program.
  - Initiative 3 is to assess and conduct research to improve academic programs and administrative services and identify new program initiatives. The MSN program is a new program. Currently Appalachian State University offers only the baccalaureate degree (BSN) in nursing. The BSN program has been awarded national accreditation by the Commission on Collegiate Nursing Education (CCNE), and this accreditation will be sought for the MSN program as well. The nursing faculty will engage in scholarship that will be incorporated into the proposed MSN program’s teaching and learning processes and other scholarly
The proposed program is a graduate level program, and students will be engaged in research and intellectual projects.

- Strategic Priority 4 is to apply intellectual, academic, cultural, and research resources to promote sustainable economic growth, prosperity, and quality of life.
  - Initiatives 1 relates to addressing the workforce needs and graduate students in areas of need. This will be met by the proposed MSN program because a nursing education program will help to develop the human resources needed to prepare a qualified nursing workforce and support the rural health care needs of the Appalachian region through direct care, education, and scientific inquiry. Earlier in this Appendix it was noted that there is not only a nursing shortage in North Carolina, but a nursing faculty shortage as well. Throughout the state significant nursing shortages have been reported in intensive care units and emergency departments. Since these are areas where there is typically high use of technology, the MSN program being proposed is particularly relevant. There will be an emphasis in teaching nurse educators how to effectively utilize technology.
  - Initiative 2 is to provide public service to the area. It was estimated by the North Carolina Area Health Education Centers that the North Carolina elderly population will double by 2020 exacerbating the need for nurses who are highly skilled. The MSN program proposes to teach nurse educators the skills to teach new nurses the skills to confidently provide care for increasing complex health care needs. Also, the students in the MSN program will be engaged in practicum experiences and community projects. Service-learning will be a component of the program.
  - Initiative 3 alludes to expansion of distance learning, Although the MSN program that is being proposed is not an online program, there will be portions that will be partially online.

- d. special features or conditions that make the institution a desirable, unique, or cost effective place to initiate such a degree program

The unique features of this program are as follows:
- Clinical placements based on students’ professional goals (academe, staff development, and patient education in rural settings.) Although the MSN is offered at other institutions in the state, most programs are online and in urban settings (see number 3 below). There is a unique facet to teaching nursing in rural settings. For example, access to clinical sites for nursing students in rural settings may be less available, and nursing faculty members will need to be taught how to strategically compensate when planning practical experiences. The educator needs to be acquainted with collaborative teaching methodologies and simulation capabilities, which will be unique components of this program. Cultural needs and societal needs for the rural setting will be emphasized in this MSN program.

- Full time study with one full day per week for classes thus providing more flexibility for practicing RNs in scheduling practicum experiences and meeting other course demands. Of the other programs in the state offering the MSN with a focus in nursing education only one is face-to-face full time. While on-line programs can be robust and challenging, the MSN at Appalachian State will involve personal engagement of students while interweaving the methodologies for using online tools as one of many types of teaching strategies.
Teaching methodologies that include techniques for teaching using state-of-the-art simulation. Because the availability for clinical sites in which undergraduate nursing students practice clinical has become so competitive it has become mandatory to incorporate simulation into nursing education programs. Not only does this use of simulation provide another learning environment for students, but it also allows for profound critical thinking opportunities as students assess scenarios, plan, and implement care in these safe simulated environments, and then have opportunity to evaluate nursing actions in post-experience debriefings. Although the use of simulation is increasing in nursing programs across the nation, according to a recent survey of 565 attendees to a clinical simulation conference most nurse educators lack formal education in the use of simulation for educational purposes (Anderson, MA, Bond, ML, Homes, TL, Carson, DL. (2012). Acquisition of Simulation Skills: Survey of Users. Clinical Simulation in Nursing, 8, e59-e65.). This study found that if formal training in simulation was offered to nurse educators it was typically only a one-time workshop. This contradicts best practices for learning simulation. The MSN program at Appalachian State will focus on teaching potential nurse educators how to integrate simulation into a program of nursing to most effectively utilize it for the purpose of learning, both the pedagogy and the technology.

Two tracks for in-depth clinical specialization: adult health nursing and community health nursing/health promotion in nursing. The adult health focus is typical in most of the MSN programs, thus the program at Appalachian State University will be unique to offer a choice for students to tailor a program to their individual areas of interest and career specialization.

The focus on Global Health and education. This facet is unique to the MSN proposal. International initiatives are prominent at Appalachian State University; the current SACS QEP topic is Global Learning. Appalachian State University has established exchange agreements and partnerships with over 100 universities worldwide. The Department of Nursing has met with representatives from universities in Pueblo, Mexico and in South Africa to discuss the potential for international collaborations in Nursing. Students could be allowed to conduct practicums in one of these countries, develop educational projects, and assist with community assessments and developments. For students who do not choose to study abroad global issues will still be a vibrant component of the curriculum and strategies for integrating these concepts into instruction as nurse educators will be emphasized. We believe this will add significantly to our students’ understanding of the cultural issue pertaining to sub-populations that are growing in the state and region (i.e. migrants, Hispanic). The aim is for our graduates to better understand and then meet the needs of these populations.

Interdisciplinary sharing of resources: This was indicated in item 1.C. previously in this document. The MSN program proposes to collaborate with existing programs on the University campus such as other programs in the College of Health Sciences, the Department of Biology, and the master’s degree program in Instructional Technology in the College of Education.

We will be able to leverage program resources (faculty, simulation laboratories, etc.) already in use for the existing BSN program. Faculty are proficient at online education through skills gained in the online RN-BSN program, so there is no learning curve that impacts productivity or efficiency.
Factors supporting Desirability of Program

2. Provide documentation of student demand and evidence of the proposed program’s responsiveness to the needs of the region, state, or nation

Developing nurse educators through graduate education has been prioritized as an urgent need, since nursing school capacity is linked to the availability of qualified nurse educators to teach and lead nursing education programs (AACN, 2011; Buerhaus, 2009; Institute of Medicine, 2011). Experts say that unless nursing education opportunities are expanded, the United States will experience a shortage of more than 260,000 Registered Nurses (RNs) by 2025 (Robert Woods Johnson Foundation, May 2010). This projected shortage substantiates the need for more educators in order to prepare new nurses for the workforce.

The Associate Degree in Nursing (ADN) is the route most frequently chosen as the entry into professional nursing. More than 12,000 ADN graduates took the NCLEX-RN exam for Registered Nurses between 2005 and 2010 (Ralls, R. S., 2011). Twelve of the 58 community colleges in North Carolina that offer the ADN are in the northwestern part of the state. These programs typically have long waiting lists for students seeking admission. Again, faculty shortage and lack of facilities for clinical practice are crucial determinants of admission. An MSN program in the ASU service area would prepare more nurse educators for faculty positions within these institutions.

The addition of a MSN program at ASU is supported by the private provider community. The economic development group Caldwell 20/20, with strong support from Caldwell Memorial Hospital based in Lenoir, NC donated $300,000 to ASU to support our nursing programs and to assist with a feasibility study and preliminary work towards an MSN program. Increasing MSN-prepared nurse educators will lead to increasing numbers of RNs, which was deemed as an important factor in economic development of Caldwell County and the surrounding region. ASU has developed close working relationships with several community colleges through our RN to BSN program, and we believe there is substantial support from the community colleges for the addition of an MSN program.

During the spring of 2011 the Department of Nursing at Appalachian State University conducted a feasibility study surveying more than 4,000 RNs in 23 northwestern North Carolina counties to determine interest in a Master's of Science in Nursing (MSN) degree at ASU. More than 900 surveys were returned. Based on the overwhelming response (90%) that such a program is desired, the Department of Nursing requests permission to plan an MSN program commencing in fall of 2014. The Nurse Educator concentration was one of the top two choices (n = 227) with the two areas of clinical practice most desired being adult health nursing and health promotion/community health nursing. A compelling argument for the desirability for this program is the limited availability of this type of degree program in northwestern North Carolina and the overwhelming response to the feasibility survey.

3. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program. Identify opportunities for collaboration with institutions offering related degrees
and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

- Duke University. Online: part-time and full-time options. Offers a concentration in Nursing Education preparing individuals for faculty roles in pre-licensure programs or for staff development roles in clinical settings.
- East Carolina University. Online: part-time and full-time options. Offers a concentration in Nursing Education as well as 7 other concentrations.
- Gardner-Webb University. Mostly online with some face-to-face courses. Prepares students to become professional educators in academic or health care settings.
- Lenoir-Rhyne University. Face to face off campus in Hickory and Asheville with either a Nurse Administrator focus or Nursing Education. Only 7 students are enrolled in this private program.
- Queens University of Charlotte. Face-to-face. Offers a Nurse Educator concentration.
- UNC-Chapel Hill. Online and face-to-face: part-time and full-time. Prepares students with advanced knowledge and skills in teaching and nursing education to fill roles in patient education, staff development, and academic settings.
- UNC-Charlotte. Online: full-time and part-time. Prepares graduates for positions as clinical educators or in academic settings.
- UNC- Wilmington. Online: full-time. Prepares graduates for faculty roles in community colleges or non-tenure tracks in universities.
- Western Carolina University. Online: part-time. Prepares graduates with the competencies required for academic education, staff education, and patient education.
- Winston-Salem State University. Face-to-face: full-time. Prepares graduates to teach in undergraduate programs and to fill clinical education and staff development positions.

Opportunities for collaboration:

Since the Essentials for Master's Education (developed by the Commission for Collegiate Nursing Education for accreditation of nursing programs) structures some of the mandatory courses required for MSN programs, there is some similarity across programs with respect to core curriculum. It would be possible to accept credit for a certain number of credit hours (possibly 6 SH) from these similar courses from other state universities. This has not been fully explored yet, although discussions with the Dean of the Graduate School have taken place, and it is anticipated that there would be no problem. Faculty from other programs could function as preceptors for Appalachian State students completing practicum experiences. Already these relationships are being built in the Department of Nursing as we function as preceptors and mentors for students in the MSN programs at East Carolina University, Western Carolina University, and the University of North Carolina Greensboro.

There is an exciting potential for collaboration with the new indigent care facility, High Country Healthcare. This venture was recently funded by a grant, and one of their main areas of focus will be health promotion among the migrant Christmas tree workers in the community. Since the intention of the MSN program is to highlight community partnerships and rural health, this would be an excellent prospect for student projects, research, and clinical experiences. The clinic director has expressed interest in working with the Nursing program at Appalachian State.
4. Are there plans to offer all or a portion of this program to students off-campus or online? If so,
   a. Briefly describe these plans, including sites and method(s) of delivering instruction.

At the outset one off-campus site will be included at the Caldwell Community College and Technical Institute campus in Hudson, NC. Classes will be offered face-to-face and as hybrids. The Department of Nursing has previously offered courses for the RN to BSN program at this location.

   b. Indicate any similar programs being offered off-campus or online in North Carolina by other institutions (public or private).

UNCG offers the MSN in Nursing Education in Hickory, NC. This is an outreach program that offers a Nursing Education concentration in collaboration with Northwest AHEC. It is a part-time program designed for the working BSN wishing to earn the MSN degree. Classes are held at the Northwest AHEC building adjacent to Catawba Valley Medical Center in Hickory. Lenoir-Rhyne University just began an MSN program in the Fall of 2012 to be offered in both Hickory and Asheville for the degree of MSN in nursing administration or nursing education. There are only 7 students in this off-campus, private program at present.

   c. What is the estimated percentage of courses in the degree program that will be offered/available off-campus or online: 50%

   d. Estimate the number of off-campus or online students that would be enrolled in the first and fourth years of the program:

   First Year Full-Time 30 Part-Time 0
   Fourth Year Full-Time 60 Part-Time 0

   Note: If a degree program has not been approved by the Board of Governors, its approval for alternative, online, or distance delivery is conditioned upon BOG program approval. (400.1.1[R], page 3)

5. Estimate the total number of students that would be enrolled in the program during the first year of operation: Full-Time 30 Part-Time 0

   Estimate the total number of students that would be enrolled in the program during the fourth year of operation: Full-Time 60 Part-Time 0

6. Will the proposed program require development of any new courses: Yes x No____

   If yes, briefly explain. Since the Department of nursing has no master’s courses at present because there are no master’s programs, all of the courses for the proposed
program will be new. The faculty members have already designed a curriculum and have developed the courses intended for the new program.

7. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, and state the source of the new funding and resources required.)
   a. New Faculty: Yes No ___x____

   The Dean of the College of Health Sciences has determined that the required courses can be offered through internal reallocation of faculty lines and College resources. The Provost at Appalachian State University has affirmed that this is the highest priority of programs not already in the pipeline.

   b. Additional Library Resources: Yes x No ______

   Resources related to nursing education will be required. Some of these have already been secured by the nursing department from publishers (desk copies of related textbooks). Also it might be pertinent to subscribe to nursing education journals such as “Nurse Educator” and “The Journal of Nursing Education”. Already there is a librarian who assists nursing faculty with library related needs, and this position would need to be expanded to include assistance to the MSN program.

   c. Additional Facilities and Equipment: Yes x No ______

   There may be a need for additional simulation equipment to emphasize the technology component of the curriculum (teaching simulation). A large gift was obtained that might be useful for this purpose.

   d. Additional Other Program Support: Yes No ___x____

   (for example, additional administrative staff, new Master’s program graduate student assistantships, etc.)

   No new administrative staff assistance will be needed, as job descriptions of existing personnel may be revised to accommodate needs of the new program. We do not anticipate a need for graduate assistantships for this program.

8. For graduate programs only:
   a. Does the campus plan to seek approval for a tuition differential or program specific fee for this new graduate program? Yes_____ No x
b. If yes, state the amount of tuition differential or fee being considered, and give a brief justification.

9. For doctoral programs only: NA
   a. Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.
   b. Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.
   c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

10. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Dr. Linda Johanson, RN, EdD, CNE
Associate Professor, Interim Chair, Department of Nursing
johansonls@appstate.edu
828-262-7460 (w)

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor Kenneth E. Peacock
Date January 7, 2013
Dear Dr. Whitt:

I am writing this letter to express my support for the creation and development of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program with a focus on Nursing Education. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers.

High Country Community Health is a newly established federally qualified health center (FQHC) with locations in Boone and Newland, N.C. We know and greatly understand the need for a well-educated healthcare workforce. One of our greatest challenges is finding qualified staff for our organization.

The addition of such a program is needed as we all strive to care for the citizens of North Carolina. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. As and FQHC, we are required to adhere to strike reporting criteria and using technology is truly the only way to accurately do this reporting. Finding clinical staff that are comfortable with the technology is currently very difficult. We need a workforce that is trained in doing this.

Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to...
produce highly trained nurses to meet the needs in our communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients. Many times it falls to the nurses to lead the doctors and other providers in using the technology.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University and will gladly serve as a site to provide internships opportunities for these students.

Sincerely,

Alice Salthouse
Alice Salthouse, CEO
High Country Community Health
June 20, 2014

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Amar P. Patel, DHSc(c), MS, NREMT-P, CFC
Director
June 25, 2014

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am writing to support Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. As the chair of an MSN program, I can attest that there is a need for additional programs to provide educational preparation at this level of nursing. As the healthcare needs of citizens of North Carolina increase and become more complex, it is necessary to prepare nurses who are able to meet these challenges. Based on the Institute of Medicine and the American Association of Colleges of Nursing reports, we have evidence of the severity of the nursing shortage and especially the paucity of qualified nursing faculty.

The proposed integrative educational methodology with a technological focus is a unique perspective to the MSN degree program and will be a vanguard approach to meet both the shortage of nursing faculty and the healthcare needs for various populations. Evidence supports the use of simulation to expand the constrained educational capacities of health systems and higher education institutions, Nurses must be capable users of technology and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I enthusiastically lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Annette Hines, RN, PhD, CNE
Assistant Professor and Chair of Graduate Studies
Presbyterian School of Nursing
Queens University of Charlotte
1900 Selwyn Avenue
Charlotte NC 28274
October 1, 2013

Dr. Fred Whitt  
Founding Dean  
College of Health Sciences  
ASU Box 32170  
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize simulation and technology pedagogy. This is a unique and novel approach that differs from the traditional nursing education MSN degree programs that exist in the state. Many health systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities.

Another focus area for your proposed program that is intriguing is that of rural health and global health. Many of our nurses work in rural communities of the state; so preparing them with graduate education to be culturally competent to better serve their local populations will greatly improve health outcomes and the quality of care provided. Your target geographic area from which to draw students is northwestern North Carolina; in that region there are high numbers of migrant workers in rural communities, so your proposed MSN program seems to be an excellent fit with the needs of this region.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Beth Lovette, MPH, RN  
Director, Appalachian District Health Department
June 23, 2014

Dr. Fred Whitt  
Founding Dean  
College of Health Sciences  
ASU Box 32170  
Boone, NC 28608

Dear Dr. Whitt:

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. Many healthcare systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Brenda Stepp, RN, MSN  
Department Head for Nursing
July 7, 2014
Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

[Signature]
Catherine Freeman
Nursing Director
June 16, 2014

Dr. Fred Whitt  
Founding Dean  
College of Health Sciences  
ASU Box 32170  
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Cindy Jarrett-Pulliam, RN, MSN, FACHE  
Chief Nursing Officer
6/17/2014

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Claire P. Cline, MPH, RN
Senior Vice President/CNO, Patient Care Services
Appalachian Regional Healthcare System
Dr. Fred Whitt  
Founding Dean  
College of Health Sciences  
ASU Box 32170  
Boone, NC 28608  

Dear Dr. Whitt:

As the director, Nursing Practice, Education, and Research, Novant Health Forsyth Medical Center (NHFMC), I am keenly aware of the complexities of nursing practice in the acute care setting. Our profession is transforming at a rapid pace. We must translate science at the bedside, advance the professional practice environment, and design care systems that are sustainable in uncertain financial times. The skill set needed to conduct this work requires graduate level education.

I fully support Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. With an emphasis on an integrative methodology with a technological focus, your program will support hospitals such as mine. For instance, we are currently seeking to improve our efforts at high fidelity simulation and interprofessional education. I desire to hire master’s-prepared clinical nurse educators and specialists demonstrating a strong theoretical, educational, and research foundation.

Additionally, as a hospital located in the Western part of the state, Appalachian State University is ideally situated to engage NHFMC in master’s level experiences, including preceptorships and capstone projects. I would welcome a strong partnership to assist students with relevant clinical experiences and to recruit graduating students enthusiastic about raising the bar on nursing practice.

I am ecstatic that Appalachian State University has launched an undergraduate nursing program. I look forward with much anticipation to the creation of a master’s program as well.

Sincerely,

Daria Kring  
Daria Kring, PhD, RN, NE-BC  
Director  
Department of Nursing Practice, Education & Research  
Novant Health Forsyth Medical Center  
Winston-Salem, NC  
dlkring@novanthealth.org
October 14, 2013

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt:

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize simulation and technology pedagogy. This is a unique and novel approach that differs from the traditional nursing education MSN degree programs that exist in the state and cannot be utilized in current distance learning programs that exist. Many health systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. Simulations also emphasize current concepts of intraprofessional communication thereby decreasing conflict, improving patient handoffs, and removing silo approaches to patient care.

Another intriguing focus area for your proposed program is that of rural health and global health. Many of our nurses work in rural communities of the state; so preparing them with graduate education to be culturally competent to better serve their local populations will greatly improve health outcomes and the quality of care provided. Your target geographic area from which to draw students is northwestern North Carolina; in that region there are high numbers of migrant workers in rural communities, so your proposed MSN program seems to be an excellent fit with the needs of this region.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. The graduates that have joined Wake Forest Baptist Medical Center speak to the excellence of your program and I have enjoyed our continued relationship in supporting clinical opportunities. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

[Signature]

Deborah L. Krueger, MSN, RN, NE-BC, CNRN, CHTP
Director of Nursing
Center for Nursing Research
June 16, 2014

Dr. Fred Whitt, Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. The Caldwell County Health Department has benefited from our collaboration with your institution and I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Denise M. Michaud

Denise M. Michaud, MPH, RD, LDN, IBCLC, RLC
Health Director
June 27, 2014

Dr. Fred Whitt  
Founding Dean  
College of Health Sciences  
ASU Box 32170  
Boone, NC  28608  

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Frank Castelblanco, DNP, RN  
Director, Division of Regional Services  
Mountain Area Health Education Center  
121 Hendersonville Rd. Asheville, NC 28803  
Office (828)257-4457 - Fax (828)407-2883 - Cell (828)230-0399  
www.mahec.net - email frank.castelblanco@mahec.net
Exhibit B: Letters of Support

OFFICE OF THE PRESIDENT
October 10, 2013

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

Thank you for contacting me about Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. At Catawba Valley Community College, we are pleased to hear that Appalachian aspires to offer this MSN degree program to help address a shortage of nursing faculty in our region. Associate degree programs in nursing at the community colleges are critical to supporting the health systems in our state in meeting their needs for the registered nurse workforce. Whatever the state universities can do to help our nursing faculty become better prepared as nursing educators will greatly impact the health of NC citizens.

Your proposal to offer a MSN with a focus in nursing education that will emphasize simulation and technology pedagogy is especially interesting to us. As you know, we have recently opened our 28,000 square feet Catawba Valley Simulated Hospital that I believe would be beneficial to the MSN program at Appalachian State University. This facility has state of the art equipment, video, and classroom accommodations and is the largest simulated hospital environment East of the Mississippi River. We will certainly be interested in talking with your graduates for potential employment and we can refer our current nursing faculty to your program if they are seeking graduate education.

Your proposed focus on rural health issues and the preparation of nursing educators who understand the needs of rural communities is another key area of need. Your graduates will be well positioned to understand the unique needs of rural health systems and the impact of migrant workers on those systems. The result of your MSN program will be an improvement in health care in rural regions by training clinical nurses who are better prepared to meet the needs of rural populations and special population groups.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. On behalf of Catawba Valley Community College, I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Garrett D. Hinshaw

Equal Opportunity/Affirmative Action Institution
2550 Highway 70, SE   Hickory, North Carolina  28602-9699
Telephone: (828) 327-7000  FAX: (828) 327-7276
www.cvcc.edu
June 16, 2014

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Glenda Livengood, RN, MHA, MBA
Director Novant Health Student Programs
Novant Health, Inc
4020 Kilpatrick Street
Suite 203
Winston-Salem, NC 27104
July 14th, 2014

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University's proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Joan Knider
Principal Ashe County High School
June 28, 2014

Dr. Frederick K. Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

Please accept this letter of support for Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. As a nurse educator, I’ve followed closely the growing need in North Carolina and in our country for more registered nurses and the faculty to prepare them to serve patients across the spectrum of care. The U.S. Department of Labor projects that the United States will need more than a million new registered nurses by 2022. More than 34,000 new nurse educators will be needed to meet this demand. Already, North Carolina has too few educators to meet current, let alone future, demand. In April of 2013, the North Carolina Board of Nursing reported vacancies in 115 full-time and 125 part-time faculty positions in North Carolina.

Increasingly, nurses must be adept at integrating care and technology to improve patient outcomes. Future faculty of nursing must be able to blend the art, science, and new technologies of nursing. It is obvious from your proposal that Appalachian State University seeks to address both the shortage of faculty and these changing didactic needs by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This novel approach differs from the traditional nursing education MSN degree programs that exist in the state. Many health care systems and educational institutions have acquired simulation technology to address constraints in training opportunities. However, this technology is not always used to its full potential. A MSN program with a technology focus can help bridge this gap. These new nurse educators will be able to move into roles where they can increase the capacity of simulation to produce highly trained nurses to meet the needs of their communities.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that ASU is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Julie Ann Bell, DNP, RN-BC
Clinical Services Manager, Behavioral Health Services
Mission Hospital, Asheville, NC
June 17, 2014

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Kathleen C. Guyette
Sr. VP, Patient Care Services
Mission Health

509 Biltmore Avenue, Asheville, NC 28801
October 14, 2013

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt:

Thank you for contacting me about Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. At Caldwell Community College and Technical Institute, we are pleased to hear that Appalachian aspires to offer this MSN degree program to help address a shortage of nursing faculty in our region. Associate degree programs in nursing at the community colleges are critical to supporting the health systems in our state in meeting their needs for the registered nurse workforce. Whatever the state universities can do to help our nursing faculty become better prepared as nursing educators will greatly impact the health of NC citizens.

Your proposal to offer a MSN with a focus in nursing education that will emphasize simulation and technology pedagogy is especially interesting to us. The use of simulation technology is becoming a critical component of nursing education, and it is especially attractive for our community college to have faculty that are well-trained and prepared in using this technology to its fullest capacity. We will certainly be interested in talking with your graduates for potential employment and we can refer our current nursing faculty to your program if they are seeking graduate education.

Your proposed focus on rural health issues and the preparation of nursing educators who understand the needs of rural communities is another key area of need. Your graduates will be well positioned to understand the unique needs of rural health systems and the impact of migrant workers on those systems. The result of your MSN program will be an improvement in health care in rural regions by training clinical nurses who are better prepared to meet the needs of rural populations and special population groups.
Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. On behalf of Caldwell Community College and Technical Institute, I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

[Signature]

Kenneth A. Boham, Ed. D.
President
October 1, 2013

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize simulation and technology pedagogy. This is a unique and novel approach that differs from the traditional nursing education MSN degree programs that exist in the state. Many health systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities.

Another focus area for your proposed program that is intriguing is that of rural health and global health. Many of our nurses work in rural communities of the state; so preparing them with graduate education to be culturally competent to better serve their local populations will greatly improve health outcomes and the quality of care provided. Your target geographic area from which to draw students is northwestern North Carolina; in that region there are high numbers of migrant workers in rural communities, so your proposed MSN program seems to be an excellent fit with the needs of this region.

I remain very proud of our long standing partnership and applaud the new developments. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Michael P. Lischke, EdD, MPH
Director, Northwest Area Health Education Center
Associate Dean, Office of Continuing Medical Education
Associate Professor, Family & Community Medicine
June 16, 2014

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Reimund Serafica, PhD, MSN, RN
Assistant Professor and Chair, RN to BSN Degree Completion Program
School of Nursing
Gardner-Webb University
Boiling Springs, NC 28017
Tel: 704-406-2298
Email: rserafica@gardner-webb.edu
Exhibit B: Letters of Support

Richard G. Sparks, FACHE
President

September 17, 2014

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize simulation and technology pedagogy. This is a unique and novel approach that differs from the traditional nursing education MSN degree programs that exist in the state. Many health systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities.

Another focus area for your proposed program that is intriguing is that of rural health and global health. Many of our nurses work in rural communities of the state; so preparing them with graduate education to be culturally competent to better serve their local populations will greatly improve health outcomes and the quality of care provided. Your target geographic area from which to draw students is northwestern North Carolina; in that region there are high numbers of migrant workers in rural communities, so your proposed MSN program seems to be an excellent fit with the needs of this region.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Richard G. Sparks

Watangka Medical Center
Boone, NC

Charles A. Cannon, Jr. Memorial Hospital
Linville, NC

Blowing Rock Hospital
Blowing Rock, NC
July 1, 2014

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. Nursing faculty need formal academic training in educational methodologies to best prepare nurses for future professional practice. Additionally this past week I received my NC Board of Nursing Bulletin which highlights the future increased minimal educational requirements for newly hired faculty members. In order to meet future workforce demands we need more qualified nursing faculty members. While I support increasing the number of BSN and higher prepared nurses, Universities currently cannot meet future workforce demands thus ADN programs are still needed. I am currently faculty in a RN to BSN program but my College also has an ADN program where all full-time faculty are required to have a MSN.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

[Signature]

Sherri Marlow, DNP, RN, CNE
5818 Stratford Court
Harrisburg, NC 28075
Sherri.marlow@cabarruscollege.edu
704-576-0790
June 15, 14

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Susan Furr, DNP, MSN, RN
Assistant Professor
Department of Nursing
Pfeiffer University
Susan.furr@pfeiffer.edu
June 26, 2014

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University's proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing continue to spotlight issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013, the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

Appalachian State University should be commended for seeking to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist elsewhere in the state. Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation is essential in our quest to expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients. NCNA is an active supporter of simulation technology and applauds its use in nursing education.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. On behalf of the leadership of the North Carolina Nurses Association, I offer my endorsement of the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Tina C. Gordon, MPA, CAE, FACHE
CEO, North Carolina Nurses Association
Exhibit B: Letters of Support

North Carolina Department of Health and Human Services
Broughton Hospital

Pat McCrory
Governor

Aldona Z. Wos, M.D.
Ambassador (Ret.)
Secretary DHHS

Dale C. Armstrong, MBA, FACHE, Director
Division of State Operated Healthcare Facilities

Vivian Streeter, MSM/HSM, RN-BC
Chief Executive Officer

June 16, 2014

Dr. Fred Whitt
Founding Dean
College of Health Sciences
ASU Box 32170
Boone, NC 28608

Dear Dr. Whitt,

I am pleased to learn of Appalachian State University’s proposal to develop a Master of Science in Nursing (MSN) degree program. The addition of such a program is needed as we all strive to care for the citizens of North Carolina and prepare the next generation of caregivers. Recent studies published by the Institute of Medicine and the American Association of Colleges of Nursing have highlighted issues related to shortages of nurses and nursing faculty. Shortages of nursing faculty are even more problematic for our health systems because the result is fewer nursing students entering and graduating from nursing programs. In April of 2013 the North Carolina Board of Nursing reported that 115 full-time faculty positions in North Carolina were vacant, and there were 125 part-time vacancies.

It is obvious from your proposal that Appalachian State University seeks to ease this shortage by providing a MSN with a focus in nursing education that will emphasize an integrative educational methodology with a technological focus. This approach is a unique and novel, and differs from the traditional nursing education MSN degree programs that exist in the state. Many health care systems and educational institutions have acquired simulation technology, but may not be using it to its full capacity in educating nurses and nursing students. Using simulation will expand the constrained educational capacities of health systems and higher education institutions, thereby assisting them to produce highly trained nurses to meet the needs of their communities. With the rapid emergence of technology in health care, it is critical to educate nurses on the best approaches and integrative methodologies in order to achieve the highest outcomes for our patients.

Congratulations on the recent successes of Appalachian State University with the creation of a College of Health Sciences and the development of your undergraduate nursing program. I am very pleased to see that Appalachian is pursuing and strengthening health professions educational programs in fulfillment of its mission and vision. I wholeheartedly lend my support to the development of a MSN degree program in the College of Health Sciences at Appalachian State University.

Sincerely,

Vivian Streeter, MSM, HSM, RN-BC
Chief Executive Officer

www.ncdhhs.gov/dsoh/broughton
1000 South Sterling Street, Morganton, North Carolina 28655 — Courier 15-03-01
An Equal Employment Opportunity/Affirmative Action Employer
Serving the needs of Western North Carolinians since 1875
MEMORANDUM OF UNDERSTANDING
Collaboration in Graduate Nursing Education (MSN)
Appalachian State University and University of North Carolina at Wilmington

The purpose of this document is to demonstrate intent of the College of Health Sciences at Appalachian State University (ASU) and the College of Health and Human Services at the University of North Carolina at Wilmington (UNCW) to collaborate in the provision of graduate education in their respective Master of Science in Nursing (MSN) degree programs.

Appalachian State University is classified as a Master’s L (Masters’ Colleges and Universities, larger programs) with approximately 18,000 students, primarily from the western half of North Carolina. ASU’s College of Health Sciences was formed in 2010 from the reorganization of six different departments/programs. The Department of Nursing is a constituent department of the College of Health Sciences and currently offers a Bachelor of Science in Nursing degree with two degree options: 1) pre-licensure, 4-year program; 2) online RN to BSN program for currently employed registered nurses with an associate’s degree or a diploma in nursing. ASU is proposing to offer a MSN degree with an emphasis in Nursing Education.

University of North Carolina at Wilmington is also classified as a Master’s L, enrolling approximately 14,000 students, primarily from eastern North Carolina. UNCW’s College of Health and Human Services was formed also in 2010 from a reorganization of existing schools and departments. The School of Nursing offers the following degree programs:

- B.S. in Nursing with an option in prelicensure
- B.S. in Nursing with an option in RN to BS
- BS in Clinical Research
- Master of Science in Nursing (concentrations in Nurse Educator and Family Nurse Practitioner)
- Master of Science with a focus on Clinical Research and Product Development
- Post-Master Certifications for Family Nurse Practitioners and Nurse Educators

Additionally, the School of Nursing is in the development phase of a Doctor of Nursing Practice degree.

ASU and UNCW enter this collaboration to continue to pursue mutually beneficial arrangements to support the development and advancement of graduate programs in nursing education at both universities. Conversations have occurred within the colleges among deans, associate deans, and school/department leadership. Potential areas of
collaboration include, but are not limited to, sharing of instructional duties in the curricula of MSN degree programs and sharing of practicum sites between the universities, providing wider exposure of graduate students to various learning environments and regional cultures that impact nursing education.

Both nursing programs focus on rural health due to the locations of the universities; a collaboration between ASU and UNCW will allow a ‘mountains to the sea’ perspective on rural health care delivery for the citizens of North Carolina.

Our signatures below attest to our commitment to continue to engage in conversation regarding the specific form of arrangements that may be constructed that meet the mutual benefit and interests of the faculties of nursing at both institutions.

Dr. Fred Whitt  
Founding Dean and Professor  
College of Health Sciences  
Appalachian State University

Dr. Charles J. Hardy  
Founding Dean and Professor  
College of Health and Human Services  
University of North Carolina at Wilmington

7-28-14
Date
<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>ORGANIZATION</th>
<th>ADDRESS</th>
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<tr>
<td>Cline, Claire</td>
<td>VP for Patient Care Services, Watauga Medical Center</td>
<td>336 Deerfield Road Boone, NC 28607</td>
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<tr>
<td>Freeman, Cathy</td>
<td>Director of Nursing and Health Sciences, Western Piedmont Community College</td>
<td>1001 Burkemont Avenue Morganton, NC 28655</td>
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<tr>
<td>Guyette, Kathy</td>
<td>Senior VP, Patient Care Services, Mission Health</td>
<td>890 Hendersonville Road Asheville, NC 28803</td>
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<td>Hefner, Cathy</td>
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<tr>
<td>Houser, Sarah</td>
<td>Chief Nurse Officer, Ashe Memorial Hospital</td>
<td>200 Hospital Avenue Jefferson, NC 28640</td>
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<tr>
<td>Kimball, Sharon</td>
<td>CNO/ VP, Caldwell Memorial Hospital</td>
<td>PO Box 1890 Lenoir, NC 28645</td>
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<tr>
<td>Krueger, Debbie</td>
<td>Director of Nursing, Magnet Program Director, Center for Research, Wake Forest University Baptist Medical Center</td>
<td>Medical Center Boulevard Winston-Salem, NC 27157</td>
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<td>Lawrence, Jackie</td>
<td>Director, Blue Ridge Healthcare System</td>
<td>2201 S. Sterling Street Morganton, NC 28655</td>
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<td>Livengood, Glenda</td>
<td>Director of Student Programs, Novant Health, Greater Winston Market</td>
<td>3333 Silas Creek Parkway Winston-Salem, NC 27103</td>
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<td>Michaud, Denise</td>
<td>Director, Caldwell CC Health</td>
<td>1966B Morganton Blvd. W Morganton, NC 28680</td>
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<td>Patel, Amar</td>
<td>Director, Center for Innovative Learning, WakeMed Center for Innovative Learning</td>
<td>3000 New Bern Avenue Raleigh, NC 27610</td>
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<tr>
<td>Salthouse, Alice</td>
<td>Executive Director, High Country Community Health Clinic</td>
<td>PO Box 1490 Boone, NC 28607</td>
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<td>Sheppard, Sandy</td>
<td>VP Nursing/ CNO, Wilkes Regional Medical Center</td>
<td>1370 West D St., PO Box 609 N. Wilkesboro, NC 28659</td>
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<td>Streater, Vivian</td>
<td>CNO and co-CEO, Broughton Hospital</td>
<td>1000 S. Sterling Street Morganton, NC 28655</td>
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<tr>
<td>Toney, Shirley</td>
<td>Dean Emerita &amp; Professor Emerita, Gardner Webb University</td>
<td>1573 Harris-Henrietta Rd. Forest City, NC 28043</td>
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<td>Tumbleston, Susan</td>
<td>Retired Director, Be Active Program</td>
<td>PO Box 1243 Boone, NC 28607</td>
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<tr>
<td>Young, Sheryl</td>
<td>Dean of Health Sciences, Mayland Community College</td>
<td>PO Box 547 Spruce Pine, NC 28777</td>
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SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION: Appalachian State University

Program (CIP, Name, Level): Master of Science in Nursing

Degree(s) to be Granted: Master of Science in Nursing

Program Year: Year 1 (2015-2016)

Projected annual FTE students: 24

Projected annual differential tuition: $0

Percent differential tuition for financial aid: $0

Differential tuition remainder: $0

Reallocation of Present Institutional Resources:

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TOTAL ADDITIONAL COSTS: $197,046.21

Narrative:
Faculty EPA salaries apportioned to the MSN program from current faculty are estimated at 1.5 FTE, using average salary of current nursing faculty.
Existing SPA staff support apportioned to the MSN program is estimated at 10% of current FTE salary.
Estimates of office supplies, travel expenses, communications and printing expenses are based generally on current experience.
Capital expenses in year one will be needed to update faculty offices and improve simulation equipment.
<table>
<thead>
<tr>
<th>Additional Funds Required - By Source</th>
<th>Reallocation of Present Institutional Resources</th>
<th>Projected Differential Tuition</th>
<th>Enrollment Increase Funds</th>
<th>Other New Allocations (Identify)</th>
<th>Total</th>
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<tbody>
<tr>
<td>EPA/SPA Regular Salaries</td>
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</table>

**Narrative:**

Faculty EPA salaries apportioned to the MSN program from current faculty are estimated at 2.5 FTE, using average salary of current nursing faculty.

Existing SPA staff support apportioned to the MSN program is estimated at 15% of current FTE salary. No salary increases are assumed for current salaries apportioned to the MSN program in years 2, 3 & 4. Accreditation will be pursued in year 2, with an associated fee of $5,000.

Estimates of office supplies, travel expenses, communications and printing expenses are based generally on current experience.

Capital expenses in year two will be needed to improve simulation equipment.
### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

<table>
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<tr>
<th>INSTITUTION</th>
<th>Program (CIP, Name, Level)</th>
<th>DATE</th>
<th>August 1, 2014</th>
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<tbody>
<tr>
<td>Appalachian State University</td>
<td>513801</td>
<td>Degree(s) to be Granted</td>
<td>Master of Science in Nursing</td>
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</table>

- **Differential tuition requested per student per academic yr**: $0
- **Projected annual FTE students**: 54
- **Projected annual differential tuition**: $0
- **Percent differential tuition for financial aid**: $0
- **Differential tuition remainder**: $0

### ADDITIONAL FUNDS REQUIRED - BY SOURCE

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<tr>
<th>Source</th>
<th>Reallocation of Present Institutional Resources</th>
<th>Projected Differential Tuition</th>
<th>Enrollment Increase Funds</th>
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**TOTAL ADDITIONAL COSTS** $346,420.67 $- $- $- $- $346,420.67

**Narrative:**
- Faculty EPA salaries apportioned to the MSN program from current faculty are estimated at 2.5 FTE, using average salary of current nursing faculty.
- Existing SPA staff support apportioned to the MSN program is estimated at 15% of current FTE salary.
- No salary increases are assumed for current salaries apportioned to the MSN program in years 2, 3 & 4.
- Year 3 assumes 1.0 additional FTE from reallocation of current institutional resources.
- Estimates of office supplies, travel expenses, communications and printing expenses are based generally on current experience.
- Capital expenses in year three will be needed to equip faculty offices.
**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM**

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>Appalachian State University</th>
<th>DATE</th>
<th>August 1, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program (CIP, Name, Level)</td>
<td>513801</td>
<td>Degree(s) to be Granted</td>
<td>Master of Science in Nursing</td>
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</tbody>
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| Differential tuition requested per student per academic yr | $0 |
| Projected annual FTE students | 60 |
| Projected annual differential tuition | $0 |
| Percent differential tuition for financial aid | $0 |
| Differential tuition remainder | $0 |

### ADDITIONAL FUNDS REQUIRED - BY SOURCE

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<th>Reallocated of</th>
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<th>Projected Differential Tuition</th>
<th>Enrollment Increase Funds</th>
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<tr>
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**TOTAL ADDITIONAL COSTS** $391,303.38 $ $ $ $ $ $391,303.38

**Narrative:**

Faculty EPA salaries apportioned to the MSN program from current faculty are estimated at 3.0 FTE, using average salary of current nursing faculty.

Existing SPA staff support apportioned to the MSN program is estimated at 15% of current FTE salary.

No salary increases are assumed for current salaries apportioned to the MSN program in years 2, 3 & 4.

Year 3 assumes 1.0 additional FTE from reallocation of current institutional resources.

Estimates of office supplies, travel expenses, communications and printing expenses are based generally on current experience.

Capital expenses in year four will be needed to equip faculty offices.
### Standard I: Program Quality: Mission and Governance.

<table>
<thead>
<tr>
<th>Key Element</th>
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<th>Person(s) Responsible</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
</table>
| **I-A.** The mission, goals, and expected student outcomes are congruent with those of the parent institution, and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals. | 100% of the time, the mission, goals, and expected outcomes (MGOs) and conceptual framework of the nursing program are congruent with those of ASU as well as professional nursing standards and guidelines. | ASU Graduate Bulletin  
Nursing Faculty and Student Handbooks, Department, Distance Learning, and College of Health Sciences website  
Departmental and Committee Minutes | Review of all documents and websites by nursing faculty.  
Review/revise Student Handbook annually and as MGOs are revised.  
Review consistency with AACN Essentials of Baccalaureate and Essentials of Master’s Education in Nursing | Nursing Faculty  
Student Affairs Committee  
Faculty Development Committee | Annually |
| **I-B.** The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, | 100% of the time, the MGOs and conceptual framework are reviewed and revised to reflect professional standards and | ASU Graduate Bulletin  
Nursing Faculty and Student Handbooks | Review of all documents by nursing faculty.  
Consensus of faculty and CAB that MGOs reflect professional | Curriculum Committee  
Nursing Faculty | Annually or as necessitated by changes in standards and/or |
### Exhibit F. Appalachian State University Nursing Program Evaluation Plan

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<th>Person(s) Responsible</th>
<th>Frequency of Assessment</th>
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</thead>
<tbody>
<tr>
<td>to reflect professional nursing standards and guidelines, and the needs and expectations of the community of interest.</td>
<td>guidelines and the needs and expectations of the community of interest.</td>
<td>Faculty Minutes, Curriculum Committee Minutes, CAB Minutes</td>
<td>standards and needs and expectations of the community of interest. Review consistency with AACN Essentials of Master's Education in Nursing</td>
<td>Student Affairs Committee</td>
<td>curriculum or according to CAB suggestions.</td>
</tr>
<tr>
<td>I-C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.</td>
<td>100% of faculty meet expectations in ASU Faculty Handbook for scholarship, service, and practice which are congruent with MGOs. Student evaluations of faculty indicate a mean score of at least a 3.5 on a 5-point Likert scale.</td>
<td>Faculty CVs, Faculty personnel files, Faculty self-evaluations, Faculty Chair evaluations, Course Summaries, Peer Evaluations</td>
<td>Performance appraisals of faculty by self and Chair of Department, Student evaluations of faculty</td>
<td>Chair, Dept. of Nursing</td>
<td>Annually</td>
</tr>
<tr>
<td>I-D. Faculty and students participate in program</td>
<td>100% of faculty will participate in the governance of the</td>
<td>Nursing Departmental Minutes</td>
<td>Minutes reflect participation of faculty and students.</td>
<td>Student Affairs Committee</td>
<td>Annually</td>
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</tbody>
</table>

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# Exhibit F. Appalachian State University Nursing Program Evaluation Plan

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>governance.</td>
<td>nursing program. Students participate in the governance of the program through online program evaluation survey and student representation at departmental committee and faculty meetings.</td>
<td>Nursing Faculty and Student Handbooks Departmental, Student Affairs Committee, and Faculty Development Committee Minutes</td>
<td></td>
<td>Faculty Development Committee Nursing Faculty Student participation in faculty committees</td>
<td>Surveys are conducted annually.</td>
</tr>
<tr>
<td>I-E.</td>
<td>Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate</td>
<td>100% of the time, documents and publications are accurate and accessible.</td>
<td>Review of all published materials for accuracy</td>
<td>Chair, Dept. of Nursing Nursing faculty Student Affairs Committee Faculty Development Committee</td>
<td>Annually</td>
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<td>ASU Graduate Bulletin Student Handbook Nursing Dept., website College of Health Sciences website Office of Extension and Distance Education Websites</td>
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### Exhibit F. Appalachian State University Nursing Program Evaluation Plan

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<th>Frequency of Assessment</th>
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<tbody>
<tr>
<td>I-F</td>
<td>100% of student policies are congruent with the parent institution, support the MGOs and are available to the public. 100% of policies are fair and equitable.</td>
<td>ASU Graduate Bulletin  Nursing Faculty Handbook  Student Handbook  Departmental Minutes  Student Affairs Committee Minutes</td>
<td>Policies are reviewed and evaluated as to appropriateness, and fairness.</td>
<td>Nursing Faculty  Student Affairs Committee</td>
<td>Annually</td>
</tr>
<tr>
<td>I-G</td>
<td>The Department of Nursing will adhere to its policy on Formal Complaints as outlined in the Nursing Faculty Handbook 100% of the time.</td>
<td>Department of Nursing Faculty and Student Handbooks.</td>
<td>Reviewed annually when departmental Faculty and Student Handbook are updated.</td>
<td>Chair Faculty Development Committee  Student Affairs Committee</td>
<td>Annually</td>
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</tbody>
</table>
### Exhibit F. Appalachian State University Nursing Program Evaluation Plan

#### Standard II. Program Quality: Institutional Commitment and Resources

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<tr>
<th>Key Element</th>
<th>Expected Level Of Achievement</th>
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<th>Assessment Methods</th>
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<th>Frequency of Assessment</th>
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<tbody>
<tr>
<td><strong>II-A</strong> 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.</td>
<td>100% of the time the following is adequate and appropriate - Teaching space - Faculty offices - Clinical sites and laboratories - Faculty/student supplies - Equipment and Technology</td>
<td>Departmental Minutes Nursing Departmental Budget Faculty Surveys Clinical contracts</td>
<td>Faculty Survey analysis Departmental requests for supplies and equipment compared to departmental budget Review of clinical slots to ensure sufficient placements to meet course/ program outcomes.</td>
<td>Chair, Dept. of Nursing Nursing Faculty Faculty Development Committee Chair, Dept. of Nursing; Director of the Graduate Program</td>
<td>Annually</td>
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</table>

| **II-B** Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs. | 100% of the time the following are adequate: Academic support services Library resources Admission and registration services Technical/computer support services Support services for all students Faculty and students rate satisfaction with support services as a | Departmental Minutes | Faculty Survey analysis of academic support services Analysis of Student Focus Group surveys of academic support services | Chair, Dept. of Nursing; Faculty Development Committee; Nursing Faculty | Annually |
### Exhibit F. Appalachian State University Nursing Program Evaluation Plan

<table>
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<tr>
<th>Key Element</th>
<th>Expected Level Of Achievement</th>
<th>Location of Documents/Evidence</th>
<th>Assessment Methods</th>
<th>Person(s) Responsible</th>
<th>Frequency of Assessment</th>
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<tr>
<td><strong>II-C.</strong></td>
<td>The chief nurse administrator is a registered nurse (RN); holds a graduate degree in nursing; is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes; is vested with the administrative authority required to accomplish the mission, goals, and expected student and faculty outcomes; and provides effective leadership in nursing unit in achieving its mission, goals, and expected student and faculty outcomes.</td>
<td>minimum of 3.5 on a 5-point Likert scale (positive score).</td>
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<td>The Chair of the nursing program holds an earned doctorate from an accredited institution with a minimum of two years’ experience of direct patient care and two years’ experience in full time teaching in a baccalaureate nursing program. 100% of the time, the chair is vested with the authority to accomplish the mission, goals, and expected student and faculty outcomes. Faculty and Dean evaluation of the Chair indicates effective leadership skills.</td>
<td>Curriculum vitae of Chair and college transcripts  Position description of Chair  Evaluation of Chair by Faculty Dean’s office</td>
<td>Review of credentials by ASU Search Committee and/or ASU Administration  Review of faculty evaluations of Chair by Dean, College of Health Sciences Annual Chair evaluation by Dean, CHS</td>
<td>ASU Search Committee Dean, College of Health Sciences</td>
<td>Upon vacancy or rotation of position</td>
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<td>Key Element</td>
<td>Expected Level Of Achievement</td>
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<td>Assessment Methods</td>
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<td>II-D.</td>
<td>100% of faculty meet or exceed published standards for BSN faculty and are available in sufficient numbers to accomplish the MGOs of the program.</td>
<td>Faculty CVs and transcripts Faculty Personnel Files, ASU Faculty Handbook, Faculty teaching load and assignments Annual report</td>
<td>Faculty qualifications are compared with established criteria for faculty positions. Review of faculty teaching loads and assignments</td>
<td>Chair, Dept. of Nursing, Dean, College of Health Sciences, Search Comm., Chair, Dept. of Nursing</td>
<td>Each semester</td>
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<td>II-E.</td>
<td>100% of time, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.</td>
<td>Preceptor Bio Form</td>
<td>Review of preceptor qualifications and comparisons with qualifications in the ASU nursing department preceptor policy.</td>
<td>Curriculum Committee Department Chair, Director, Graduate Program, Director of Academic Support &amp; Program Compliance</td>
<td>Beginning of each semester</td>
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<td>Key Element</td>
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<td>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.</td>
<td>100% of the time, the parent institution and program provide support in an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes. Faculty surveys indicate a score of 3.5 or above regarding supportive environment for teaching, scholarship, service, and practice.</td>
<td>Faculty surveys Budget Faculty CVs and ASU Faculty Handbook Annual faculty activity report per Digital Measures</td>
<td>Faculty Survey analysis of parent institution support Faculty teaching loads and assignments Course schedules Faculty publications, grants, and research</td>
<td>Dean, CHS Faculty Development Committee Nursing faculty Chair, Department of Nursing</td>
<td>Annually</td>
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### Standard III. Program Quality: Curriculum and Teaching-Learning Practices

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<th>Key Element</th>
<th>Expected Level Of Achievement</th>
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<td><strong>III-A</strong></td>
<td>The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program’s mission, goals, and expected aggregate student outcomes.</td>
<td>ASU Bulletin AACN “Essentials” ANA Standards and Code of Ethics, and NCBON standards Departmental minutes Course Syllabi</td>
<td>Grading rubrics, exams and standardized assessments are compared to MGOs, AACN “Essentials”, ANA Standards and Code of Ethics,</td>
<td>Nursing Faculty Chair, Dept. of Nursing</td>
<td>Annually Curriculum Review</td>
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<tr>
<td><strong>II-B. Expected individual student learning outcomes</strong></td>
<td>100% of the time, the curriculum reflects professional nursing standards consistent with professional nursing standards and roles for which the graduate is being prepared.</td>
<td>Curriculum committee minutes Course Syllabi Course descriptions AACN Essentials ANA Standards and Code of Ethics NCBON standards Departmental minutes Graduate Team meeting minutes Course Summaries</td>
<td>Course syllabi are analyzed to identify professional nursing standards and guidelines and roles for which graduates are being prepared.</td>
<td>Nursing Faculty Curriculum Committee Chair, Dept. of Nursing Course Coordinator s</td>
<td>Annually review of courses Aggregate data are analyzed when each cohort completes the program. Director of Academic Support &amp; Program Compliance will develop standardized form &amp; coordinate annual clinical evals of our students &amp; faculty</td>
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### Exhibit F. Appalachian State University Nursing Program Evaluation Plan

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<th>Expected Level Of Achievement</th>
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<td>III-C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes. The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities. The Master’s nursing curriculum builds upon a foundation comparable to baccalaureate level nursing knowledge.</td>
<td>100% of the time, the curriculum is logically structured and is built on the arts, sciences, and humanities 85% of graduates will be rated as 4 or 5 (on a 5-point likert scale) as to how well they demonstrate program outcomes; 90% of alumni will rate themselves as a 4 or 5 Master curriculum plan includes nursing and non-nursing course including pre and co- requisites</td>
<td>ASU Graduate School Bulletin Course syllabi Advisory Committee minutes Employer and Alumni surveys Master curriculum plan</td>
<td>Review of course syllabi to ensure logical organization of curriculum. Input from Advisory Committee and analysis of surveys</td>
<td>Curriculum Committee Graduate Faculty</td>
<td>Annually</td>
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<p>| III-D Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student | 100% of the time, the didactic and clinical practices and environment support achievement of learning outcomes 70% or more of all MSN students successfully | Course Summaries Preceptor evaluations Course syllabi Clinical contracts Faculty minutes | Evaluate the number, variety, and adequacy of clinical facilities | Faculty Curriculum Committee | Evaluations are done each semester and reviewed annually at the end of the |</p>
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<td>outcomes.</td>
<td>complete their program of study within 4 years. A minimum of 90% of MSN graduates pass associated certification examinations on the first attempt</td>
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<td>academic year.</td>
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<td>III-E. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</td>
<td>100% of the time, the Advisory Committee and employers of graduates will be provided opportunities to identify their needs and expectations concerning the program and knowledge/skills of graduates 90% of responding MSN graduates secure employment in intended area of study following graduation.</td>
<td>Advisory Committee minutes Surveys from students, faculty, alumni and employers. Nursing faculty minutes</td>
<td>Review of surveys and suggestions from community of interest</td>
<td>Graduate Faculty Curriculum Committee</td>
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<tr>
<td>III-F</td>
<td>100% of the time, student evaluation policies and procedures are defined and consistently applied by faculty to both on-campus and distance students.</td>
<td>Course syllabi, Grading Policies in Student Handbook, Departmental Minutes, Clinical Evaluation Tools</td>
<td>Student performance is compared to course requirements and is fairly and consistently applied</td>
<td>Faculty, Faculty</td>
<td>Each semester, Curriculum Committee, At time of graduation of each cohort</td>
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<td>III-G</td>
<td>100% of the time, the curriculum and learning outcomes are evaluated and results used for improvement</td>
<td>Student evaluations of course and faculty, Faculty Course Evaluations, Preceptorship Evaluations, Peer Evaluations</td>
<td>Review of course evaluations in order to facilitate program improvement</td>
<td>Graduate Faculty, Curriculum Committee, Chair, Dept. of Nursing</td>
<td>Evaluations are done each semester and reviewed annually at the end of the academic year</td>
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### Standard IV. Program Quality: Student Performance and Faculty Accomplishment

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<th>Key Element</th>
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<tbody>
<tr>
<td>IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, certification examination pass rates, and employment rates, as appropriate.</td>
<td>100% of the time, data are collected regarding student and graduate outcomes (both on campus and online students). Graduating students, alumni, and employers of graduates will rate program satisfaction as 3.5 or higher on a Likert scale. Attrition should not exceed 20%</td>
<td>Nursing Department Minutes Survey data from students, graduates (one year post graduation), and employers. Departmental files Graduation &amp; Completion Data</td>
<td>Surveys are tabulated to determine graduation and employer satisfaction and achievement of graduates Surveys Tracking of enrollment data</td>
<td>Faculty Chair, Dept. of Nursing (Alumni and employer surveys) Student Affairs Committee (Graduate surveys)</td>
<td>Annually Annually Completion rates tracked 3 years after entering program. Attrition data tracked each semester</td>
</tr>
<tr>
<td>Key Element</td>
<td>Expected Level Of Achievement</td>
<td>Location of Documents/ Evidence</td>
<td>Assessment methods</td>
<td>Person(s) Responsible</td>
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<tr>
<td>IV-B  Aggregate student outcome data are analyzed and compared with expected student outcomes.</td>
<td>100% of the time aggregated student &amp; faculty outcomes are evaluated and utilized to make program improvements.</td>
<td>Nursing Dept. Handbook Evaluation Plan Departmental minutes ATI data Graduate Team Meeting Minutes</td>
<td>Analysis of how and to what extent program outcomes are met according to professional nursing standards as well as CCNE Key Elements. Recommendations for improvement based on data. (includes ATI data and number of unsatisfactory clinical evals at midterm)</td>
<td>BSN faculty Chair, Dept. of Nursing Student Affairs Committee</td>
<td>Annually Graduate Team meets at least once a semester</td>
</tr>
<tr>
<td>IV-C. Aggregate student outcome data provide evidence of the program’s effectiveness in achieving its mission, goals, and expected outcomes.</td>
<td>85% of graduates will be rated by employers as 4 or 5 (on a 5-point Likert scale) as to how well they demonstrate program outcomes; 90% of alumni will rate themselves as a 4 or 5. 100% of graduates will rate themselves at a 3 or above.</td>
<td>Departmental Minutes Central Repository for all outcome data</td>
<td>Questionnaires sent to graduating seniors, alumni one year post graduation, and supervisors of graduates.</td>
<td>Chair, Student Affairs Committee Curriculum Committee</td>
<td>Annually</td>
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<tr>
<td>Key Element</td>
<td>Expected Level Of Achievement</td>
<td>Location of Documents/Evidence</td>
<td>Assessment methods</td>
<td>Person(s) Responsible</td>
<td>Frequency of Assessment</td>
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<td>IV-D. Aggregate student outcome data are used as appropriate to foster ongoing program improvement.</td>
<td>All students outcomes are reviewed to ensure continuous quality program improvement</td>
<td>Departmental minutes Committee Minutes Graduate Team Meeting minutes</td>
<td>Focus Group Surveys Program Satisfaction Surveys Graduation rates Employment rates</td>
<td>Student Affairs Committee Curriculum Committee Nursing faculty</td>
<td>At the end of each semester and Annually</td>
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<td>IV-E. Aggregate faculty outcomes are consistent with and contribute to achievement of the program’s mission, goals, and expected student outcomes.</td>
<td>100% of tenure track faculty met expectations for scholarship, teaching &amp; service</td>
<td>Faculty Evaluations Course summaries Position descriptions Annual Report</td>
<td>Review of evaluations to ascertain level of achievement. Peer evaluations</td>
<td>Chair, Dept. of Nursing</td>
<td>Annually</td>
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<td>IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.</td>
<td>100% of time, student complaints are reviewed and evaluated to foster program improvement.</td>
<td>ASU and Nursing grievance policy Departmental minutes</td>
<td>Complaints are reviewed and dealt with according to ASU and nursing grievance policy and procedure</td>
<td>Chair, Dept. of Nursing</td>
<td>Immediately upon receipt of grievance</td>
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