



MONTANA
STATE UNIVERSITY

College of
NURSING

Appendices

**Submitted to:
The Commission on Collegiate Nursing Education and
The Montana State Board of Nursing
August 2008**

Mountains & Minds

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APPENDIX A

Strategic Goals

College of Nursing, Strategic Directions 2005-2010

Strategic Direction No. 1: Recruit and graduate a full complement of high quality, diverse undergraduate and graduate students

1.1 Baccalaureate students

- a. Determine the appropriate student capacity at each campus based on an assessment of available clinical and faculty resources.
- b. Re-evaluate placement criteria to determine the need for additional standards beyond priority points (e.g. science courses, an interview, volunteer activities, goal statements, assessment of people skills).
- c. Promote student body diversity and support growth in the number of minority graduates through active recruitment and retention plans.
- d. Analyze undergraduate student attrition and develop appropriate strategies to retain students.

1.2 Graduate students

- a. Develop and implement strategies to increase program accessibility for both in-state and out-of-state students.
- b. Graduate 25 students each year including generic and postmasters students.
- c. Develop an action plan to attract and expedite the education of nurses interested in matriculating from AD to MN.
- d. Position the graduate program for the future by creating a unique and well defined rurally-focused niche attractive to nurses.

Strategic Direction No. 2: Promote and support high quality human resources for the College of Nursing

2.1. Faculty

- a. Evaluate and revise the philosophy and procedures of the CON's search process.
- b. Develop and implement a formal mentoring program for new faculty.
- c. Identify and implement strategies to incorporate CRRNs into the academic community of the College of Nursing.
- d. Encourage and support a formal development program for adjunct faculty to complete doctoral education.
- e. Identify and implement faculty development strategies that support the strategic directions of the college.

2.2. Staff

- a. Implement professional staff development programs to increase technological and other relevant skills.
- b. Develop standardized staff evaluation process.

2.3 Overall work environment

- a. Utilize biennial climate surveys of faculty and staff to identify areas for improvement of the work environment.
- b. Implement college and campus specific strategies for improvement of the work environment based on climate surveys.

- c. Explore strategies to improve compensation for faculty and staff.

Strategic Direction No. 3: Offer baccalaureate and graduate curricula that are consistent with national trends in professional nursing education.

3.1 Baccalaureate education

- a. Design and implement a plan for curricular assessment and evaluation.
- b. Support faculty in providing international/intercultural health care experiences for students.

3.2 Graduate education

- a. Increase opportunity, flexibility and innovation within quality graduate education that may include: -
 - i. Offering a certificate program in nursing education
 - ii. Offering a rural generalist/CNL option with multiple entry points (AD, post-baccalaureate, baccalaureate-masters track)
 - iii. Converting existing APRN options from MN to DNP

Strategic Direction No. 4: Enhance the research and scholarly productivity of the CON.

- a. Increase the number of extramurally funded programs of research.
- b. Identify and implement methods to strengthen infrastructure that supports research and scholarly activity.
- c. Identify a target number and develop feasible methods to increase the number of graduate and undergraduate students involved in faculty research projects and scholarly activities.
- d. Identify and implement strategies to advance the position of the CON as a regional and national leader in rural health care research.

Strategic Direction No. 5: Expand interdisciplinary and collaborative activities within and beyond the university.

- a. Identify and implement activities to increase the presence of the CON within the university
 - i. Maintain a strong collaborative relationship with the Division of Health Sciences
 - ii. Take leadership in multidisciplinary grant programs
- b. Identify and implement activities to strengthen collaborative relationships with clinical agencies.
- c. Develop new partnerships for service to underserved communities.

Strategic Direction No. 6: Improve research and instructional facilities of the College of Nursing.

6.1 Space

- a. Assess availability and utilization of space on each campus.
- b. Based on the assessment, develop and implement a space acquisition plan in collaboration with appropriate university committees.

6.2 Technology

- a. Determine and articulate the College of Nursing philosophy and rationale for the use of technology in instruction, research, and service.
- b. Develop and implement a plan for technology use in the College of Nursing

Strategic Direction No. 7: Enhance development and marketing to support the goals of the College of Nursing.

- a. Identify and prioritize fundraising opportunities for the CON.
- b. Identify target populations and develop and distribute appropriate marketing/publicity materials.
- c. Conduct at least one annual alumni/donor development activity in each campus region.

01/09/06

APPENDIX B

Organizational Chart

**MONTANA STATE UNIVERSITY
COLLEGE OF NURSING**

Policy #A-4

TITLE: COLLEGE OF NURSING ORGANIZATION

POLICY: The College of Nursing Administrative and Faculty Organization structures are depicted in Attachments #1 and #2.

RATIONALE: A clearly outlined organizational structure facilitates communication and delineates work and accountability relationships.

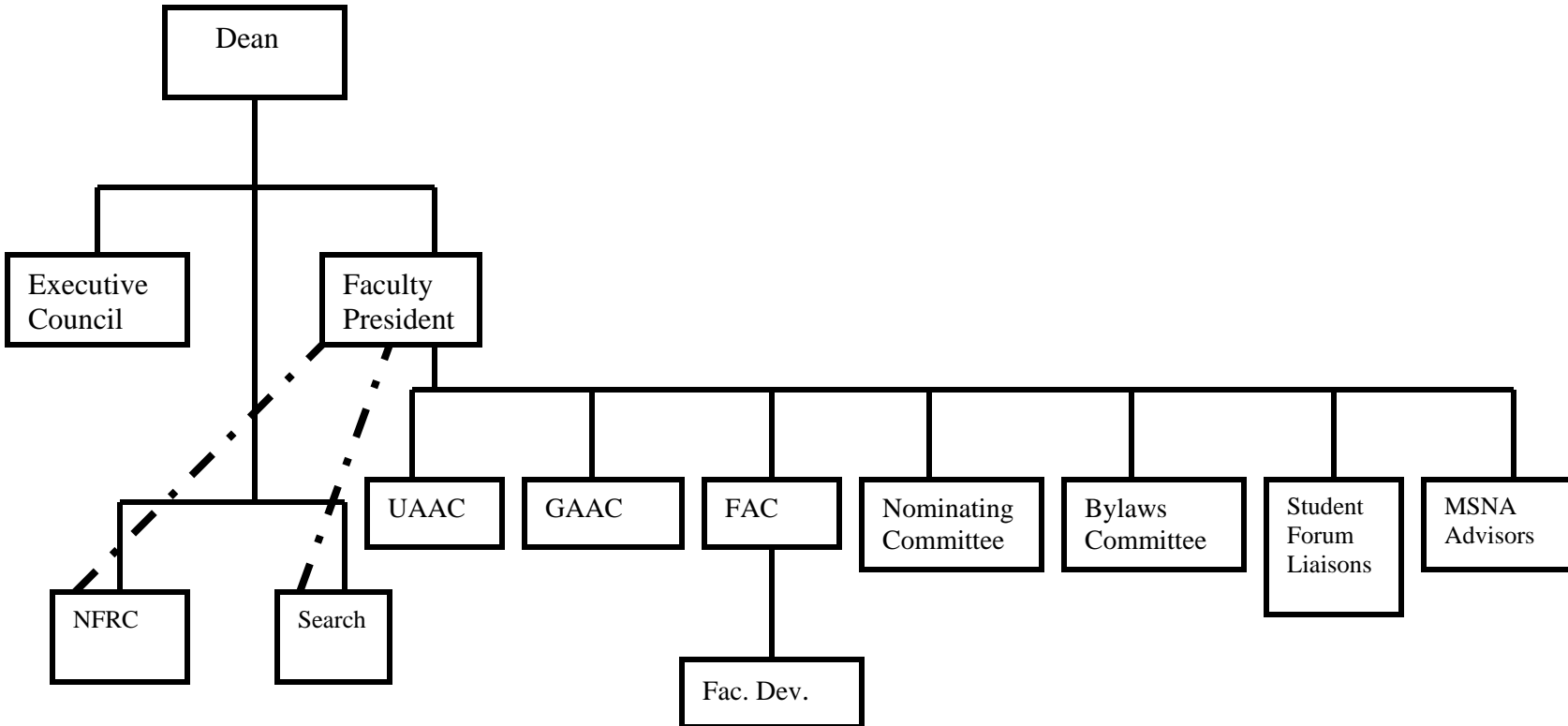
Attachment #1: Faculty Organization Structure

Attachment #2: CON Administrative Structure

Reviewed/Approved by:

Level I: Executive Council (May, 2004)

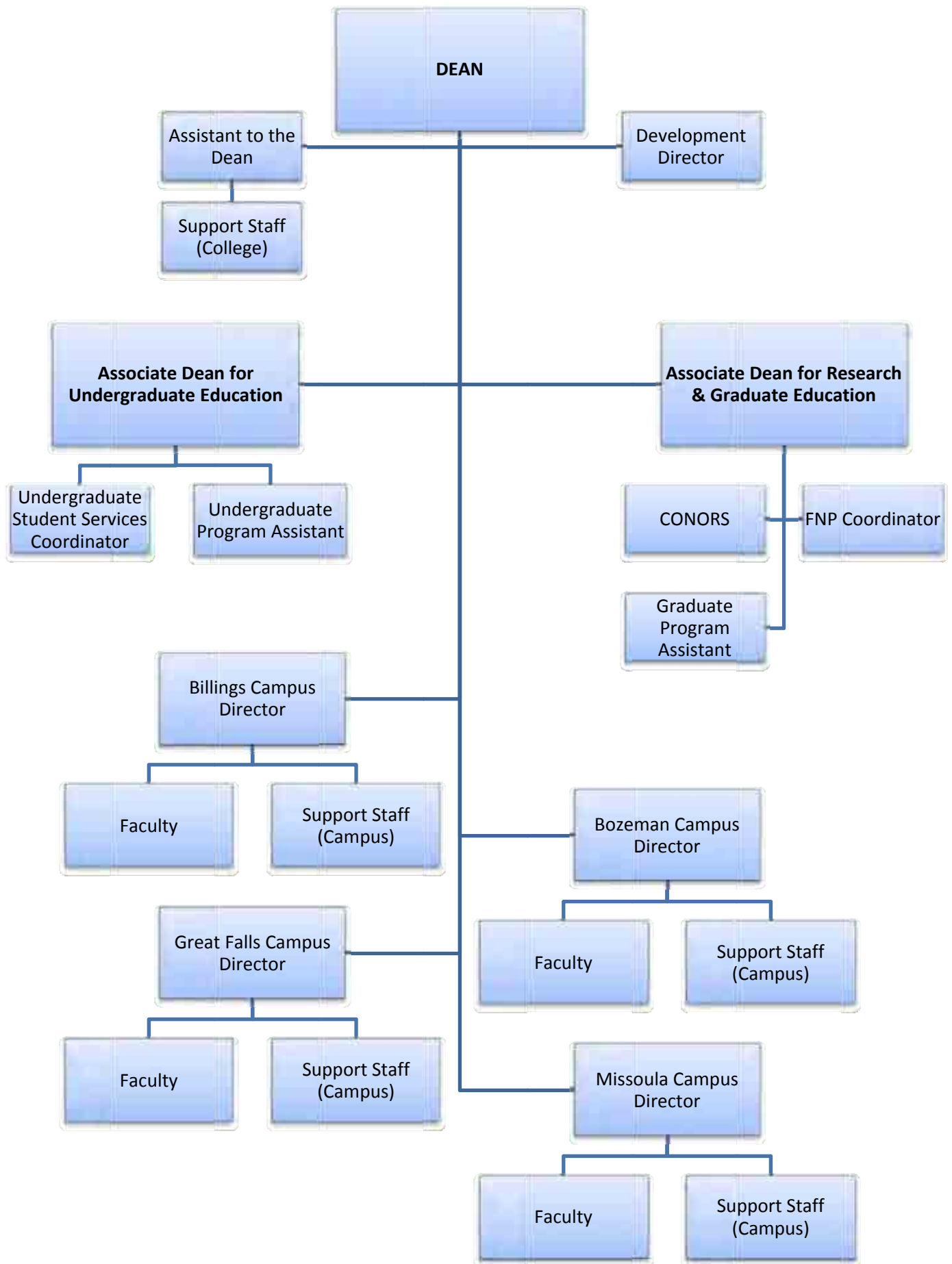
Level II: Dean (August, 2004)



Structure
MSU College of Nursing
April 2004

Key: UAAC Undergraduate Academic Affairs Committee
 GAAC Graduate Academic Affairs Committee
 FAC Faculty Affairs Committee
 NFRC Nursing Formal Review Committee

*Special Interest Committees
 - Specialty Groups
 - Rural Nsg. Theory Special Com. (RNTS)
 - Legislative



APPENDIX C

Faculty Profile Table

Faculty Profile Table AY2007-08

Faculty Member	Title	Educational Credentials	Specialty	Teaching Responsibility
Billings				
Arguelles, Martha	Adjunct Assistant Professor	MSN, RN	Psychiatric Nursing	N437: Psychiatric Nursing; N590: Master's Thesis
Bales, Ronda	Adjunct Assistant Professor	MN, APRN, FNP, BC	Medical-Surgical Nursing; Family Nurse Practitioner	N454: Urgent and Palliative Care; N590: Master's Thesis
Besel, Jamie	Adjunct Assistant Professor	MN, APRN, CNS, BC	Adult Health Nursing	N239: Health Assessment Across the Lifespan; N337: Nursing Pharmacotherapeutics; N354: Acute and Chronic Illness
Chavez, Michelle	Clinical Resource Registered Nurse	BSN, RN	Medical-Surgical Nursing	N342: Psychosocial Nursing Concepts
Collis, Carolyn	Adjunct Assistant Professor	MN, RN	Medical-Surgical Nursing	N224: Pathophysiology; N337: Nursing Pharmacotherapeutics; N354: Acute and Chronic Illness
Corson, Hillary	Adjunct Instructor	BSN, RN	Psychiatric Nursing	N239: Health Assessment Across the Lifespan; N354: Acute and Chronic Illness; N437: Psychiatric Nursing
Derwinski-robinson, Barbara	Associate Professor	MSN, RN, BC	Maternal-Child Nursing; Women's Health	N387R: Research in Health Care; N418: Issues in Health Policy and Health Care Economics; N477: Population Based Nursing Care in the Community; N90: Master's Thesis
Echeverri, Rebecca	Adjunct Assistant Professor	MN, APRN, CNS, BC	Adult Health Nursing	N337: Nursing Pharmacotherapeutics; N454: Urgent and Palliative Care; N590: Master's Thesis
Hendricks, Joyce	Adjunct Assistant Professor	MSN, APRN, PNP, BC	Family-Child Nursing	N349: Nursing Care of Children and Families; N387R: Research in Health Care
Jones, Diane L.	Adjunct Assistant Professor	MSN, APRN, FNP, BC	Family Nurse Practitioner	N561: Primary Care I for Childbearing and Childrearing Families; N563: Primary Care III for Aging Families
Jones, S. Holly	Adjunct Instructor	BSN, RN	Medical-Surgical Nursing; Community Health	N223: Foundations for Planning and Providing Clinical Nursing Care; N337: Nursing Pharmacotherapeutics; N354: Acute and Chronic Illness; N477: Population Based Nursing Care in the Community
Knuths, Amber	Clinical Resource Registered Nurse	BSN, RN	Medical-Surgical Nursing	N223: Foundations for Planning and Providing

Faculty Profile Table AY2007-08

Faculty Member	Title	Educational Credentials	Specialty	Teaching Responsibility
				Clinical Nursing Care; N342: Psychosocial Nursing Concepts
Moore, Carol	Adjunct Assistant Professor	MS, RN	Community Health Nursing	N377: Introduction to Community Based Nursing; N387R: Research in Health Care; N477: Population Based Nursing Care in the Community
Paterson, JoAnn	Adjunct Assistant Professor	MSN, RN	Medical-Surgical Nursing	N223: Foundations for Planning and Providing Clinical Nursing Care; N348: Nursing Care of Childbearing Family
Peterson, Debbie	Adjunct Assistant Professor	MS, RN	Leadership/Management	N485: Nursing Leadership and Management
Pullen Julie	Adjunct Assistant Professor	MSN, MS, APRN, FNP, BC	Psychiatric Nursing	N337: Nursing Pharmacotherapeutics; N387R: Research in Health Care; N437: Psychiatric Nursing; N590: Master's Thesis
Reed, Michelle	Adjunct Assistant Professor	MN, RN	Community Health Nursing	N342: Psychosocial Nursing Concepts
Rodriguez, Laura	Adjunct Assistant Professor	JD, MSN, RNC	Maternal-Child Nursing	N239: Health Assessment Across the Lifespan; N348: Nursing Care of Childbearing Family; N444: Care Management; N485: Nursing Leadership and Management
Sargent, June	Adjunct Assistant Professor	MS, RN	Family-Child Nursing	N349: Nursing Care of Children and Families; N575: Research or Professional Paper/Project
Scharff, Jane	Campus Director/Adj. Asst. Professor	MN, RN	Medical-Surgical; Rural Health	N342: Psychosocial Nursing Concepts; N400: Seminar
Sieloff, Christina	Associate Professor	PhD, MSN, RN, CNA, BC	Administration/Management; Psychiatric Nursing	N418: Issues in Health Policy and Health Care Economics; N444: Care Management; N477: Population Based Nursing Care in the Community; N521: Theory and Research in Nursing; N590: Master's Thesis
Wenger, Carolyn	Assistant Professor	MSN, RN	Community Health Nursing	N477: Population Based Nursing Care in the Community; N555: Concepts of Family Care; N590:

Faculty Profile Table AY2007-08

Faculty Member	Title	Educational Credentials	Specialty	Teaching Responsibility
				Master's Thesis
Wicks, Teresa	Adjunct Assistant Professor	MSN, RNC	Maternal-Child Nursing	N337: Nursing Pharmacotherapeutics; N348: Nursing Care of Childbearing Family
Zulkowski, Karen	Associate Professor	DNS, MSN, RN, CWS, BC	Gerontological Nursing	N387R: Research in Health Care; N531: Rural Health Nursing; N590: Master's Thesis
<u>Bozeman</u>				
Banta, Christine	Adjunct Assistant Professor	MSN, RN	Psychiatric Nursing	N342: Psychosocial Nursing Concepts; N437: Psychiatric Nursing
Burg, Glenna	Adjunct Assistant Professor	MS, RN, BC	Community Health Nursing	N115: Nursing As a Profession; N223: Foundations for Planning and Providing Clinical Nursing Care; N377: Introduction to Community Based Nursing; N418: Issues in Health Policy and Health Care Economics
Chafey, Kathleen	Professor Emeritus	PhD, MS, RN, FAAN	Public Health Nursing	Caring for Our Own Program Director
Colclough, Yoshiko	Assistant Professor	PhD, MS, RN	Medical-Surgical Nursing; Public Health	N220: Foundations of Ethical Nursing Practice; N223: Foundations for Planning and Providing Clinical Nursing Care; N444: Care Management; N521: Theory and Research in Nursing; N590: Master's Thesis
Hausauer, Janice	Adjunct Assistant Professor	MS, APRN, FNP, BC	Family Nurse Practitioner	N239: Health Assessment Across the Lifespan; N354: Acute and Chronic Illness; N485: Nursing Leadership and Management; Advanced Health Assessment
Hebel, Breann	Clinical Resource Registered Nurse	BSN, RN	Maternal-Child Nursing	N348: Nursing Care of Childbearing Family
Henson, Doris	Assistant Professor	MPH, MSN, RN	Public Health Nursing	N220: Foundations of Ethical Nursing Practice; N444: Care Management; N477: Population Based Nursing Care in the Community
Hill, Wade	Associate Professor	PhD, MS, RN, CNS, BC	Community/Public Health CNS	N387R: Research in Health Care; N565: Principles of Population-Based Health
Kern, Deborah	Adjunct Assistant Professor	MSN, APRN, FNP, BC	Family Nurse Practitioner	N224: Pathophysiology; N337: Nursing

Faculty Profile Table AY2007-08

Faculty Member	Title	Educational Credentials	Specialty	Teaching Responsibility
				Pharmacotherapeutics; N354: Acute and Chronic Illness; N485: Nursing Leadership and Management; N560: Advanced Physiology and Pathophysiology
Kinion, Elizabeth	Campus Director/Professor	EdD, MSN, RN, FNP, BC, FAAN	Family Nurse Practitioner	N115: Nursing As a Profession; N220: Foundations of Ethical Nursing Practice; N387R: Research in Health Care; N418: Issues in Health Policy and Health Care Economics
Kusak, Kimberly	Adjunct Instructor	BSN, RN	Pediatrics	N349: Nursing Care of Children and Families
Larsson, Laura	Assistant Professor	PhD, MPH, RN	Public Health Nursing	N337: Nursing Pharmacotherapeutics; N477: Population Based Nursing Care in the Community
McNeely, A. Gretchen	Associate Dean/Associate Professor	DNSc, MSN, RN	Family-Child Nursing; Nursing Education Administration	N115: Nursing As a Profession
Nichols, Elizabeth	Dean/Professor	DNS, MS, MA, RN, FAAN	Medical-Surgical Nursing	N115: Nursing As a Profession
Osterloth, Katie	Clinical Resource Registered Nurse	BSN, RN	Maternal-Child Nursing	N348: Nursing Care of Childbearing Family
Prawdzienski, Maryann	Assistant Professor	MEd, RNC	Medical-Surgical Nursing	N220: Foundations of Ethical Nursing Practice; N223: Foundations for Planning and Providing Clinical Nursing Care
Prescott, Barbara	Adjunct Assistant Professor	DNP, MA, APRN, FNP, BC	Family Nurse Practitioner	N239: Health Assessment Across the Lifespan; N387R: Research in Health Care; N454: Urgent and Palliative Care; N485: Nursing Leadership and Management
Rockafellow, Rachel	Adjunct Assistant Professor	MSN, RN, CWOCN, BC	Medical-Surgical Nursing	N239: Health Assessment Across the Lifespan; N444: Care Management
Sisk, Carol	Clinical Resource Registered Nurse	BSN, RN	Medical-Surgical Nursing	N223: Foundations for Planning and Providing Clinical Nursing Care; N239: Health Assessment Across the Lifespan; N354: Acute and Chronic Illness; N454: Urgent and Palliative Care
Smith, Janet	Clinical Resource Registered Nurse	BSN, RN	Medical-Surgical Nursing	N115: Nursing As a Profession; N223:

Faculty Profile Table AY2007-08

Faculty Member	Title	Educational Credentials	Specialty	Teaching Responsibility
				Foundations for Planning and Providing Clinical Nursing Care; N354: Acute and Chronic Illness
Sofie, Jennifer	Adjunct Assistant Professor	MSN, APRN, ANP, FNP, BC	Family Nurse Practitioner	N224: Pathophysiology; N550: Advanced Health Assessment; N563: Primary Care III for Aging Families
Treloar, Allison	Adjunct Instructor	BSN, RN	Pediatrics	N349: Nursing Care of Children and Families
Weinert, Clarann	Professor	PhD, MA, MS, RN, FAAN	Medical-Surgical Nursing	N387R: Research in Health Care
Williams, Donna	Associate Dean/Associate Professor	PhD, MS	Research and Administration	N485: Nursing Leadership and Management; N583: Clinical Nurse Specialist Practice III
Great Falls				
Babb, Deanna	Adjunct Assistant Professor	MN, APRN, FNP, BC	Family Nurse Practitioner	N517: Foundations of Pharmacotherapeutics; N518: Pharmacotherapeutics for Infants, Children, and Adults of Childbearing Age; N520: Pharmacotherapeutics for Older Adults; N550: Advanced Health Assessment; N561: Primary Care I for Childbearing and Childrearing Families; N563: Primary Care III for Aging Families; N571: Primary Care IV Clinical Preceptorship
Dea, J. Ed	Adjunct Instructor	MN, RN, CEN, CFRN, NREMT-P	Medical-Surgical Nursing	N223: Foundations for Planning and Providing Clinical Nursing Care; N354: Acute and Chronic Illness; N454: Urgent and Palliative Care
Glover, Laurie	Adjunct Assistant Professor	MN, APRN, FNP, BC	Community Health Nursing	N200: Seminar; N342: Psychosocial Nursing Concepts; N477: Population Based Nursing Care in the Community; N561: Primary Care I for Childbearing and Childrearing Families
Hester, C. Janine	Adjunct Assistant Professor	MSN, MS, APRN, NNP, BC	Neonatal Nurse Practitioner	N239: Health Assessment Across the Lifespan; N348: Nursing Care of Childbearing Family
Hinsperger-Rice,	Assistant Professor	PhD, MSN, RN	Neonatal Nurse Practitioner	N437: Psychiatric Nursing; N444: Care Management;

Faculty Profile Table AY2007-08

Faculty Member	Title	Educational Credentials	Specialty	Teaching Responsibility
Clementine				N507 Management of Clinical Outcomes; N521 Theory and Research in Nursing
Jackson, Lauri	Adjunct Assistant Professor	MN, APRN, FNP, BC	Family Nurse Practitioner	N454: Urgent and Palliative Care
Lincoln, Elisabeth	Adjunct Assistant Professor	MSN, APRN, PNP, CNA, BC	Pediatric Nurse Practitioner	N418: Issues in Health Policy and Health Care Economics; N485: Nursing Leadership and Management
Luparell, Susan	Assistant Professor	PhD, MSN, RN, CNS, BC, CNE	Adult Health CNS	N387R: Research in Health Care; N485: Nursing Leadership and Management; N505: Evidence-Based Practice; N581: Clinical Nurse Specialist Practice I
Matye, Sheila	Adjunct Assistant Professor	MSN, RNC	Family-Child Nursing	N349: Nursing Care of Children and Families
Nierenberg, Lydia	Clinical Resource Registered Nurse	BSN, RN	Psychiatric Nursing	N342: Psychosocial Nursing Concepts; N437: Psychiatric Nursing; N485: Nursing Leadership and Management
O'Malley, Lynis	Adjunct Assistant Professor	EdD, MPH, RN, CNA, BC	Public Health Nursing; Nursing Administration	N444: Care Management; N477: Population Based Nursing Care in the Community; N552: Administration and Organization of Health Care Systems; N553: Financing and Budgeting of Health Care Systems
Parker, Nadine	Assistant Professor	PhD, MS, RN	Gerontological Nursing	N387R: Research in Health Care; N416: Summer Internship; N454: Urgent and Palliative Care
Raph, Susan	Campus Director/Adj. Asst. Professor	MN, RN, CNA, BC	Public Health Nursing; Nursing Administration	N444: Care Management
Seppila, Barbara	Adjunct Instructor	MSN, RN	Nursing Education	N223: Foundations for Planning and Providing Clinical Nursing Care; N337: Nursing Pharmacotherapeutics; N454: Urgent and Palliative Care
Witt, Elizabeth	Clinical Resource Registered Nurse	BSN, RNC	Medical-Surgical Nursing	N337: Nursing Pharmacotherapeutics; N354: Acute and Chronic Illness; N485: Nursing Leadership and Management

Faculty Profile Table AY2007-08

Faculty Member	Title	Educational Credentials	Specialty	Teaching Responsibility
Msla/Kalispell				
Androes, Sharon	Adjunct Assistant Professor	MS, BSN, APRN, CNS, BC	Psychiatric Nursing	N342: Psychosocial Nursing Concepts; N437: Psychiatric Nursing; N485: Nursing Leadership and Management
Caton, Carolyn	Adjunct Assistant Professor	MS, APRN, NP, BC	Psychiatric Nursing	N342: Psychosocial Nursing Concepts; N437: Psychiatric Nursing
Chamberlin, Myrna	Adjunct Assistant Professor	MN, RN	Medical-Surgical Nursing	N349: Nursing Care of Children and Families
Cheek, Rita	Associate Professor	PhD, MN, RN	Medical-Surgical Nursing	N387R: Research in Health Care; N418: Issues in Health Policy and Health Care Economics; N501: Teaching Concepts for Nursing Educators
Clark, Dessye-Dee	Adjunct Assistant Professor	PhD, MSN, APRN, NP/CNS, BC	Psychiatric Nursing	N437: Psychiatric Nursing
Francoeur, Claire	Adjunct Instructor	BEd, RN	Pediatrics	N223: Foundations for Planning and Providing Clinical Nursing Care
Glow, Steven	Adjunct Assistant Professor	MSN, APRN, FNP, BC	Family Nurse Practitioner; Medical-Surgical Nursing	N354: Acute and Chronic Illness
Grossman, Linda	Adjunct Assistant Professor	MN, APRN, FNP, BC	Family Nurse Practitioner	N454: Urgent and Palliative Care
Henderson, Linda	Adjunct Assistant Professor	MN, RN	Community Health Nursing	N377: Introduction to Community Based Nursing; N418: Issues in Health Policy and Health Care Economics; N477: Population Based Nursing Care in the Community
Henry, Teresa	Adjunct Assistant Professor	MS, RN, NP, BC	Community Health Nursing	N418: Issues in Health Policy and Health Care Economics; N485: Nursing Leadership and Management
Hindsley, Cynthia	Adjunct Assistant Professor	MSN, RN	Community Health Nursing	N477: Population Based Nursing Care in the Community
Holkup, Patricia	Assistant Professor	PhD, MA, RN	Gerontological Nursing	N342: Psychosocial Nursing Concepts; N521 Theory and Research in Nursing; N555: Concepts of Family Care
Hollis, Brett	Adjunct Assistant Professor	MN, APRN, FNP, BC	Family Nurse Practitioner	N337: Nursing Pharmacotherapeutics; N454: Urgent and Palliative Care; N485: Nursing Leadership and Management
Kuntz, Sandra	Adjunct Assistant	PhD, MS, APRN,	Community/Public Health	N115: Nursing As a

Faculty Profile Table AY2007-08

Faculty Member	Title	Educational Credentials	Specialty	Teaching Responsibility
	Professor	CNS, BC	CNS	Profession; N387R: Research in Health Care
Kusler, Cynthia	Adjunct Assistant Professor	MSN, RN	Medical-Surgical Nursing	N454: Urgent and Palliative Care
Marx, Laura	Adjunct Assistant Professor	MSN, APRN, FNP, BC	Family Nurse Practitioner	N239: Health Assessment Across the Life Span; N337: Nursing Pharmacotherapeutics; N561: Primary Care I for Childbearing and Childrearing Families; N563: Primary Care III for Aging Families
Mayer, Dorothy	Adjunct Assistant Professor	PhD(c), MS, APRN, CNS, BC	Adult Health CNS	N582: Clinical Nurse Specialist Practice II
Muskett, Christine	Adjunct Assistant Professor	MSN, RN	Medical-Surgical Nursing	N354: Acute and Chronic Illness
Rappold, Sally	Adjunct Assistant Professor	MSN, APRN, CNS, BC	Family Health CNS	N349: Nursing Care of Children and Families; N485: Nursing Leadership and Management
Sax, Karrin	Adjunct Assistant Professor	MSN, APRN, WHNP, BC	Women's Health Nurse Practitioner	N348: Nursing Care of Childbearing Family; N521 Theory and Research in Nursing
Schmidt, Carolyn	Adjunct Assistant Professor	MSN, RN, CNS, BC	Maternal-Child Nursing	N348: Nursing Care of Childbearing Family
Shreffler-Grant, Jean	Campus Director/Assoc. Prof.	PhD, MSN, RN	Medical-Surgical Nursing	N437: Psychiatric Nursing
Siegrist, Kathryn	Adjunct Assistant Professor	MSN, RN, CNM, BC	Community/Public Health Nursing	N477: Population Based Nursing Care in the Community
St. John, Angela	Adjunct Assistant Professor	MN, APRN, FNP, BC	Family Nurse Practitioner	N223: Foundations for Planning and Providing Clinical Nursing Care; N239: Health Assessment Across the Lifespan; N337: Nursing Pharmacotherapeutics; N354: Acute and Chronic Illness
Torma, Linda	Adjunct Assistant Professor	MSN, APRN, CNS, BC	Adult Health CNS	N444: Care Management; N477: Population Based Nursing Care in the Community; N506: Management of Care Environments; N522: Advanced Practice Nursing: Roles and Issues; N582: Clinical Nurse Specialist Practice II

Faculty Profile Table AY2007-08

Faculty Member	Title	Educational Credentials	Specialty	Teaching Responsibility
Wines, Maria	Adjunct Assistant Professor	PhD, MSN, APRN, PNP, BC	Family-Child Nursing	N349: Nursing Care of Children and Families; N561: Primary Care I for Childbearing and Childrearing Families
Winters, Charlene	Associate Professor	PhD, MS, APRN, CNS, BC	Adult Health CNS	N531: Rural Health Nursing

APPENDIX D

Workload Formula

Montana State University College of Nursing
Workload Guidelines (1-29-07 version)

The Workload Guidelines for 1 FTE:

Workload Guideline Category	Teaching	Research/Schol.	Practice	Service	Total Units
Tenure track	4-9 units/semester	3-6 units/sem	1-3 units/sem	1-2 units/sem	12-15/sem or 24-30/yr
Tenured, research active	4-9 units/semester	3-6 units/sem	1-3 units/sem	1-2 units/sem	12-15/sem or 24-30/year
Long Term Adjunct & tenured non-research active - w service and advising	10-13 units/semester	0-2 units/sem	1-3 units/sem	1-2 units/sem	12-15/sem or 24-30/year
Temporary Adjunct without service/advising	12-15 units/semester		1-3 units/sem	0	12-15/sem or 24-30/year
CRNs	12-15 units/semester		0	0	12-15/sem or 24-30/year

- Grad classes or classes larger than 50 students with no assistants = 1.3 units per credit
- Grad clinical 1-3 students = .5 units per credit, 4-6 students = 1 unit per credit
- Course coordinator with 1 or > co-instructors, CCRNs, etc = 0.25 additional units
- Undergrad lab credits weighted 1.5 units (e.g. 3 credit lab = 4.5 units)
- Upper Division clinical sections = full workload credit for 8 students in lab section
- Lower Division clinical sections = can have 10 students in lab section
- Precepted undergrad students = can have more than 8 students in lab section
- Thesis/Project chair or independent study = units equal ½ of student's credits
- Thesis/Project member = units equal ¼ of student's thesis credits
- Outside thesis committee member= remaining credits allocated to chair, CON member based on work
- Service normally 1-2 units per semester max. If special circumstances apply, negotiate with CD.
- Units for Practice = only those who teach graduate clinical that requires practice for certification
- Negotiate with CD for adjustments due to other workload issues
- Additional time for research or practice normally must be covered by "buy-out"

Part time conversions = (per year; if 1 semester only, divide units by half)

.125 FTE= 3-3.75 units, .25 FTE = 6-7.5 units, .4 FTE = 9.6-12 units, .5 FTE = 12-15 units, .6 FTE = 14.4-18 units, .65 = 15.6-19.5, .75 FTE = 18-22.5 units, .8 FTE = 19.2-24 units, .85 FTE = 20.4-25.5 units, .9 FTE = 21.6-27 units

APPENDIX E

Master Evaluation Plan

**MONTANA STATE UNIVERSITY
COLLEGE OF NURSING**

POLICY A-9

TITLE: MASTER EVALUATION PLAN

POLICY: The College of Nursing has developed and will maintain a Master Evaluation Plan to:

- a) Coordinate the evaluation of all program components, and
- b) Guide the collection, analysis, dissemination and utilization of the outcomes of evaluation

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

PROCEDURE:

1. Prior to the beginning of each academic year, the Dean and President of the Faculty Organization will meet, review the Master Evaluation Plan, and include evaluation tasks to be completed in the Charges to Committees.
2. Prior to the beginning of each academic year, the Dean will review with the Executive Council the evaluative tasks for the year for which the Executive Council is responsible.
3. At the beginning of each academic year, each standing committee will include in its plan for the year's work the evaluation tasks for which the committee is responsible.
4. At the end of each academic year, the President of the Faculty Organization will be responsible for seeing that the year's mandated evaluations have been completed, results summarized, and reports filed in the Master Evaluation Plan File.

Reviewed/Approved by:

Level I: Executive Council (August, 2006)

Level II: Dean (September, 2006)

Attachment: Master Evaluation Plan

POLICY A-9
ATTACHMENT #1

MASTER EVALUATION PLAN
(Follows)

LEGEND OF ACRONYMS CONTAINED IN THE MASTER EVALUATION PLAN:

AANP	American Association of Nurse Practitioners
ANA	American Nurses Association
AACN	American Association of Colleges of Nursing
ANCC	American Nurses' Credentialing Center
ATI	Assessment Technologies Institute
BOR	Board of Regents
BSN	Bachelor of Science degree in Nursing
BTC	Burns Technology Center
CCNE	Commission on Collegiate Nursing Education
CDs	Campus Directors
CE	Continuing Education
CNL	Clinical Nurse Leader
CNS	Clinical Nurse Specialist
CON	College of Nursing
CONORS	College of Nursing Office of Research & Scholarship
CQIR	Continuous Quality Improvement Report
DAC	Dean's Advisory Council
EBI	Educational Benchmarking Incorporated
EC	Executive Council
FAC	Faculty Affairs Committee

FDS	Faculty Development Subcommittee
FNP	Family Nurse Practitioner
GAAC	Graduate Academic Affairs Committee
IFO	Individual Faculty Outline
KPIs	Key Performance Indicators
MEP	Master Evaluation Plan
MN	Master of Nursing degree
MNA	Montana Nurses Association
MRO	Master Resource Outline
MRS	Mission, Role & Scope
MSU	Montana State University
NACNS	National Association of Clinical Nurse Specialists
NCLEX-RN	National Council Licensure Examination-RN
NFRC	Nursing Formal Review Committee
NONPF	National Organization of Nurse Practitioner Faculty
SBON	State Board of Nursing
UPBAC	University Planning, Budget, and Analysis Committee
UAAC	Undergraduate Academic Affairs Committee
UG	Undergraduate
UPTC	University Promotion and Tenure Committee

**CCNE STANDARD I - PROGRAM QUALITY:
MISSION AND GOVERNANCE**

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

KEY ELEMENTS	MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
I-A. The mission, goals, and expected outcomes of the program are written, congruent with those of the parent institution, and consistent with professional nursing standards and guidelines for the preparation of nursing professionals.	Mission statements of MSU and CON	MSU Faculty Handbook and web site MSU bulletins Mission, Role & Scope statement CON policy A-3 CON policy D-1 CON policy C-?	University level administration and committees Assoc. Dean for CON component EC GAAC UAAC	Ongoing Review every 2 years Review every 5 years Review every 5 years	Registrar’s Office Faculty for comment on policy revisions
I-B. The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to	Policy review cycle Policy review/approval history	Policy documents on web Policy A-1 A component of all policies placed on web site Professional	EC Various committees UAAC, GAAC	Review every 5 years Policies are reviewed every 5 years	Faculty for comment on policy revisions Changes brought to faculty for comment

reflect professional standards and guidelines.		standards documents: AACN, NONPF, NACNS, SBON			
I-C. The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect the needs and expectations of the community of interest.	Discussion of CON programs and goals at DAC meetings Employer evaluations	Summary of Dean's Advisory Council meeting EBI or other reports	Dean/Administrative Assistant Associate Dean	Ongoing as new standards are published and as evaluative data indicate a need to change.	EC, faculty committees as appropriate UAAC/GAAC
I-D. Roles of the faculty and students in the governance of the program are clearly defined and enable meaningful participation.	Published CON statements about role of faculty and students Listing of faculty and students involved in various committees and task forces	CON bylaws (Policy F-1) and policy statements CON governance and structure document – A-4 Minutes and annual reports of committees and task forces	Bylaws Committee EC Various committees, etc.	Policies are reviewed every 5 years Annual elections/appointments Annual reporting	Faculty for comment on policy revisions Student Forum Faculty president Dean Faculty president
I-E. Documents and publications are	Information in the various publications	College website	Associate Dean	Ongoing with changes made as	CON webmaster

<p>accurate. Any references in promotional materials to the program's offerings, outcomes, accreditation/ approval status, academic calendar, admission policies, grading policies, degree completion requirements, tuition, and fees are accurate.</p>	<p>and public information</p>	<p>MSU bulletin</p> <p>College brochures</p> <p>College display materials</p> <p>College policies on the web</p>	<p>Office of the Registrar and Associate Dean</p> <p>Director of Marketing</p> <p>Director of Marketing</p> <p>Various committees</p>	<p>needed</p> <p>Every two years</p> <p>As new ones are needed and printed Ongoing as changes are made</p> <p>Policies reviewed every 5 years</p>	<p>Registrar's Office or other individuals responsible for publication</p> <p>Faculty for comment on policy revisions</p>
<p>I-F. Policies of the parent institution and the nursing program are congruent with and support the mission, goals, and expected outcomes of the program; these policies are fair, equitable, and published and are reviewed and revised as necessary to reflect ongoing improvement. These policies include, but are not</p>	<p>College recruitment materials</p> <p>College web-site</p> <p>MSU web-site</p> <p>Commissioner's office web site</p> <p>MSU bulletin</p>	<p>Brochures, display materials</p> <p>College policies, curricular information</p> <p>Web site pages</p> <p>Web site pages</p> <p>MSU bulletin</p>	<p>Director of Marketing</p> <p>Various committees</p> <p>College webmaster MSU webmaster</p> <p>MUS webmaster</p> <p>Office of the Registrar Associate Dean</p> <p>EC</p>	<p>Ongoing</p> <p>Ongoing as needed</p> <p>As needed</p> <p>As needed</p> <p>Every 2 years</p>	<p>Dean, GAAC, UAAC</p>

limited to, those relative to student recruitment, admission, and retention.	Upper division placement policy	Policy A-12	EC	Every 5 years	Faculty for comment on policy revisions
	Curricular policies regarding progression through the curriculum	Policies A: 10, 13, 19, 30 – 34, 39, 40 Policies B: 1,2 Policies C: 1-4, 10–12 Policies D: 3-5,7,8,10	UAAC, GAAC UAAC GAAC	Every 5 years	Faculty for comment on policy revisions

**CCNE STANDARD II - PROGRAM QUALITY:
INSTITUTIONAL COMMITMENT AND RESOURCES**

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

KEY ELEMENTS	MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
II-A. 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 outcomes of the program.	Tenure and promotion criteria College level University level	Policy E-1	College – NFRC University – campus P&T committee	Annually, per university policy and as needed	Full faculty for affirmation
	Mission, role and scope documents College level University level	Policy A-3 Included in Policy E-1 and on MSU web site	EC Univ. Planning and Budget Council	Every 5 years Annually	EC and full faculty if change needed

<p>II-B. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. These resources are reviewed, revised, and improved as needed.</p>	<p>College of Nursing budget allocation</p> <p>Requests from campus directors for additional space, renovation or equipment and instructional materials</p> <p>Use of program fees to purchase equipment and other instructional materials</p> <p>College statement regarding use/place of technology</p> <p>Scholarly productivity of college</p> <p>Reputation of college within the</p>	<p>Annual allocation letters from provost's office Budget amendment requests</p> <p>Lease agreements for distant campuses Annual requests to campus equipment and technology fund committees</p> <p>Financial records of use of program fees</p> <p>CON website</p> <p>Listing of research, publications, and presentations</p> <p>Report of survey of graduates and</p>	<p>Provost office</p> <p>Office of Assistant to the Dean</p> <p>MSU Facilities</p> <p>Office of Assistant to the dean Associate dean</p> <p>CON accounting office</p> <p>EC/dean</p> <p>CONORS</p> <p>Associate Dean</p>	<p>Annual</p> <p>As needed</p> <p>Annually – in the spring</p> <p>Annually</p> <p>Annual budget closeout</p> <p>Annually</p> <p>Every 5 years</p> <p>Annually</p> <p>Every 2 years</p>	<p>CDs and EC</p> <p>EC and CDs</p> <p>CDs</p> <p>CDs</p> <p>Dean and CDs</p> <p>Dean</p> <p>Full faculty for discussion and vote</p> <p>Faculty for information, campus Office of Planning and Analysis</p> <p>GAAC, UAAC</p>
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	state and region Adequacy of clinical sites	employers Contracts with clinical agencies Faculty evaluation of agencies	Campus Directors/Course Coordinators	Each semester	Faculty, Course Coordinators
II-C. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	Adequacy of library services/holdings	Survey of graduates	Associate Dean	Every 2 years	CON Library representative, GAAC, UAAC
	Strength of advising	Faculty evaluation of library – in BON report	College library representative	Annually	CON Dean, Dean of Libraries
	Adequacy of tech support for distance delivery	Technology Plan Annual evaluations of tech personnel	Associate Dean Campus Directors FAC	Annually	Dean, FAC
	WebCT training and other in-service programs	WebCT training logs, Evaluations of c-e presentations	Assistant to the dean Faculty Development Sub-Committee	Annual review Ongoing and annual personnel evaluations	Individuals involved
				Annually	Faculty president
II-D. The chief nurse administrator is academically and experientially qualified and is vested with the authority required to	Vita of Dean	Long form of vita Short form of vita	Dean Dean	Ongoing Annual BON report	Dean Dean
		Annual evaluations 360 degree evaluation Policy A-5	Provost Provost	Annual Every 5 years	Dean
	Position description		EC	Every 5 years	EC, faculty for

<p>accomplish the mission, goals, and expected outcomes. The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals, and expected outcomes.</p>	of Dean	attachment #1			comment
	Faculty survey data	Survey data analysis	Dean, CONORS	Annual	Faculty, Provost
	CON reports	Report to BON re meeting goals	Dean	Annual	Faculty
	Dean self-evaluation	Self-evaluation report	Dean	Annual	Provost
<p>II-E. Faculty members are academically and experientially qualified and sufficient in number to accomplish the mission, goals and expected outcomes of the program.</p>	<p>Professional, scholarly and instructional productivity of faculty</p>	Long form CVs	<p>Faculty members, Campus Directors Faculty members, Dean's Administrative Assistant Dean's Office</p>	Ongoing – at campus	<p>Dean</p> <p>Provost, university community via web site</p>
		Short form (BON) updates		Annual	
		Letters of appointment	Annual		
		Delaware study data KPIs	<p>MSU Office of Planning and Analysis MSU Office of Planning and Analysis</p>	<p>Annual</p> <p>Annual</p>	
<p>II-F. The faculty roles in teaching, scholarship, service, and practice are identified clearly and are congruent</p>	Faculty workload assignments	Letters of appointment/BOR contracts	Dean's office/CD Faculty Affairs Committee	Annual	CDs, Provost's office
	Faculty position description	Policy A-5, attachment #9	EC	Every 5 years	Faculty for comment on policy

with the mission, goals, and expected outcomes of the program.	Promotion, retention, and tenure criteria	Policy E-1	Nursing Formal Review Committee	Annual	revisions Faculty for affirmation
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**CCNE STANDARD III – PROGRAM QUALITY:
CURRICULUM AND TEACHING-LEARNING PRACTICES**

The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.

KEY ELEMENTS	MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent with professional nursing standards and guidelines and congruent with the program’s mission, goals, and expected outcomes.	BOR guidelines for development & approval of new options. MSU Undergraduate Studies Committee, CORE Committee, & Graduate Studies Committee new curricula and course development & approval guidelines. CON Guidelines for new course and curricula development &	BOR website	BOR & Commissioner’s Office	Ongoing	
		MSU Provost’s website	Provost’s Office	Ongoing	
		Undergraduate	EC, UAAC	Review policies	

	approval.	Program (Policy A-3) Graduate Program (Policy D-1) Both UG & Grad policies B-2 & B-3	GAAC UAAC/GAAC	every five years or as needed. Review MROs every three years or as needed. Review IFOs as submitted.	comment on policy revisions. Full faculty approval for all revised MROs.
<p>III-B. The curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates.</p> <p>1. The</p>					

<p>baccalaureate curriculum incorporates knowledge and skills identified in <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 1998).</p>	<p>Undergraduate curriculum documents</p>	<p>Undergraduate Curriculum Map based on <i>The Essentials of Baccalaureate Nursing Education for Professional Nursing Practice</i> (AACN 1998).</p>	<p>UAAC</p>	<p>Annually reviewed & updated as new curriculum is implemented and evaluated via new course forms.</p>	<p>To faculty via UAAC Annual Reports & updates at General Faculty Meetings throughout the academic year.</p>
<p>2. The master's curriculum incorporates knowledge and skills identified in <i>The Essentials of Master's Education for Advanced Practice Nursing</i> (AACN, 1996). Any specialty standards adopted for the master's program are incorporated into the curriculum. In addition, nurse practitioner program</p>	<p>Graduate curriculum documents</p>	<p>Undergraduate MROs and IFOs (per Policy B-2)</p> <p>Graduate Curriculum Map based on <i>The Essentials of Master's Education for Advanced Practice Nursing</i> (AACN, 1996) as well as NONPF and NACNS guidelines for FNP and CNS options. CNL option curriculum guided by AACN competencies. Graduate MROs and IFOs (per Policy B-2)</p>	<p>UAAC & Individual Course Faculty</p> <p>GAAC</p>	<p>MROs reviewed q 3 years or as needed. IFOs reviewed as needed.</p> <p>Annually reviewed & updated as new curriculum is implemented and evaluated via new course forms.</p> <p>MROs reviewed q 3</p>	<p>MROs to faculty for approval.</p> <p>To faculty via GAAC Annual Reports & updates at General Faculty Meetings throughout the academic year.</p> <p>MROs to faculty for approval.</p>

<p>curricula demonstrate incorporation of the Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2002).</p>			<p>GAAC & Individual Course Faculty</p>	<p>years or as needed. IFOs reviewed as needed.</p>	
<p>III-C. The curriculum is logically structured to meet expected program outcomes. 1. The baccalaureate curriculum builds upon a foundation of the arts, sciences and humanities. 2. The master’s curriculum builds on the baccalaureate level foundation.</p>	<p>MSU Bulletin for Undergraduate CORE & nursing curricula & course descriptions. MSU on-line catalog for Graduate nursing curricula & course descriptions.</p>	<p>Sample Plan of Study for BSN showing required prerequisites, CORE, & nursing courses. Policy A-3 Sample Plans of Study for all MN degree options. Policy D-1</p>	<p>UAAC GAAC</p>	<p>Review q 5 years or as needed. Review q 5 years or as needed.</p>	<p>Faculty for comment on revisions. Faculty for comment on revisions.</p>
<p>III-D. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</p>	<p>Policy & MRO/IFO review/approval <u>cycles</u>. Policy & MRO/IFO review/ approval <u>history</u>.</p>	<p>Policy B-2, B-3, & B-5 Policy D-6</p>	<p>UAAC, GAAC GAAC</p>	<p>Review q 5 years or as needed. Review q 5 years or as needed.</p>	<p>Faculty for comment on revisions. Faculty for comment on revisions.</p>

	Faculty annual evaluations	Course and faculty evaluations (NAP data)	Faculty, CDs	Annually	Faculty after each course offering and annually
III-E. The didactic and clinical teaching-learning practices and learning environments support the achievement of student learning outcomes.	Distance delivery for many didactic courses requires new teaching-learning practices (BTC offers courses & support for the University; Sarah & Trevor offer courses & support for CON)	Policy A-3 re: Philosophy re: Nursing Education	UAAC	Review q 5 years or as needed.	Faculty for comment on revisions.
		Policy D-6 re: distance delivery methods	GAAC	Review q 5 years or as needed.	Faculty for comment on revisions.
III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	Discussion at DAC meetings re: CON's use of distance delivery in didactic courses. SNAP surveys of faculty & students. Employer surveys. Exit surveys of graduate students.	Summary of DAC meetings.	UAAC, GAAC, EC	Annually	Recommendations made to appropriate groups as needed.
		Summary of SNAP surveys.	UAAC, GAAC, EC	Annually	Recommendations made to appropriate groups as needed.
		Summary of employer surveys. Summary of exit interviews of grad students.	UAAC, GAAC, EC GAAC, EC	Every other year Annually	Recommendations made to appropriate groups as needed. Recommendations made to appropriate groups as needed.

**CCNE STANDARD IV – PROGRAM EFFECTIVENESS:
STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS**

The program is effective in fulfilling its mission, goals, and expected outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.

KEY ELEMENTS	MSU EVIDENCE	MSU/CON DOCUMENTS	RESPONSIBLE GROUP/PERSON	TIMEFRAME	FEEDBACK LOOP
<p>IV-A. Student performance is evaluated by the faculty and reflects achievement of expected outcomes. Evaluation policies and procedures are defined and consistently applied.</p>	<p>MSU bulletin & Faculty Handbook for University grading policies & procedures. CON grading policy & procedures.</p>	<p>Policy B-1 Policy C-1 Policy C-2 Policy D-3 Policy D-8</p>	<p>UAAC UAAC UAAC GAAC GAAC</p>	<p>Review every 5 years or more often if needed.</p>	<p>To faculty for comment on revisions</p>
<p>IV-B. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Student outcome data include, but are not limited to, graduation rates, NLCEX-RN pass rates, certification examination pass rates, and job placement rates, as appropriate.</p>	<p><u>MSU surveys:</u> Senior surveys Surveys of graduate students. Career Services survey of alumni. <u>CON surveys:</u> EBI surveys of undergraduate students, alumni and employers. CON exit interviews of graduate students, surveys of alumni</p>	<p>CON reviews data collected by MSU. CON reviews and summarizes data. EBI reports are reviewed and summarized. Exit interviews and surveys are reviewed and summarized.</p>	<p>Assoc Dean, UAAC Assoc Dean, GAAC Assoc Dean, UAAC, GAAC Assoc Dean, UAAC</p>	<p>As it is received. Annually Annually Annually for interviews; Every 2 years for surveys.</p>	<p>Recommendations made to appropriate committees as needed. Recommendations made to appropriate committees as needed. Recommendations made to appropriate committees as needed.</p>

	<p>and employers.</p> <p>NCLEX-RN & ANCC/AANP reports.</p> <p>Collects job placement information from graduating seniors & graduate students.</p> <p>Discussions at DAC meetings re: employer satisfaction w/ programs</p>	<p>Pearson Vue, ANCC & AANP reports are reviewed and summarized. Data are reviewed and utilized for various report and grants.</p> <p>Employer satisfaction</p>	<p>Assoc Dean, GAAC</p> <p>Assoc Dean, UAAC, GAAC</p> <p>Assoc Dean, UAAC, GAAC Dean, Assoc Dean, Faculty President</p>	<p>Annually</p> <p>Annually</p> <p>Twice a year</p>	<p>Recommendations made to appropriate committees as needed.</p> <p>Recommendations made to appropriate committees as needed.</p> <p>Recommendations made to appropriate committees as needed.</p>
<p>IV-C. Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.</p>	<p><u>MSU reports:</u> Senior Surveys Grad Student Surveys Career Services reports Various CON reports</p>	<p><u>CON reports:</u> EBI reports ATI reports SBON reports & Pearson Vue reports of NCLEX-RN pass rates ANCC/AANP reports of national certification pass rates</p>	<p>Assoc Dean, UAAC Assoc Dean, UAAC Assoc Dean, UAAC Assoc Dean, UAAC Assoc Dean, GAAC</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Recommendations made to appropriate committees as needed.</p> <p>Recommendations made to appropriate committees as needed.</p>
<p>IV-D. Faculty outcomes demonstrate achievement of the program's mission, goals, and expected</p>	<p>MSU Faculty Handbook re: Annual Reviews & Promotion & Tenure Policies & Procedures</p>	<p>Policy E-1 Faculty Outcomes re: Teaching Scholarship</p>	<p>NFRC, Dean & Campus Directors</p>	<p>Reviewed and affirmed annually</p>	<p>To faculty for vote (affirmation)</p>

outcomes and enhance program quality and effectiveness.	CON Promotion & Tenure Policies & Procedures	Practice Service			
IV-E. The program has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement.	MSU policies & procedures CON policies and procedures	Student Conduct & Instructional Guidelines & Grievance Procedures Handbook Policy C-6 & C-12 Policy D-10	Dean of Students Office CON Dean, Assoc Dean, Campus Directors, Faculty UAAC GAAC	Updated and published annually Reviewed q 5 years	Recommendations made to the University as needed. To faculty for comment on revisions.

APPENDIX F

Curricular Threads: Baccalaureate and Graduate

Curricular Threads

Undergraduate Program	Curricular Threads			
Courses	Critical Thinking	Communication	Learner Maturity	Professional Socialization
Sophomore Nursing Courses				
N115 Nursing as a Profession	X	X	X	X
N220 Foundations of Ethical Nursing Practice	X	X	X	X
N223 Foundations for Planning and Providing Clinical Nursing Care	X	X	X	X
N224 Pathophysiology	X		x	x
N239 Health Assessment Across the Lifespan	X	X	X	x
Junior Nursing Courses				
N337 Nursing Pharmacotherapeutics	X	X	X	X
N342 Psychosocial Nursing Concepts	X	X	X	x
N348 Nursing Care of the Childbearing Family	X	X	X	x
N349 Nursing Care of Children and Families	X	X	X	x
N377 Introduction to Community Based Nursing	X	X	X	x
N354 Acute & Chronic Illness	X	X	X	x
N387R Research in Health Care	X	X	X	x
Senior Nursing Courses				
N418 Issues in Health Policy and Health Care Economics	X	X	X	X
N437 Psychiatric Nursing	X	X	X	X
N444 Care Management	X	X	X	x
N454 Urgent and Palliative Care	X	X	X	x
N477 Population-based Nursing Care in the Community	X	X	X	x
N485 Nursing Leadership and Management	X	X	X	X

Graduate Program	Curricular Threads				
	Rural	Community-focused care	Ethics	Communications	Role & Scope of Practice
Course					
Nurse Educator Certificate					
N501 Teaching Concepts of Nursing Educators			X	X	X
N502 Effective Clinical Teaching			X	X	X
N503 Curriculum Development				X	
N504 Assessment and Evaluation of Education				X	
N574 Teaching Practicum				X	
Clinical Nurse Leader					
N505 Evidenced Based Practice	X		X		
N506 Management of Care Environments		X	X	X	X
N507 Management of Clinical Outcomes	X		X	X	X
N553 Financing & Budgeting of Health Care Systems		X	X	X	X
N550 Advanced Health Assessment	X			X	X
N517 Foundations of Pharmacotherapeutics			X	X	X
N560 Advanced Physiology and Pathophysiology					X
N508 Clinical Leadership Practicum		X	X	X	X
Adult Clinical Nurse Specialist					
N521 Theory & Research in Nursing	X		X	X	
N531 Rural Health: Needs & Perceptions	X	X			
N555 Concepts of Family Care	X	X		X	
N522 Advanced Practice Nursing: Roles & Issues	X	X	X	X	X
N552 Administration & Organization of Health Care Systems	X	X	X	X	X
N565 Principles of Population-based Health	X	X	X	X	X
N550 Advanced Health Assessment	X			X	X
N560 Advanced Physiology and Pathophysiology					X
N517 Foundations of Pharmacotherapeutics			X	X	X
N519 Pharmacotherapeutics for Middle Aged Adults			X	X	X
N520 Pharmacotherapeutics for Older Adults			X	X	X
N581 Clinical Nurse Specialist I	X	X	X	X	X
N582 Clinical Nurse Specialist II	X	X	X	X	X
N583 Clinical Nurse Specialist III	X	X	X	X	X
Family Nurse Practitioner					
N521 Theory & Research in Nursing	X		X	X	
N531 Rural Health: Needs & Perceptions	X	X			
N555 Concepts of Family Care	X	X		X	
N552 Administration & Organization of Health Care Systems	X	X	X	X	X
N553 Financing & Budgeting of Health Care Systems		X	X	X	X
N565 Principles of Population-based Health	X	X	X	X	X
N550 Advanced Health Assessment	X			X	X
N560 Advanced Physiology and Pathophysiology					X
N517 Foundations of Pharmacotherapeutics			X	X	X
N518 Pharmacotherapeutics for Infants, Children, and Adults of Childbearing Age			X	X	X
N519 Pharmacotherapeutics for Middle Aged Adults			X	X	X
N520 Pharmacotherapeutics for Older Adults			X	X	X
N561 Primary Care I for Childbearing and Childrearing	X	X	X	X	X

Graduate Program	Curricular Threads				
Course	Rural	Community-focused care	Ethics	Communications	Role & Scope of Practice
Families					
N562 Primary Care II for Midlife Families	x	x	x	x	x
N563 Primary Care III for Aging Families	x	x	x	x	x
N571 Primary Care IV Clinical Preceptorship		x	x	x	x

APPENDIX G

Essentials Grid/Master's Program Option Competencies

**NONPF FNP Competencies related to:
AACN Essentials, MSU Graduate Program Objectives, MSU FNP Option Objectives, and MSU FNP Option Courses**

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	Nurse Practitioner Primary Care Competencies: FNP (NONPF, 2002)	MSU Graduate Program Objectives that address NONPF FNP Competencies	MSU FNP Option Objectives that address NONPF FNP Competencies	MSU FNP Option Courses that address NONPF FNP Competencies
Graduate Core Curriculum Content				
I. Research: Utilization of pertinent research	I. Health Promotion, Health Protection, Disease Prevention, and Treatment Synthesizes theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states.	2. Participate in the nursing research process which expands nursing knowledge, improves nursing care and directs health policy and planning.	4. Deliver nursing care based on theory and research to individuals and families in rural areas. 6. Participate in the process of analysis and investigation of nursing problems to develop new insights and build connections between theory, research and clinical practice.	N521, N531, N555, N560, N561, N562, N563, N565, N571, N517, N518, N519, N520
II. Policy, organization & financing of Health care: a. Health Care Policy b. Organization of Health Care Delivery System c. Health Care Financing	V. Managing and Negotiating Health Care Delivery Systems Achieve improved health outcomes for patients, communities, and systems through overseeing and directing the delivery of clinical services within an integrated system of health care.	2. Participate in the nursing research process which expands nursing knowledge, improves nursing care and directs health policy and planning. 3. Provide nursing leadership in the evolution and evaluation of rural health care systems.	5. Develops leadership roles within evolving health care delivery systems in rural areas. 7. Develops proficiency in collaboration, referral and consultation with other disciplines and consumers. 9. Develops an active role in rural health care policy and implementation.	N552, N553
III. Ethics	II. Nurse Practitioner-Patient Relationship Assists individuals and families with ethical issues in balancing differing needs, age-related transitions, illness, or health among family members. VI. Monitoring and Ensuring the Quality of Health Care Practice Ensuring quality of	4. Manage health of clients* in environments characterized by limited health resources. 5. Design nursing care based on theory and research to individuals, families and communities in rural areas	1. Manage primary health care of individuals' families throughout the lifespan in environments characterized by sparse populations and limited health care resources. 2. Demonstrate competency in collaborating with clients to meet their health care needs and	N550, N555, N561, N562, N563, N571

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	Nurse Practitioner Primary Care Competencies: FNP (NONPF, 2002)	MSU Graduate Program Objectives that address NONPF FNP Competencies	MSU FNP Option Objectives that address NONPF FNP Competencies	MSU FNP Option Courses that address NONPF FNP Competencies
	<p>care through consultation, collaboration, continuing education, certification, and evaluation.</p> <p>VII. Cultural Competence Providing culturally competent care, delivering patient care with respect to cultural and spiritual beliefs, and making health care resources available to patients from diverse cultures.</p>		goals.	
IV. Professional Role Development	<p>II. Nurse Practitioner-Patient Relationship Maintains a sustaining partnership with individuals and families.</p> <p>Facilitates family decision-making about health.</p> <p>III. Teaching-Coaching Function Provides anticipatory guidance, teaching, counseling, and education for self-care for the identified patient and family.</p> <p>IV. Professional Role Demonstrates in practice a commitment to care of the whole family.</p> <p>Recognizes the importance of participating in community and professional organizations that influence the health of families and supports the role of the family nurse</p>	<p>4. Manage health of clients* in environments characterized by limited health resources.</p> <p>5. Design nursing care based on theory and research to individuals, families and communities in rural areas</p>	<p>1. Manage primary health care of individuals' families throughout the lifespan in environments characterized by sparse populations and limited health care resources.</p> <p>2. Demonstrate competency in collaborating with clients to meet their health care needs and goals</p> <p>3. Demonstrate responsibility and accountability for clinical management decisions in accordance with the advanced practice role.</p> <p>5. Develops leadership roles within evolving health care delivery systems in rural areas.</p> <p>8. Demonstrate beginning skill in the role acquisition of the family nurse</p>	N555, N561. N562, N563, N571

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	Nurse Practitioner Primary Care Competencies: FNP (NONPF, 2002)	MSU Graduate Program Objectives that address NONPF FNP Competencies	MSU FNP Option Objectives that address NONPF FNP Competencies	MSU FNP Option Courses that address NONPF FNP Competencies
	<p>practitioner.</p> <p>Serves as a resource in the design and development of family community-based health services.</p>		practitioner.	
V.Theoretical Foundations of Nursing Practice	<p>IC. Plan of Care and Implementation of Treatment</p> <p>Uses knowledge of family theories and development to individualize care provided to individuals and families.</p> <p>Applies research that is family-centered and contributes to positive change in the health of and health care delivery to families.</p>	5. Design nursing care based on theory and research to individuals, families and communities in rural areas.	<p>4. Deliver nursing care based on theory and research to individuals and families in rural areas.</p> <p>6. Participate in the process of analysis and investigation of nursing problems to develop new insights and build connections between theory, research and clinical practice.</p>	N521, N531, N555, N565, N575/N590
VI.Human Diversity and Social Issues	<p>III. Teaching-Coaching Function</p> <p>Demonstrates knowledge and skill in addressing sensitive topics with family members such as sexuality, finances, mental health, terminal illness, and substance abuse.</p>	<p>4.Manage health of clients* in environments characterized by limited health resources.</p> <p>5.Design nursing care based on theory and research to individuals, families & communities in rural areas.</p>	1.Manage primary health care of individuals' families throughout the lifespan in environments characterized by sparse populations and limited health care resources.	N531, N550, N555, N561, N562, N563, N571,
VII.Health Promotion & Disease Prevention	<p>I.Health Promotion, Health Protection, Disease Prevention, and Treatment</p> <p>III. Teaching-Coaching Function</p> <p>Elicits information about the family's and patient's goals, perceptions, and resources when considering health care choices.</p>	<p>1.Contribute to the development of nursing knowledge, practice, and health care delivery in rural areas.</p> <p>4.Manage health of clients* in environments characterized by limited health resources.</p>	<p>1.Manage primary health care of individuals' families throughout the lifespan in environments characterized by sparse populations and limited health care resources.</p> <p>2.Demonstrate competency in collaborating with</p>	N550, N561, N562, N563, N565, N571

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	Nurse Practitioner Primary Care Competencies: FNP (NONPF, 2002)	MSU Graduate Program Objectives that address NONPF FNP Competencies	MSU FNP Option Objectives that address NONPF FNP Competencies	MSU FNP Option Courses that address NONPF FNP Competencies
	<p>Assesses educational needs and teaches individuals and families accordingly.</p> <p>Provides anticipatory guidance, teaching, counseling, and education for self-care for the identified patient and family.</p>	5.Design nursing care based on theory and research to individuals, families and communities in rural areas	clients to meet their health care needs and goals.	
Advanced Practice Nursing Core Curriculum				
I.Advanced Health/Physical Assessment	<p>IA. Assessment of Health Status Assesses all aspects of the patient's health status, including for purposes of health promotion, health protection, and disease prevention.</p> <p>Employs evidence-based clinical practice guidelines to guide screening activities, identifies health promotion needs, and provides anticipatory guidance and counseling addressing environmental, lifestyle, and developmental status.</p>	<p>1. Contribute to the development of nursing knowledge, practice, and health care delivery in rural areas.</p> <p>2. Participate in the nursing research process which expands nursing knowledge, improves nursing care and directs health policy and planning.</p> <p>4. Manage health of clients* in environments characterized by limited health resources.</p> <p>5. Design nursing care based on theory and research to individuals, families and communities in rural areas.</p>	<p>1.Manage primary health care of individuals' families throughout the lifespan in environments characterized by sparse populations and limited health care resources.</p> <p>3.Demonstrate responsibility and accountability for clinical management decisions in accordance with the advanced practice role.</p>	N550, N561, N562, N563, N571
II.Advanced Physiology & Pathophysiology	<p>IB. Diagnosis of Health Status Identifies signs and symptoms of acute physical and mental illnesses across the life span.</p>	<p>1. Contribute to the development of nursing knowledge, practice, and health care delivery in rural areas.</p> <p>2. Participate in the</p>	4.Deliver nursing care based on theory and research to individuals and families in rural areas.	N560, N561, N562, N563, N571

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	Nurse Practitioner Primary Care Competencies: FNP (NONPF, 2002)	MSU Graduate Program Objectives that address NONPF FNP Competencies	MSU FNP Option Objectives that address NONPF FNP Competencies	MSU FNP Option Courses that address NONPF FNP Competencies
	<p>Orders, performs, and interprets age-, gender-, and condition-specific diagnostic tests and screening procedures.</p> <p>Analyzes and synthesizes collected data for patients of all ages.</p> <p>Formulates comprehensive differential diagnoses, considering epidemiology, environmental and community characteristics, and life stage development, including the presentation seen with increasing age, family, and behavioral risk factors.</p>	<p>nursing research process which expands nursing knowledge, improves nursing care and directs health policy and planning.</p>		
<p>III.Advanced Pharmacology</p>	<p>IC. Plan of care and Implementation of Treatment Return the patient to a stable state and optimize the patient's health.</p> <p>Stabilize the patient, minimize physical and psychological complications, and maximize the patient's health potential.</p> <p>III. The Teaching-Coaching Function Impart knowledge and associated psychomotor skills to patients.</p> <p>Interpret and individualize therapies through advocacy,</p>	<p>1. Contribute to the development of nursing knowledge, practice, and health care delivery in rural areas.</p> <p>4. Manage health of clients* in environments characterized by limited health resources.</p> <p>5. Design nursing care based on theory and research to individuals, families and communities in rural areas.</p>	<p>1.Manage primary health care of individuals' families throughout the lifespan in environments characterized by sparse populations and limited health care resources.</p> <p>4.Deliver nursing care based on theory and research to individuals and families in rural areas.</p> <p>6.Participate in the process of analysis and investigation of nursing problems to develop new insights and build connections between theory, research and clinical practice.</p>	<p>N561, N562, N563, N571, N517, N518, N519, N520</p>

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	Nurse Practitioner Primary Care Competencies: FNP (NONPF, 2002)	MSU Graduate Program Objectives that address NONPF FNP Competencies	MSU FNP Option Objectives that address NONPF FNP Competencies	MSU FNP Option Courses that address NONPF FNP Competencies
	modeling, and tutoring.			

*Clients within this document refer to individuals, families, and/or communities.

**NACNS Adult Health CNS Option Competencies related to:
AACN Essentials, MSU Graduate Program Objectives, MSU CNS Option Objectives, and MSU CNS Option Courses**

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	Statement on Clinical Nurse Specialist Practice and Education (NACNS, 2004)	MSU Graduate Program Objectives that address NACNS Competencies	MSU FNP Option Objectives that address NACNS Competencies	MSU FNP Option Courses that address NACNS Competencies
Graduate Core Curriculum Content				
I. Research: Utilization of pertinent research	<p>4. Advance nursing practice through innovative evidence-based interventions, best-practice guidelines, and modification of professional standards and organizational policies that direct the care of nursing personnel and other providers of healthcare to improve outcomes.</p> <p>7. Expand the practice of nursing through ongoing generation and acquisition of scientific knowledge and skills to maintain expert clinical competencies that leads to desired outcomes.</p>	<p>1. Contribute to the development of nursing knowledge, practice, and health care delivery in rural areas.</p> <p>2. Participate in the nursing research process which expands nursing knowledge, improves nursing care, and directs health policy and planning.</p> <p>3. Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>5. Design nursing care based on theory and research to individuals, families, and communities in rural areas.</p>	<p>1. Design and manage nursing care of adults with acute and chronic health problems in a variety of settings.</p> <p>2. Integrate and apply principles from the health sciences to improve nursing care management of adults with acute and chronic health problems.</p> <p>5. Integrate and apply relevant theory and research findings in the nursing management and care outcomes of adults with acute and chronic health problems.</p> <p>8. Integrate and apply principles of case management, education, consultation, and evidenced based practice in the delivery of expert clinical care to adults with acute and chronic health problems.</p>	N521, N531, N555, N565, N581, N582, N583, N590/N575
<p>II. Policy, organization & financing of Health care:</p> <p>a. Health Care Policy</p> <p>b. Organization of Health Care</p>	2. Design, implement, and evaluate innovative individual and/or population-based programs of care to achieve desired quality, cost-effective nurse-sensitive outcomes.	1. Contribute to the development of nursing knowledge, practice, and health care delivery in rural areas.	3. Exercise leadership in the organization, administration, management, and evaluation of health care programs for	N531, N552, N553, N581, N582, N583

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	Statement on Clinical Nurse Specialist Practice and Education (NACNS, 2004)	MSU Graduate Program Objectives that address NACNS Competencies	MSU FNP Option Objectives that address NACNS Competencies	MSU FNP Option Courses that address NACNS Competencies
<p>Delivery System</p> <p>c. Health Care Financing</p>	<p>5. Lead multidisciplinary groups to facilitate collaboration with other disciplines in the attainment of outcomes across the continuum of care.</p> <p>6. Interpret the dimensions of nursing care requiring resources at the system level, and provide leadership to assure that the system adequately supports the delivery of nursing care.</p> <p>8. Demonstrate professional citizenship and fiscal responsibility in the health care system by focusing on health policy and/or resource management to ensure quality, cost-effective outcomes of nursing care.</p>	<p>2. Participate in the nursing research process which expands nursing knowledge, improves nursing care, and directs health policy and planning.</p> <p>3. Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4. Manage health of clients* in environments characterized by limited health resources.</p>	<p>adults with acute and chronic health problems.</p> <p>4. Formulate health policies, social action strategies and implementation plans which promote positive and beneficial changes in the nursing care management of adults with acute and chronic health problems.</p>	
<p>III. Ethics</p>	<p>2. Design, implement, and evaluate innovative individual and/or population-based programs of care to achieve desired quality, cost-effective nurse-sensitive outcomes.</p> <p>6. Interpret the dimensions of nursing care requiring resources at the system level, and provide leadership to assure that the system adequately supports the delivery of nursing care.</p>	<p>3. Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4. Manage health of clients* in environments characterized by limited health resources.</p>	<p>7. Exemplify sensitivity, effectiveness, and professionalism when providing care for diverse adult populations with acute and chronic health problems.</p>	<p>N521, N531, N581, N582, N583</p>

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	Statement on Clinical Nurse Specialist Practice and Education (NACNS, 2004)	MSU Graduate Program Objectives that address NACNS Competencies	MSU FNP Option Objectives that address NACNS Competencies	MSU FNP Option Courses that address NACNS Competencies
IV. Professional Role Development	<p>3. Serve as leader/consultant/mentor/change agent in advancing the practice of nursing among other nurses and across organizations to achieve outcomes.</p> <p>5. Lead multidisciplinary groups to facilitate collaboration with other disciplines in the attainment of outcomes across the continuum of care.</p>	<p>3. Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4. Manage health of clients* in environments characterized by limited health resources.</p> <p>5. Design nursing care based on theory and research to individuals, families, and communities in rural areas.</p>	<p>3. Exercise leadership in the organization, administration, management, and evaluation of health care programs for adults with acute and chronic health problems.</p> <p>8. Integrate and apply principles of case management, education, consultation, and evidenced based practice in the delivery of expert clinical care to adults with acute and chronic health problems.</p>	N522, N581, N582, N583
V. Theoretical Foundations of Nursing Practice	<p>4. Advance nursing practice through innovative evidence-based interventions, best-practice guidelines, and modification of professional standards and organizational policies that direct the care of nursing personnel and other providers of healthcare to improve outcomes.</p> <p>7. Expand the practice of nursing through ongoing generation and acquisition of scientific knowledge and skills to maintain expert clinical competencies that leads to desired outcomes.</p>	<p>1. Contribute to the development of nursing knowledge, practice, and health care delivery in rural areas.</p> <p>5. Design nursing care based on theory and research to individuals, families, and communities in rural areas.</p>	<p>2. Integrate and apply principles from the health sciences to improve nursing care management of adults with acute and chronic health problems.</p> <p>8. Integrate and apply principles of case management, education, consultation, and evidenced based practice in the delivery of expert clinical care to adults with acute and chronic health problems.</p>	N521, N531, N555, N565, N581, N582, N583
VI. Human Diversity & Social Issues	2. Design, implement, and evaluate innovative individual and/or population-based programs of care to achieve desired quality, cost-effective nurse-	3. Provide nursing leadership in the evolution and evaluation of rural health care systems.	1. Design and manage nursing care of adults with acute and chronic health problems in a variety of settings.	N531, N581, N582, N583

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	Statement on Clinical Nurse Specialist Practice and Education (NACNS, 2004)	MSU Graduate Program Objectives that address NACNS Competencies	MSU FNP Option Objectives that address NACNS Competencies	MSU FNP Option Courses that address NACNS Competencies
	<p>sensitive outcomes.</p> <p>6. Interpret the dimensions of nursing care requiring resources at the system level, and provide leadership to assure that the system adequately supports the delivery of nursing care.</p>	<p>4. Manage health of clients* in environments characterized by limited health resources.</p> <p>5. Design nursing care based on theory and research to individuals, families, and communities in rural areas.</p>	<p>2. Integrate and apply principles from the health sciences to improve nursing care management of adults with acute and chronic health problems.</p> <p>7. Exemplify sensitivity, effectiveness, and professionalism when providing care for diverse adult populations with acute and chronic health problems.</p>	
VII. Health Promotion & Disease Prevention	<p>1. Use knowledge of differential illness diagnoses and treatments in comprehensive, holistic assessments of patients within the context of disease, diagnoses, and treatments. The outcome of differential diagnosis of illness is to explicate etiology (ies) that require nursing interventions to prevent or alleviate illness.</p> <p>2. Design, implement, and evaluate innovative individual and/or population-based programs of care to achieve desired quality, cost-effective nurse-sensitive outcomes.</p>	<p>3. Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4. Manage health of clients* in environments characterized by limited health resources.</p> <p>5. Design nursing care based on theory and research to individuals, families, and communities in rural areas.</p>	<p>1. Design and manage nursing care of adults with acute and chronic health problems in a variety of settings.</p> <p>2. Integrate and apply principles from the health sciences to improve nursing care management of adults with acute and chronic health problems.</p> <p>6. Incorporate health promotion and risk-reduction principles when developing and implementing health care programs of interventions for adults with acute and chronic health problems.</p>	N531, N565, N581, N582, N583
Advanced Practice Nursing Core Curriculum				
I. Advanced	1. Use knowledge of	3. Provide nursing	1. Design and	N550, N581,

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	Statement on Clinical Nurse Specialist Practice and Education (NACNS, 2004)	MSU Graduate Program Objectives that address NACNS Competencies	MSU FNP Option Objectives that address NACNS Competencies	MSU FNP Option Courses that address NACNS Competencies
Health/Physical Assessment	<p>differential illness diagnoses and treatments in comprehensive, holistic assessments of patients within the context of disease, diagnoses, and treatments. The outcome of differential diagnosis of illness is to explicate etiology (ies) that require nursing interventions to prevent or alleviate illness.</p> <p>2. Design, implement, and evaluate innovative individual and/or population-based programs of care to achieve desired quality, cost-effective nurse-sensitive outcomes.</p>	<p>leadership in the evolution and evaluation of rural health care systems.</p> <p>4. Manage health of clients* in environments characterized by limited health resources.</p> <p>5. Design nursing care based on theory and research to individuals, families, and communities in rural areas.</p>	<p>manage nursing care of adults with acute and chronic health problems in a variety of settings.</p> <p>2. Integrate and apply principles from the health sciences to improve nursing care management of adults with acute and chronic health problems.</p>	N582, N583
II. Advanced Physiology & Pathophysiology	<p>1. Use knowledge of differential illness diagnoses and treatments in comprehensive, holistic assessments of patients within the context of disease, diagnoses, and treatments. The outcome of differential diagnosis of illness is to explicate etiology (ies) that require nursing interventions to prevent or alleviate illness.</p> <p>2. Design, implement, and evaluate innovative individual and/or population-based programs of care to achieve desired quality, cost-effective nurse-sensitive outcomes.</p>	<p>3. Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4. Manage health of clients* in environments characterized by limited health resources.</p> <p>5. Design nursing care based on theory and research to individuals, families, and communities in rural areas.</p>	<p>1. Design and manage nursing care of adults with acute and chronic health problems in a variety of settings.</p> <p>2. Integrate and apply principles from the health sciences to improve nursing care management of adults with acute and chronic health problems.</p>	N560, N581, N582, N583
III. Advanced Pharmacology	<p>1. Use knowledge of differential illness diagnoses and treatments in comprehensive, holistic assessments of patients within the context of disease, diagnoses, and treatments. The outcome of</p>	<p>3. Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4. Manage health of clients* in</p>	<p>1. Design and manage nursing care of adults with acute and chronic health problems in a variety of settings.</p> <p>2. Integrate and</p>	N517, N519, N520, N581, N582, N583

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	Statement on Clinical Nurse Specialist Practice and Education (NACNS, 2004)	MSU Graduate Program Objectives that address NACNS Competencies	MSU FNP Option Objectives that address NACNS Competencies	MSU FNP Option Courses that address NACNS Competencies
	<p>differential diagnosis of illness is to explicate etiology (ies) that require nursing interventions to prevent or alleviate illness.</p> <p>2. Design, implement, and evaluate innovative individual and/or population-based programs of care to achieve desired quality, cost-effective nurse-sensitive outcomes.</p>	<p>environments characterized by limited health resources.</p> <p>5. Design nursing care based on theory and research to individuals, families, and communities in rural areas.</p>	<p>apply principles from the health sciences to improve nursing care management of adults with acute and chronic health problems.</p>	

*Clients within this document refer to individuals, families, and/or communities.

**AACN CNL Option Competencies related to:
AACN Essentials, MSU Graduate Program Objectives, MSU CNL Option Objectives, and MSU CNL Option Courses**

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	White Paper on the Education and Role of the Clinical Nurse Leader (AACN, 2007)	MSU Graduate Program Objectives that address AACN CNL Competencies	MSU FNP Option Objectives that address AACN CNL Competencies	MSU FNP Option Courses that address AACN CNL Competencies
Graduate Core Curriculum Content				
I. Research: Utilization of pertinent research	<p>Assimilates and applies research-based information to design, implement, and evaluate client plans of care.</p> <p>Synthesizes data, information and knowledge to evaluate and achieve optimal client and care environment outcomes.</p> <p>Participates in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery.</p>	<p>1. Contribute to the development of nursing knowledge, practice, and health care delivery in rural areas.</p> <p>2. Participate in the nursing research process which expands nursing knowledge, improves nursing care, and directs health policy and planning.</p> <p>3. Provide nursing leadership in the evolution and evaluation of rural health care systems.</p>	<p>9. Assimilates and applies research-based information to design, implement, and evaluate clients' plans of care.</p> <p>10. Synthesizes data, information and knowledge to evaluate and achieve optimal client and care environment outcomes.</p>	N505, N575
<p>II. Policy, organization & financing of Health care:</p> <p>a. Health Care Policy</p> <p>b. Organization of Health Care Delivery System</p> <p>c. Health Care Financing</p>	<p>Effects change through advocacy for the profession, interdisciplinary health care team and the client.</p> <p>Communicates effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients.</p> <p>Actively pursues new knowledge and skills as the CNL role, needs of clients, and the health care system evolve.</p> <p>Properly delegates and</p>	<p>1. Contribute to the development of nursing knowledge, practice, and health care delivery in rural areas.</p> <p>2. Participate in the nursing research process which expands nursing knowledge, improves nursing care, and directs health policy and planning.</p> <p>3. Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4. Manage health of clients* in environments characterized by limited</p>	<p>3. Actively pursues knowledge and skills as the CNL role, needs of clients, and the health care delivery system evolve.</p> <p>4. Properly delegates and utilizes the nursing team resources (human and fiscal) and serves as a leader and partner in the interdisciplinary health care team.</p> <p>5. Identifies clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality, and the degree to which they</p>	N553, N506, N507, N508

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	White Paper on the Education and Role of the Clinical Nurse Leader (AACN, 2007)	MSU Graduate Program Objectives that address AACN CNL Competencies	MSU FNP Option Objectives that address AACN CNL Competencies	MSU FNP Option Courses that address AACN CNL Competencies
	<p>utilizes the nursing team resources (human and fiscal) and serves as a leader and partner in the interdisciplinary health care team.</p> <p>Identifies clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality, and the degree to which they are client-centered.</p>	health resources.	<p>are client-centered.</p> <p>10. Synthesizes data, information and knowledge to evaluate and achieve optimal client and care environment outcomes.</p> <p>11. Uses appropriate teaching learning principles and strategies as well as current information, materials and technologies to facilitate the learning for clients, groups, and other health care professionals.</p>	
III.Ethics	<p>Effects change through advocacy for the profession, interdisciplinary health care team and the client.</p> <p>Participates in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery.</p>	<p>3.Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4.Manage health of clients* in environments characterized by limited health resources.</p>	9. Assimilates and applies research-based information to design, implement, and evaluate clients' plans of care.	N505, N506, N507, N508
IV.Professional Role Development	<p>Effects change through advocacy for the profession, interdisciplinary health care team and the client.</p> <p>Communicates effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients.</p> <p>Actively pursues new knowledge and skills as</p>	<p>3.Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4.Manage health of clients* in environments characterized by limited health resources.</p> <p>5.Design nursing care based on theory and research to individuals, families, and communities in rural areas.</p>	<p>1. Effects change through advocacy for the client, interdisciplinary health care team and the profession.</p> <p>2.Communicates effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients.</p> <p>3.Actively pursues knowledge and skills as the CNL role, needs of</p>	N508

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	White Paper on the Education and Role of the Clinical Nurse Leader (AACN, 2007)	MSU Graduate Program Objectives that address AACN CNL Competencies	MSU FNP Option Objectives that address AACN CNL Competencies	MSU FNP Option Courses that address AACN CNL Competencies
	<p>the CNL role, needs of clients, and the health care system evolve.</p> <p>Properly delegates and utilizes the nursing team resources (human and fiscal) and serves as a leader and partner in the interdisciplinary health care team.</p>		<p>clients, and the health care delivery system evolve.</p> <p>4. Properly delegates and utilizes the nursing team resources (human and fiscal) and serves as a leader and partner in the interdisciplinary health care team.</p> <p>6. Uses information systems and technology at the point of care to improve health care outcomes.</p> <p>9. Assimilates and applies research-based information to design, implement, and evaluate clients' plans of care.</p> <p>11. Uses appropriate teaching learning principles and strategies as well as current information, materials and technologies to facilitate the learning for clients, groups, and other health care professionals.</p>	
V.Theoretical Foundations of Nursing Practice	<p>Actively pursues new knowledge and skills as the CNL role, needs of clients, and the health care system evolve.</p> <p>Properly delegates and utilizes the nursing team resources (human and fiscal) and serves as a leader and partner in the interdisciplinary health care team.</p>	<p>1.Contribute to the development of nursing knowledge, practice, and health care delivery in rural areas.</p> <p>5.Design nursing care based on theory and research to individuals, families, and communities in rural areas.</p>	<p>10. Synthesizes data, information and knowledge to evaluate and achieve optimal client and care environment outcomes.</p> <p>11. Uses appropriate teaching learning principles and strategies as well as current information, materials and technologies to</p>	N506, N507, N508

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	White Paper on the Education and Role of the Clinical Nurse Leader (AACN, 2007)	MSU Graduate Program Objectives that address AACN CNL Competencies	MSU FNP Option Objectives that address AACN CNL Competencies	MSU FNP Option Courses that address AACN CNL Competencies
			facilitate the learning for clients, groups, and other health care professionals.	
VI.Human Diversity & Social Issues	<p>Effects change through advocacy for the profession, interdisciplinary health care team and the client.</p> <p>Assumes accountability for healthcare outcomes for a specific group of clients within a unit or setting recognizing the influence of the meso- and macrosystems on the Microsystems.</p> <p>Assimilates and applies research-based information to design, implement, and evaluate client plans of care.</p>	<p>3.Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4.Manage health of clients* in environments characterized by limited health resources.</p>	<p>7. Participates in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery.</p> <p>8. Assumes accountability for healthcare outcomes for a specific group of clients within a unit or setting recognizing the influence of the meso- and macrosystems on the Microsystems.</p> <p>10. Synthesizes data, information and knowledge to evaluate and achieve optimal client and care environment outcomes.</p> <p>11. Uses appropriate teaching learning principles and strategies as well as current information, materials and technologies to facilitate the learning for clients, groups, and other health care professionals.</p>	N506, N507, N508
VII.Health Promotion & Disease Prevention	<p>Assumes accountability for healthcare outcomes for a specific group of clients within a unit or setting recognizing the influence of the meso- and macrosystems on the Microsystems.</p> <p>Uses appropriate</p>	<p>3.Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4.Manage health of clients* in environments characterized by limited health resources.</p>	<p>8. Assumes accountability for healthcare outcomes for a specific group of clients within a unit or setting recognizing the influence of the meso and macrosystems on the Microsystems.</p> <p>10. Synthesizes data, information and</p>	N506, N507, N508

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	White Paper on the Education and Role of the Clinical Nurse Leader (AACN, 2007)	MSU Graduate Program Objectives that address AACN CNL Competencies	MSU FNP Option Objectives that address AACN CNL Competencies	MSU FNP Option Courses that address AACN CNL Competencies
	teaching/learning principles and strategies as well as current information, materials, and technologies to facilitate the learning of clients, groups and other health care professionals.		knowledge to evaluate and achieve optimal client and care environment outcomes. 11. Uses appropriate teaching learning principles and strategies as well as current information, materials and technologies to facilitate the learning for clients, groups, and other health care professionals.	
Advanced Practice Nursing Core Curriculum				
I. Advanced Health/Physical Assessment	<p>Uses information systems and technology at the point of care to improve health care outcomes.</p> <p>Participates in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery.</p> <p>Assumes accountability for healthcare outcomes for a specific group of clients within a unit or setting recognizing the influence of the meso- and macrosystems on the Microsystems.</p> <p>Uses appropriate teaching/learning principles and strategies as well as current information, materials, and technologies to</p>	<p>3. Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4. Manage health of clients* in environments characterized by limited health resources.</p>	<p>8. Assumes accountability for healthcare outcomes for a specific group of clients within a unit or setting recognizing the influence of the meso and macrosystems on the Microsystems.</p> <p>10. Synthesizes data, information and knowledge to evaluate and achieve optimal client and care environment outcomes.</p> <p>11. Uses appropriate teaching learning principles and strategies as well as current information, materials and technologies to facilitate the learning for clients, groups, and other health care professionals.</p>	N550

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	White Paper on the Education and Role of the Clinical Nurse Leader (AACN, 2007)	MSU Graduate Program Objectives that address AACN CNL Competencies	MSU FNP Option Objectives that address AACN CNL Competencies	MSU FNP Option Courses that address AACN CNL Competencies
	facilitate the learning of clients, groups and other health care professionals.			
II.Advanced Physiology & Pathophysiology	<p>Uses information systems and technology at the point of care to improve health care outcomes.</p> <p>Participates in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery.</p> <p>Assumes accountability for healthcare outcomes for a specific group of clients within a unit or setting recognizing the influence of the meso- and macrosystems on the Microsystems.</p> <p>Uses appropriate teaching/learning principles and strategies as well as current information, materials, and technologies to facilitate the learning of clients, groups and other health care professionals.</p>	<p>3.Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4.Manage health of clients* in environments characterized by limited health resources.</p>	<p>8. Assumes accountability for healthcare outcomes for a specific group of clients within a unit or setting recognizing the influence of the meso and macrosystems on the Microsystems.</p> <p>10. Synthesizes data, information and knowledge to evaluate and achieve optimal client and care environment outcomes.</p> <p>11. Uses appropriate teaching learning principles and strategies as well as current information, materials and technologies to facilitate the learning for clients, groups, and other health care professionals.</p>	N560
III.Advanced Pharmacology	<p>Uses information systems and technology at the point of care to improve health care outcomes.</p> <p>Participates in systems review to critically evaluate and anticipate</p>	<p>3.Provide nursing leadership in the evolution and evaluation of rural health care systems.</p> <p>4.Manage health of clients* in environments characterized by limited health resources.</p>	<p>8. Assumes accountability for healthcare outcomes for a specific group of clients within a unit or setting recognizing the influence of the meso and macrosystems on the Microsystems.</p>	N517

Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)	White Paper on the Education and Role of the Clinical Nurse Leader (AACN, 2007)	MSU Graduate Program Objectives that address AACN CNL Competencies	MSU FNP Option Objectives that address AACN CNL Competencies	MSU FNP Option Courses that address AACN CNL Competencies
	<p>risks to client safety to improve quality of client care delivery.</p> <p>Assumes accountability for healthcare outcomes for a specific group of clients within a unit or setting recognizing the influence of the meso- and macrosystems on the Microsystems.</p> <p>Uses appropriate teaching/learning principles and strategies as well as current information, materials, and technologies to facilitate the learning of clients, groups and other health care professionals.</p>		<p>10. Synthesizes data, information and knowledge to evaluate and achieve optimal client and care environment outcomes.</p> <p>11. Uses appropriate teaching learning principles and strategies as well as current information, materials and technologies to facilitate the learning for clients, groups, and other health care professionals.</p>	

*Clients within this document refer to individuals, families, and/or communities.

**Comparison of National League for Nursing (NLN) Core Competencies of Nurse Educators with
MSU Certificate in Nursing Education Option Outcomes**

Core Competencies of Nurse Educators (NLN, 2005)	MSU Certificate in Nursing Education Option Outcomes
One: Facilitate Learning	2. Facilitate learning in cognitive, affective and psychomotor domains.
Two: Facilitate Learner Development and Socialization	6. Function within an educational environment.
Three: Use Assessment and Evaluation Strategies	1. Use assessment strategies to evaluate educational needs.
Four: Participate in Curriculum Design and Evaluation of Program Outcomes	5. Participate in curriculum development. 4. Evaluate course or program outcomes.
Five: Function as a Change Agent and Leader	6. Function within an educational environment.
Six: Pursue Continuous Quality Improvement in the Nurse Educator Role	6. Function within an educational environment. 1. Use assessment strategies to evaluate educational needs. 4. Evaluate course or program outcomes.

APPENDIX H

Relationship of Prerequisite Courses to Baccalaureate Courses

Prerequisite Courses for BSN Curriculum

Course #	Course Name	Required Prerequisites
CLS 101US	University Seminar	None
ENGL 121W	College Writing I	None
PSY 100IS	Introductory Psychology	None
SOC 101IS	Sociological Inquiry	None
HDCF 150IS	Lifespan Human Development	None
CHEM 121IN	General Chemistry	High School Algebra
BCHM 122	Organic and Biochemical Principles	CHEM 121 or equivalent
BIOL 207	Anatomy and Physiology I	CHEM 121 or equivalent
BIOL 208	Anatomy and Physiology II	BIOL 102 or BIOL 207 or equivalent
MB 201	Infectious Diseases	None
HDFN 221CS	Human Nutrition	None
STAT 216Q	Elementary Statistics	C- or better in any 100 level or above MATH course or MATH Placement Test
N115	Nursing as a Profession	None
N220	Foundations of Ethical Nursing Practice	None
N223	Foundations for Planning and Providing Clinical Nursing Care	BIOL 207, BIOL 208, HDCF 150, MB 201, and N239 (co-requisite) or

		Consent of Instructor
N224	Pathophysiology	BIOL 207, BIOL 208, CHEM 121, and BCHM 122
N239	Health Assessment Across the Lifespan	BIOL 207 and BIOL 208 and N223 (co-requisite) or Consent of Instructor
N337	Nursing Pharmacotherapeutics	CHEM 121, BCHM 122, HDFN 221, N224 and N239
N342	Psychosocial Nursing Concepts	PSY100, SOC101, N115, N220, N223, N224, and N239
N354	Acute and Chronic Illness	N223, N224, and N239 and N337 (corequisite)
N377	Introduction to Community-based Nursing	None
N348	Nursing Care of Childbearing Family	N337, N342, and N354
N349	Nursing Care of Children & Families	N224, N337, and N354
N387R	Research in Health Care	STAT 216 or equivalent or Consent of Instructor
N418	Issues in Health Policy and Health Care Economics	None
N437	Psychiatric Nursing	N342, and N348 or N349 or N354, and N377
N444	Care Management	N354 and N387R
N454	Urgent and Palliative Care	N354
N477	Population Based Nursing Care in the Community	N437 and N454
N485	Nursing Leadership and Management	N437, N444, and N454

APPENDIX I

Plan of Study: Baccalaureate Program

**MONTANA STATE UNIVERSITY-BOZEMAN
COLLEGE OF NURSING
UNDERGRADUATE SAMPLE PLAN OF STUDY**

Freshman Year			
Semester I		Semester II	
CLS 101US University Seminar	3 crs	BCHM 122 Organic/Biochemical Principles	4 crs
CHEM 121IN Introduction to General Chemistry	4 crs	BIOL 207 Anatomy & Physiology I	5 crs
HDCF 150IS Lifespan Human Development	3 crs	ENGL 121W College Writing	3 crs
SOC 101IS Introduction to Sociology	3 crs	HDFN 221CS Human Nutrition	<u>3 crs</u>
N115 Nursing as a Profession (Can be taken anytime before or w/sophomore nursing courses)	<u>2 crs</u>		
TOTAL CREDITS	15 crs	TOTAL CREDITS	15 crs
Summer Semester between Freshman & Sophomore Years: (optional)		MATH (if needed) for STATS 216Q	3 crs
		Arts CORE 2.0 IA or RA	3 crs
		TOTAL CREDITS	3-6 crs
Sophomore Year			
Semester III		Semester IV	
BIOL 208 Anatomy & Physiology II	4 crs	CORE 2.0 Diversity Course	3 crs
MB 201 Infectious Diseases Epidemiology	3 crs	N220 Foundations of Ethical Nursing Practice	2 crs
Humanities CORE 2.0 IH or RH	3 crs	N223 Foundations for Planning and Providing Clinical Nursing Care	4 crs
PSY 100IS Introductory Psychology	3 crs	N224 Pathophysiology	3 crs
STAT 216Q Elementary Statistics	<u>3 crs</u>	N239 Health Assessment Across the Lifespan	<u>4 crs</u>
TOTAL CREDITS	16 crs	TOTAL CREDITS	16 crs
Summer Semester between Sophomore & Junior Years: (optional)		Complete any CORE 2.0 still needed (Arts – IA or RA, Humanities IH or RH, or Diversity) or other required prerequisite courses (if needed) before starting Junior level courses	
Junior Year			

<p>Semester V</p> <p>N337 Nursing Pharmacotherapeutics (2/1) 3 crs</p> <p>N342 Psychosocial Nursing Concepts (2 lec, 1 clinical lab) 3 crs</p> <p>N354 Acute & Chronic Illness (2/3) 5 crs</p> <p>N377 Introduction to Community-based Nursing (2) 2 crs</p> <p>Nursing elective (if desired) <u>2-3 crs</u></p> <p>TOTAL CREDITS 13-16 crs</p>	<p>Semester VI</p> <p>N348 Nursing Care of Childbearing Family (2/3) 5 crs</p> <p>N349 Nursing Care of Children and Families (2/3) 5 crs</p> <p>N387R Research in Healthcare 3 crs</p> <p>Nursing elective (if desired) <u>2-3 crs</u></p> <p>TOTAL CREDITS 13-16 crs</p>
<p>Summer between Junior & Senior Years: (optional)</p>	<p>Electives: N416 Internship (elective) OR Any nursing elective offered 3 crs</p> <p>Any above unfinished CORE 2.0 could be completed at this time as well <u>3 crs</u></p> <p>TOTAL CREDITS 3-6 crs</p>
<p>Senior Year</p> <p>Semester VII</p> <p>N437 Psychiatric Nursing (3/3) 6 crs</p> <p>N444 Care Management (2lec/1RD) (includes ethical-legal issues) 3 crs</p> <p>N454 Urgent and Palliative Care (3/3) 6 crs</p> <p>Nursing elective (if desired) <u>2-3 crs</u></p> <p>TOTAL CREDITS 15-18 crs</p>	<p>Semester VIII</p> <p>N477 Population Based Nursing Care in the Community (3/3) 6 crs</p> <p>N485 Nursing Leadership & Management (3/3) 6 crs</p> <p>N418 Issues in Health Policy & Health Care Economics (1/1) 2 crs</p> <p>Nursing elective (if desired) <u>2-3 crs</u></p> <p>TOTAL CREDITS 14-17 crs</p>

Lower Division	=	65 required crs. (including 15 required nursing credits)
<u>Upper Division</u>	=	<u>55 required crs.</u>
Total credits needed for graduation	=	120 crs

According to the 2008-2010 University Bulletin (p. 56), “a minimum of 42 credits for the first degree . . . must be earned in courses numbered 300 and above (upper division courses).” This model meets that requirement with 55 required credits numbered 300 and above. This model also allows students to meet all University CORE requirements and can be completed in four years (probably would realistically include one summer semester). The addition of a summer semester (between the Freshmen & Sophomore years) is a reflection of what most students already do to graduate in four years. No Spring or Fall semester requires more than 16 credits. Nursing electives are available, but not required. The summer internship between the Junior & Senior years would be one optional (elective) experience. Since students often need to take 6 crs for Financial Aid in the summer, students who plan this option in advance may want to complete remaining CORE at this time, for example.

APPENDIX J

Master's Program Options: Plans of Study

MSU College of Nursing
Family Nurse Practitioner (FNP) Option
2 Year Plan of Study

Semester 1 - Fall

	<u>Credits & Format</u>
N550 Advanced Health Assessment	3 (1 lec; 1 college lab; 1 clin lab)
N521 Theory and Research in Nursing	5 (5 lecture)
N517 Foundations of Pharmacotherapeutics	1 (1 lecture)
N560 Advanced Physiology and Pathophysiology	4 (4 lecture)
Total Semester Credits	13

Semester 2 - Spring

N531 Rural Health Nursing	3 (2 lecture; 1 college lab)
N555 Concepts of Family Care	2 (2 lecture)
N561 Primary Care I	6 (3 lecture; 3 clin lab)
N518 Pharmacotherapeutics for Infants, Children, and Adults of Childbearing Age	1 (1 lecture)
N590 Thesis *	<u>3</u>
Total Semester Credits	15

Semester 3 – Summer

N519 Pharmacotherapeutics for Middle Aged Adults	1 (1 lecture)
N562 Primary Care II	<u>6</u> (3 lecture; 3 clin lab)
Total Semester Credits	7

Semester 4 – Fall

N520 Pharmacotherapeutics for Older Adults	1 (1 lecture)
N552 Administration and Organization of Health Care Systems	2 (2 lecture)
N563 Primary Care III	6 (3 lecture; 3 clin lab)
N565 Principles of Population-Based Health	3 (2 lecture; 1 college lab)
N590 Thesis *	<u>3</u>
Total Semester Credits	15

Semester 5 - Spring

N553 Financing and Budgeting of Health Care Systems	2 (2 lecture)
N571 Primary Care IV: Clinical Preceptorship	5 (5 clin lab)
N590 Thesis *	<u>4</u>
Total Semester Credits	11

TOTAL PROGRAM CREDITS:

57 - 61 * semester credits

* Student and faculty may determine that a Professional Project (Plan B) may be more appropriate which would result in 57 total program credits.

MSU College of Nursing
Family Nurse Practitioner (FNP) Option
4 Year Plan of Study

<u>Semester 1 - Fall</u>	<u>Credits & Format</u>
N521 Theory and Research in Nursing	5 (5 lecture)
N560 Advanced Physiology and Pathophysiology	<u>4</u> (4 lecture)
Total Semester Credits	9
<u>Semester 2 - Spring</u>	
N555 Concepts of Family Care	2 (2 lecture)
N531 Rural Health Nursing	<u>3</u> (2 lecture; 1 college lab)
Total Semester Credits	5
<u>Semester 3 - Fall</u>	
N552 Administration and Organization of Health Care Systems	2 (2 lecture)
N565 Principles of Population-Based Health	<u>3</u> (2 lecture; 1 college lab)
Total Semester Credits	5
<u>Semester 4 - Spring</u>	
N553 Financing and Budgeting of Health Care Systems	2 (2 lecture)
N590 Thesis *	<u>3</u>
Total Semester Credits	5
<u>Semester 5 - Fall</u>	
N517 Foundations of Pharmacotherapeutics	1 (1 lecture)
N550 Advanced Health Assessment	3 (1 lec; 1 college lab; 1 clin lab)
N590 Thesis *	<u>1</u>
Total Semester Credits	5
<u>Semester 6 - Spring</u>	
N561 Primary Care I	6 (3 lecture; 3 clin lab)
N518 Pharmacotherapeutics for Infants, Children, and Adults of Childbearing Age	1 (1 lecture)
N590 Thesis *	<u>2</u>
Total Semester Credits	9
<u>Semester 7 - Summer</u>	
N562 Primary Care II	6 (3 lecture; 3 clin lab)
N519 Pharmacotherapeutics for Middle Aged Adults	<u>1</u> (1 lecture)
Total Semester Credits	7
<u>Semester 8 - Fall</u>	
N563 Primary Care III	6 (3 lecture; 3 clin lab)
N520 Pharmacotherapeutics for Older Adults	1 (1 lecture)
N590 Thesis *	<u>2</u>
Total Semester Credits	9
<u>Semester 9 - Spring</u>	
N571 Primary Care IV: Clinical Preceptorship	5 (5 clin lab)
N590 Thesis *	<u>2</u>
Total Semester Credits	7
TOTAL PROGRAM CREDITS:	57-61 * semester credits

* Student and faculty may determine that a Professional Project (Plan B) may be more appropriate which would result in 57 total program credits.

MSU College of Nursing
Adult Clinical Nurse Specialist (CNS) Option
3 Year Plan of Study - EVEN Year Admission

Semester 1 - Fall

	<u>Credits & Format</u>
N550 Advanced Health Assessment	3 (1 lecture, 1 college lab; 1 clin lab)
N521 Theory and Research in Nursing	5 (5 lecture)
N552 Administration & Organization of Health Care Systems	<u>2</u> (2 lecture)
Total Semester Credits	10

Semester 2 - Spring

N531 Rural Health Nursing	3 (2 lecture; 1 college lab)
N555 Concepts of Family Care	2 (2 lecture)
N553 Financing & Budgeting of Health Care Systems	2 (2 lecture)
N522 Advanced Practice Nursing: Roles & Issues	<u>2</u> (1 lecture; 1 R/D)
Total Semester Credits	9

Semester 3 - Fall

N517 Fundamentals of Pharmacotherapeutics	1 (1 lecture)
N560 Advanced Physiology and Pathophysiology	4 (4 lecture)
N565 Principles of Population-based Health	<u>3</u> (2 lecture; 1 college lab)
Total Semester Credits	8

Semester 4 - Spring

N581 Clinical Nurse Specialist I	6 (3 lecture; 3 clinical lab)
N590 Thesis *	<u>3</u>
Total Semester Credits	9

Semester 4 - Summer

N519 Pharmacotherapeutics for Middle Aged Adults	<u>1</u> (1 lecture)
Total Semester Credits	1

Semester 5 – Fall

N520 Pharmacotherapeutics for Older Adults	1 (1 lecture)
N582 Clinical Nurse Specialist II	6 (3 lecture; 3 clinical lab)
N590 Thesis *	<u>3</u>
Total Semester Credits	10

Semester 6 - Spring

N583 Clinical Nurse Specialist III	6 (1 seminar; 5 clinical lab)
N590 Thesis *	<u>4</u>
Total Semester Credits	10

TOTAL PROGRAM CREDITS: 53 - 57 semester credits

* Student and faculty may determine that a Professional Project (Plan B) may be more appropriate which would result in 53 total program credits.

MSU College of Nursing
Adult Clinical Nurse Specialist (CNS) Option
2 Year Plan of Study - ODD Year Admission

Semester 1 - Fall

Credits & Format

N517	Fundamentals of Pharmacotherapeutics	1	(1 lecture)
N521	Theory and Research in Nursing	5	(5 lecture)
N550	Advanced Health Assessment	3	(1 lec; 1 college lab; 1clin lab)
N560	Advanced Physiology and Pathophysiology	4	(4 lecture)

Total Semester Credits **13**

Semester 2 - Spring

N522	Advanced Practice Nursing: Roles & Issues	2	(1 lecture; 1 R/D)
N531	Rural Health: Needs & Perceptions	3	(2 lecture; 1 college lab)
N555	Concepts of Family Care	2	(2 lecture)
N581	Clinical Nurse Specialist I	6	(3 lecture; 3 clinical lab)
N590	Thesis *	<u>2</u>	

Total Semester Credits **15**

Semester 3 - Summer

N519	Pharmacotherapeutics for Middle Aged Adults	<u>1</u>	(1 lecture)
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Total Semester Credits **1**

Semester 4 - Fall

N520	Pharmacotherapeutics for Older Adults	1	(1 lecture)
N552	Administration & Organization of Health Care Systems	2	(2 lecture)
N565	Principles of Population-based Health	3	(2 lecture; 1 college lab)
N582	Clinical Nurse Specialist II	6	(3 lecture; 3 clinical lab)
N590	Thesis *	<u>3</u>	

Total Semester Credits **15**

Semester 5 - Spring

N553	Financing & Budgeting of Health Care Systems	2	(2 lecture)
N583	Clinical Nurse Specialist III	6	(1 seminar; 5 clinical lab)
N590	Thesis *	<u>5</u>	

Total Semester Credits **13**

TOTAL PROGRAM CREDITS: **53 - 57 semester credits**

* Student and faculty may determine that a Professional Project (Plan B) may be more appropriate which would result in 53 total program credits.

MSU College of Nursing
Clinical Nurse Leader (CNL) Option
1 Year Plan of Study

Semester 1 - Fall

N505 Evidence Based Practice	4	(4 lecture)
N517 Foundations of Pharmacotherapeutics	1	(1 lecture)
N550 Advanced Health Assessment	3	(1 lecture; 1 clinical lab; 1 college lab)
N560 Advanced Physiology and Pathophysiology	4	(4 lecture)
N575 Professional Paper/Project	<u>1</u>	

Total Semester Credits

13

Semester 2 - Spring

N506 Management of Care Environments	4	(3 lecture; 1 clinical lab)
N507 Management of Clinical Outcomes	4	(3 lecture; 1 clinical lab)
N553 Financing & Budgeting of Health Care Systems	2	(2 lecture)
N575 Professional Paper/Project	<u>2</u>	

Total Semester Credits

12

Clinical Immersion Experience (Summer)

N508 Clinical Leadership Practicum	7	(7 clinical laboratory)
N575 Professional Paper/Project	<u>3</u>	

Total Semester Credits

10

Summary

Required Nursing Credits	29
Required Professional Project Credits	<u>6</u>

TOTAL PROGRAM CREDITS:

35 semester credits

**MSU College of Nursing
Clinical Nurse Leader (CNL)
2 Year Plan of Study**

Semester 1 - Fall

N505: Evidence Based Practice
N550: Advanced Health Assessment

Credits & Format

4 (4 lecture)
3 (1 lecture; 1 clin lab, 1 college lab)

Total Semester Credits

7

Semester 2 – Spring

N506: Management of Care Environments
N575: Professional Paper/Project

4 (3 lecture; 1 clinical lab)
2

Total Semester Credits

6

Semester 4 – Fall

N517: Foundations of Pharmacotherapeutics
N560: Advanced Physiology & Pathophysiology
N575: Professional Paper/Project

1 (1 lecture)
4 (4 lecture)
2

Total Semester Credits

7

Semester 5 – Spring

N507: Management of Clinical Outcomes
N553: Financing & Budgeting of Health Care Systems
N575: Professional Paper/Project

4 (3 lecture; 1 clinical lab)
2 (2 lecture)
2

Total Semester Credits

8

Semester 6 - Summer

N508: Clinical Leadership Practicum

7 (7 clinical laboratory)

Total Semester Credits

7

TOTAL PROGRAM CREDITS:

35 semester credits



MONTANA STATE UNIVERSITY
College of Nursing Graduate Level
Certificate in Nursing Education

Sample Plan of Study

<u>Semester 1 - Summer</u>	<u>Credits & Format</u>
N503 Curriculum Development*	3 lecture
OR	
N504 Assessment and Evaluation of Education*	<u>3</u> lecture
Total Semester Credits	3
<u>Semester 2 – Fall</u>	
N501 Teaching Concepts for Nursing Educators	<u>2</u> lecture
Total Semester Credits	2
<u>Semester 3 – Spring</u>	
N502 Effective Clinical Teaching	<u>2</u> lecture
Total Semester Credits	2
<u>Semester 4 - Summer</u>	
N503 Curriculum Development*	3 lecture
OR	
N504 Assessment and Evaluation of Education*	<u>3</u> lecture
Total Semester Credits	3
<u>Summary</u>	
Required Nursing Credits	10
Elective Nursing Credits**	1-4
Total Program Credits	10-14 semester credits
Didactic Clock hours = 150	
Faculty-supervised Clinical Clock Hours = 45-180	

- ◆ N503 and N504 are offered in alternate summer semesters: N504 is offered in odd years and N503 is offered in even years.
- ◆ ** N574 Teaching Practicum is a 1-4 variable credit elective clinical practicum that can be taken any semester. Prerequisites are N504 or Consent of Instructor.

Preliminary application deadline is January 15th each year. Official application deadline is February 15th each year. Questions can be directed to Lynn Taylor, Graduate Program Administrative Associate at (406) 994-3500 or lynnt@montana.edu.

APPENDIX K

Satisfaction Survey Summaries: Undergraduate and Graduate

*****Confidential*****

Not for public distribution

APPENDIX L

*University Satisfaction Survey:
2005-2006, 2006-2007*



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MONTANA STATE UNIVERSITY
COLLEGE OF NURSING

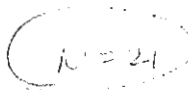
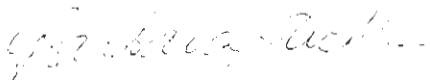
July 6, 2006

Dear Dr. Elizabeth Nichols:

Enclosed are the combined results from the December 2005 and Spring 2006 Senior Survey. The information enclosed contains the College of Nursing survey questions and the results associated with each question. These data are for your use and will not be analyzed centrally. If you would like an electronic version of these data, please email me at zuck@montana.edu. I will be keeping electronic copies until the end of August, at which time they will be deleted.

This is also an excellent time to review, and possibly revise, the survey questions. If you would like to make changes the survey questions, please email me at zuck@montana.edu.

Regards,



Barbara Zuck
Project Coordinator
Office of the Provost

Office of the Provost
and Vice President
for Academic Affairs

200 Montana Hall
Bozeman, MT 59717-2560

Telex (406) 994-4371
Fax (406) 994-7989

	Utilize a foundation of community-based nursing to provide client-centered health care	Synthesize knowledge from nursing, the sciences, the arts, and the humanities to practice safe and effective professional nursing	Apply principles of critical thinking in professional decision making	Evaluate the applicability of research findings in evidence based nursing practice	Utilize evidence-based clinical judgements to assist clients with the promotion, maintenance, and restoration of health	Utilize evidence-based clinical judgements to assist clients with the prevention of disease
5 = Highly Effective 1 = Completely Ineffective						
	4	4	4	3	3	3
	5	5	4	3	4	3
	4	4	4	3	4	4
	4	3	5	3	4	4
	4	4	4	4	4	4
	4	4	5	4	4	4
	5	5	5	5	5	5
	4	2	4	4	4	4
	3	4	4	2	2	2
	4	4	4	4	4	4
	4	4	5	2	2	4
	4	4	4	4	4	4
	4	3	4	4	4	4
	4	4	3	3	3	3
	4	4	4	4	4	4
	5	5	5	5	5	5
	4	4	4	4	4	4
	4	3	4	4	3	4
	4	4	4	4	3	4
	4	4	4	4	4	5
5 = Highly Effective	3	3	5	2	2	3
4 = Effective	16	13	14	11	12	13
3 = Neutral	2	4	1	5	4	4
2 = Ineffective	0	1	0	3	3	1
1 = Completely Ineffective	0	0	0	0	0	0

	Utilize evidence-based clinical judgments to assist clients with death with dignity	Incorporate professional values of altruism, autonomy, human dignity, integrity, and social justice and value-based behaviors into nursing practice	Employ legal principles in the practice of professional nursing	Employ ethical principles in the practice of professional nursing	Assume responsibility for career-development	Assume responsibility for participation in life-long learning
5 = Highly Effective 1 = Completely Ineffective						
	3	4	4	4	4	4
	3	5	5	5	4	3
	4	4	3	4	4	4
	4	4	3	4	4	4
	5	5	5	5	4	4
	3	5	4	4	4	5
	5	5	5	5	5	5
	4	5	4	4	3	3
	4	2	2	2	3	4
	4	4	4	4	4	4
	4	4	4	4	2	2
	4	4	3	4	4	4
	4	4	4	4	4	4
	3	4	2	2	4	4
	4	4	4	4	5	2
	5	5	5	5	5	2
	4	4	5	4	4	3
	3	3	3	4	4	3
	4	4	4	4		
	4	4	3	4	5	4
5 = Highly Effective	3	6	5	4	4	2
4 = Effective	12	12	8	15	12	10
3 = Neutral	6	1	5	0	2	4
2 = Ineffective	0	1	2	2	1	3
1 = Completely Ineffective	0	0	0	0	0	

	Utilize effective communication in professional relationships with clients in order to influence health and healing over time	Utilize progressive technology and information systems to support nursing practice and deliver client care	Collaborate with communities to design, implement, and evaluate population-based approaches to care	Provide culturally sensitive direct and indirect care for clients across a variety of settings	Participate as a member of the nursing profession
5 = Highly Effective 1 = Completely Ineffective					
	4	4	3	4	4
	5	2	4	2	5
	5	2	4	5	5
	4	3	3	3	3
	4	3	3	3	5
	5	4	3	4	4
	5	5	5	5	5
	4	5	5	3	4
	4	4	3	4	2
	4	4	5	5	5
	2	2	2	2	4
	4	3	4	3	4
	3	3	5	4	4
	4	4	4	3	4
	4	4	4	4	4
	4	5	5	5	5
	3	4	4	4	4
	3	4	4	4	5
	4	4	4	4	4
	3	4	4	4	4
5 = Highly Effective	4	3	5	4	7
4 = Effective	11	10	9	9	11
3 = Neutral	4	4	5	5	1
2 = Ineffective	1	3	1	2	1
1 = Completely Ineffective	0	0	0	0	0

What do you feel are the strengths in the undergraduate nursing program and would like the College of Nursing to maintain?

The instructors on the Billing Campus, were willing to work with you and were very encouraging.

There are some instructors that do a wonderful job teaching this curriculum, very understanding and helpful.

I enjoy the amount of clinicals we had. If anything I would increase the hours.

I feel there are a few very effective faculty who are willing to help students, and encourage them in their studies. These people should be noted for their hard work.

Deb Kern is a fantastic professor. Continue teaching pathophysiology and 485. Warm Springs is a great experience. Barb Prescott is an asset. ER experience was amazing, and there could have been more opportunity for it!!

The professors of this school are excellent and I feel that this is a very big strong point for this campus, especially the faculty on the Great Falls Campus. I think that the clinicals are great and that the classwork is manageable and very informative.

The clinical opportunities in Great Falls were wonderful.

The collaborative courses and excellent instructors.

A select number of nursing instructors have a true passion for teaching and care about the students more than anything. The hospital invite nursing students and welcome them into any possible learning opportunity.

I am one of the students that is in the class, to go through the new curriculum on the billings campus. I did however take my lower division nursing classes in bozeman. As for the undergraduate classes, i feel that the math classes, the biology, nutrition, and chemistry classes were all very helpful, however i felt as though philosophy was a waste of time as a core requirement and did not help me AT ALL in my quest for my nursing degree.

Cross referencing between classes, incorporating previously learned info.

The basic courses are ok. Strengths are that the classes remain fairly small.

the last semester the professors were more encouraging and available to all students than any other semester. they also were flexible especially for the students who had busy schedules and needed an extra day to complete assignments.

What do you feel are weaknesses in the undergraduate nursing program and would like the College of Nursing to address?

Polycom

Continuity of course and clinical requirements between instructors of the same course, and between the different campuses.

I feel that this nursing program is very disconnected and some of the instructors are devaluing and teach outdated material and are very resistant to change. There are a couple of instructors who did more damage than good to the student body and it would be in the best interest of the College of Nursing to terminate these instructors, as they leave a lasting negative memory, and I would be hesitant to recommend this program, in part because of these instructors.

Billings is considerably taught different then the other campus's. Someone needs to check with the hospitals and see what they want us to learn. I feel like we are still learning for the average 7 day stay of a patient instead of a 2 day stay. Some of the professors are not willing to get current with todays world and I have read research that says careplans are outdated and that seems to be most of what we did. Step up and change the careplan status and change the curriculum so that we are not repeating the same classes over and over. It is very redundant.

i think this program has many weaknesses. i think the legal ethical course needs to focus more on what can happen to you as future nurse in todays world instead of focusing on all the theoretical aspects. Also i think it is absurd that MSU does not require medical terminology as a course. I also think that there needs to be better flow of the clinical work learned in class and immediately practice it in a clinical setting instead of waiting a year before you get to practice those skills in a real life setting. It seemed as if a lot of students forgot little things (assesments etc) when they first entered a clinical setting.

So busy, so much time required students rarely read assigned chapters after first month or two of semester.

It is often confusing and it feels like there is little guidance. Junior year of upper division was harder then senior year, the instructors were cold, unaviliable, and had little compassion for the students.

The program is too small as well as living away from the University as communication between the other campuses and Bozeman are highly lacking and many students suffer for the lack of communication. Based on personal experience, students who have to attain placement each semester fall between the cracks as it seems they are last priority and may spend more money to finish schooling than what was intended.

Having classes on Poly-com, with untrained teachers who did not know how to use or work the equipment. There were times when up to 45 minutes were wasted trying to get poly-com going.

The only thing that I can say is that I feel like we are not apart of Bozeman once we are in upper division. An example of this is not having someone come up to bring us caps and gowns, or being told that we have to do the finacial aid exit information and given times that they are having sessions in Bozeman, but they have forgotten about us. A huge issue that I have with this is being able to get Cat/Griz tickets. Why can't a few of them be sent to the sattelight schools so that we are able to attend?

What do you feel are weaknesses in the undergraduate nursing program and would like the College of Nursing to address?

Find more opportunities for psychiatric nursing. Even if a person is willing to travel to get the experience. Encourage separation of "cliques" one students are in upper division. Do not let students choose groups for group projects. There is a significant lack of comradery in the classroom and it is frustrating.

I feel the program at the Billings campus is very resistant to the new curriculum change which happened over the last two years. Many of the faculty were unwilling to address the need to change their way of teaching, and the information needed to be taught. This had made it very difficult to excel in this program. I feel as though there is not enough time centered around clinical hours and learning skills, while there is an overabundance of legal and ethical classes. I have been very frustrated with this new curriculum, and feel the different campuses for upper division should have some sort of consistency in thier program. There are such large discrepancies in teaching/education associated with the different campuses, and this should not be the case. I believe the way the new curriculum is being taught should be very seriously looked at, especially on the Billings campus!

not allowing enough time for classes to be taught. The important ones get the least amount of time allotted to them. Making up reguritate information and then forget valuable information that is needed. The classess that have not alot of material need to be shorter and to the point. To many classes were drawn out of a single concept with that was over stressed, when we could of been learning something new.

	Utilize a foundation of community-based nursing to provide client-centered health care	Synthesize knowledge from nursing, the sciences, the arts, and the humanities to practice safe and effective professional nursing	Apply principles of critical thinking in professional decision making	Evaluate the applicability of research findings in evidence based nursing practice	Utilize evidence-based clinical judgements to assist clients with the promotion, maintenance, and restoration of health	Utilize evidence-based clinical judgments to assist clients with the prevention of disease
5 = Highly Effective 1 = Completely Ineffective						
	4	4	4	3	3	3
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	4	3	5	3	4	4
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	5	5	5	5	5	5
	4	2	4	4	4	4
	3	4	4	2	2	2
	4	4	4	4	4	4
	4	4	5	2	2	4
	4	4	4	4	4	4
	4	3	4	4	4	4
	4	4	3	3	3	3
	4	4	4	4	4	4
	5	5	5	5	5	5
	4	4	4	4	4	4
	4	3	4	4	3	4
	4	4	4	4	3	4
	4	4	4	4	4	5
5 = Highly Effective	3	3	5	2	2	3
4 = Effective	16	13	14	11	12	13
3 = Neutral	2	4	1	5	4	4
2 = Ineffective	0	1	0	3	3	1
1 = Completely Ineffective	0	0	0	0	0	0

	Utilize evidence-based clinical judgments to assist clients with death with dignity	Incorporate professional values of altruism, autonomy, human dignity, integrity, and social justice and value-based behaviors into nursing practice	Employ legal principles in the practice of professional nursing	Employ ethical principles in the practice of professional nursing	Assume responsibility for career-development	Assume responsibility for participation in life-long learning
5 = Highly Effective 1 = Completely Ineffective						
	3	4	4	4	4	4
	3	5	5	5	4	3
	4	4	3	4	4	4
	4	4	3	4	4	4
	5	5	5	5	4	4
	3	5	4	4	4	5
	5	5	5	5	5	5
	4	5	4	4	3	3
	4	2	2	2	3	4
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	4	4	4	4	2	2
	4	4	3	4	4	4
	4	4	4	4	4	4
	3	4	2	2	4	4
	4	4	4	4	5	2
	5	5	5	5	5	2
	4	4	5	4	4	3
	3	3	3	4	4	3
	4	4	4	4		
	4	4	3	4	5	4
5 = Highly Effective	3	6	5	4	4	2
4 = Effective	12	12	8	15	12	10
3 = Neutral	6	1	5	0	2	4
2 = Ineffective	0	1	2	2	1	3
1 = Completely Ineffective	0	0	0	0	0	

	Utilize effective communication in professional relationships with clients in order to influence health and healing over time	Utilize progressive technology and information systems to support nursing practice and deliver client care	Collaborate with communities to design, implement, and evaluate population-based approaches to care	Provide culturally sensitive direct and indirect care for clients across a variety of settings	Participate as a member of the nursing profession
5 = Highly Effective 1 = Completely Ineffective					
	4	4	3	4	4
	5	2	4	2	5
	5	2	4	5	5
	4	3	3	3	3
	4	3	3	3	5
	5	4	3	4	4
	5	5	5	5	5
	4	5	5	3	4
	4	4	3	4	2
	4	4	5	5	5
	4	4	5	2	4
	2	2	2	2	4
	4	3	4	3	4
	3	3	5	4	4
	4	4	4	3	4
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	4	4	4	4	4
	4	5	5	5	5
	3	4	4	4	4
	3	4	4	4	5
	4	4	4	4	4
	3	4	4	4	4
5 = Highly Effective	4	3	5	4	7
4 = Effective	11	10	9	9	11
3 = Neutral	4	4	5	5	1
2 = Ineffective	1	3	1	2	1
1 = Completely Ineffective	0	0	0	0	0



RECEIVED

OCT 17 2007

MONTANA STATE UNIVERSITY
COLLEGE OF NURSING

MEMORANDUM

TO: Elizabeth Nichols
College of Nursing

FROM: Anne Angermeyr *Anne*
Program Coordinator

RE: MSU Senior Survey

DATE: October 15, 2007

Enclosed are the results from the 2006-2007 MSU Academic Year Senior Survey. The information contains the College of Nursing survey questions and the results associated with each question. The first set of results is for your use only and will not be analyzed centrally. The second set of results (Teaching & Learning summary) will be analyzed centrally. If you would like an electronic version of the data, please email me at annea@montana.edu. I will be keeping electronic copies until the end of November, at which time they will be deleted.

This is also an excellent time to review, and possibly revise, the survey questions. If you would like to make changes to the questions, please email me at the address shown above.

Office of the Provost
and Vice President
for Academic Affairs

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Box 172560
Bozeman, MT 59717-2560

Tel: (406) 994-4371
Fax: (406) 994-7989

/aa
Enclosure(s)

Blutchen

Questions	Highly Effective	Effective	Neutral	Ineffective	Completely Ineffective
Utilize a foundation of community-based nursing to provide client-centered health care	16	8	1	1	0
Synthesize knowledge from nursing, the sciences, the arts, and the humanities to practice safe and effective professional nursing	19	6	1	0	0
Apply principles of critical thinking in professional decision making	17	6	1	1	0
Evaluate the applicability of research findings in evidence based nursing practice	16	9	1	0	0
Utilize evidence-based clinical judgments to assist clients with the promotion, maintenance, and restoration of health	20	5	0	0	0
Utilize evidence-based clinical judgments to assist clients with the prevention of disease	19	7	0	0	0
Utilize evidence-based clinical judgments to assist clients with death with dignity	11	8	4	3	0
Incorporate professional values of altruism, autonomy, human dignity, integrity, and social justice and value-based behaviors into nursing practice	17	8	1	0	0
Employ legal principles in the practice of professional nursing	13	10	3	0	0
Employ ethical principles in the practice of professional nursing	15	9	2	0	0
Assume responsibility for career-development	14	10	2	0	0

Questions	Highly Effective	Effective	Neutral	Ineffective	Completely Ineffective
Assume responsibility for participation in life-long learning	17	8	1	0	0
Utilize effective communication in professional relationships with clients in order to influence health and healing over time	19	7	0	0	0
Utilize progressive technology and information systems to support nursing practice and deliver client care	17	7	0	2	0
Collaborate with communities to design, implement, and evaluate population-based approaches to care	16	8	1	1	0
Provide culturally sensitive direct and indirect care for clients across a variety of settings	14	9	2	1	0
Participate as a member of the nursing profession	21	4	1	0	0

What do you feel are the strengths in the undergraduate nursing program and would like the College of Nursing to maintain?

The assessment course was fantastic.

I enjoyed the clinicals where I got to see a wide variety of the jobs that a nurse can do. The patho class is a great foundation for the rest of the classes. But the best strength of the nursing program is that I had great instructors throughout my college career. They each really cared about me as a student and my progression, rather than seeing teaching as something that they needed to do between research projects.

high expectations with support and resources to meet those expectations and continuously challenge yourself. Faculty are very committed to the profession of nursing (their passion is very evident) as well as to nursing education.

Younger professors who have recently been practicing nursing and can relate to their experiences in nursing school. The nursing professors are compassionate and have a lot of experiences to impart from recent practice in their fields of expertise.

The courses were very informative and helped to prepare me for the courses in the upper division program in nursing. The faculty was great and very nice and just great teachers.

I feel that the Billings campus has a great group of teachers that make it challenging. They are expect a lot which is a good thing.

Assessment class was excellent, but maybe there needs to be 2 classes for it as there was so much information. Clinical rotations were a necessity, but maybe mixing up the clinical groups instead of being with the same people all the time.

Challenging

Billings upper division campus courses are amazing. I got to work in both hospitals as well as other community sites. The professors and hospital staff are eager to teach nursing students. I feel as if I recieved an excellent education on the Billings campus.

Communication lines via WebCT (lectures, syllabus, updates, and professor contact info. availability online very helpful), small group learning and open discussion learning.

Awesome faculty at Great Falls Campus!!!

I like being placed at various hospitals throughout my Junior and Senior years. I've gotten to see both the hospitals in Billings as well as going to a rural hospital in Crow Agency

Impartiality on grades is good! Professors easy to get a hold of out of class most often.

new pharmacology course in the new cirriculum is great.

What do you feel are the strengths in the undergraduate nursing program and would like the College of Nursing to maintain?

Small class sizes. Well educated professional nurses.

I think the amount of clinical hours is amazing and really helps to combine all of the lectures and skills together. That is where I feel most of the learning occurs and what future employers really look at.

There are high expectations of all the students. I think that this makes the students work hard to achieve the goals that have been set in place for all students.

A&P, development across the life-span

Pathophysiology being before upper division, along with anatomy classes as a base.

What do you feel are weaknesses in the undergraduate nursing program and would like the College of Nursing to address?

We were totally unprepared for writing care plans and pt. interaction. More clinical experience is needed in lower division. Many of the teachers also need extensive re-evaluation because, quite honestly, many of them are not worth the salaries they are paid.

It would be great to offer a campus where students could complete all 4 semesters in succession, i.e. doing summer semesters. Those of us with previous degrees would appreciate the quick return to the workplace.

Inadequate number of full-time faculty at each institution leading to use of polycom. This became a problem when adjunct faculty with minimal teaching experience (to begin with) were put in a situation of teaching via polycom and were not effective via this delivery method.

More in depth work with nursing theory and diagnosis prior to upper division.

I feel the ethics course could use more attention. The ethics course really sets the ground work as well as functional and assessments. Also, I am sure that you hear this a lot, but the whole waiting list and application process needs work. I wish there were more spots open in the clinical areas to fit people in more easily.

There are some classes that I feel we don't need as many of them. Care management for one.

The length of care plans junior year are ridiculous. They completely consume your life and then they wonder why you are sick and can't make it to clinical. STRESS!!!! There is no reason for a care plan that long, mine were consistently 30+ pages and that is uncalled for. Learning comes from applying your knowledge in reality, not just on paper. If I would have spent even half the time I spent on care plans in actual clinical taking care of patients, I would be much more prepared. Sometimes you don't understand the material until you apply it in real life while caring for a patient.

Classes need to be scheduled differently so students are not forced to take two really hard classes in each semester. More classes need to be offered offer the summer so that if a student fails a class during the school year that they can retake it in the summer and not fall behind.

Weaknesses are the lack of equalness on the upper division campuses. Students experiences are so different including class room work and clinicals.

What do you feel are weaknesses in the undergraduate nursing program and would like the College of Nursing to address?

Polycom and any other video-taught lectures, freshman year high stress climate (very difficult for a first year college student), develop a more democratic process of redirecting/guiding students who may be struggling with certain courses -- professors can be very scary sometimes (we're young adults, nevertheless adults, treat us with respect, please-- and don't scare us away from this great learning opportunity!)

New Psychiatric nurse instructor very unacceptable, could have sued her many times over many various situations.

While I was in college I found staff and students were not culturally aware. I had to frequently explain myself and correct my peers about my culture and their prejudices. I think maybe incorporating more Native American ways into the curriculum or even allowing the Native American students in the class to discuss their cultures.

Need more interactive classes rather than just lecture with strictly tests and a project being the basis for a grade. Help us to enjoy and be engaged in what we are learning.

Need more geriatric and palliative care content. The first semester senior critical and palliative course certainly covers more critical care and little palliative care. Palliative care clinical experience is very limited. Would like to see the college "adopt" an assisted living or retirement facility to have more experience in the geriatric and palliative care areas. This would also give back to our communities and elderly in a meaningful way.

The two credit courses are a waste of time. They were the classes everyone blew off in order to complete the work in the useful five and six credit classes.

Can not think of any weaknesses at this time.

I feel that the 2 credit courses during upper division did not provide adequate information. I feel that the combined amount of credits from these classes (I think it ends up being 14) could have been used in another big class (5-6 credits) to facilitate more learning. The 2 credit courses were more of a joke and did not provide meaningful learning towards our nursing degree. I feel that some info was not taught thoroughly enough: cancer and cancer drugs, screenings used in schools such as scoliosis, genetic disorders and/or syndromes, endocrinology tests, how certain procedures are done (such as placing a stent in a ureter.)

More clinical time and less time on group projects. Make better use of two-credit courses.

What do you feel are weaknesses in the undergraduate nursing program and would like the College of Nursing to address?

I feel that getting the schedule for the next semester on orientation day is very frustrating. There are people that have jobs and children that need the advance notice so they can plan ahead. By know the schedule in advance, this allows people to prioritize what is important and allows them to make plans so all committments can be followed through. At times I do not feel that the program takes into consideration that people do have to work full time and have children. I'm not saying they totally need to bend over backwards for these people, but work with us so we have a better idea of what the schedule is so we can plan our lives better. I think that more respect and professionalism among the students needs to be paid towards the teachers. At times I also feel that the teachers need to respect the students more as people, not just students who have no other obligations rather than school.

Stats- don't need it,

Washing hands for a whole clinical for three hours, instead of learning more pertinent skills.

the way upper division placement is done. Basing it on GPA alone is unfair and biased to many students, because high GPA does not guarantee a student will succeed outside of the classroom setting.

	Utilize a foundation of community-based nursing to provide client-centered health care	Synthesize knowledge from nursing, the sciences, the arts, and the humanities to practice safe and effective professional nursing	Apply principles of critical thinking in professional decision making	Evaluate the applicability of research findings in evidence based nursing practice	Utilize evidence-based clinical judgments to assist clients with the promotion, maintenance, and restoration of health	Utilize evidence-based clinical judgments to assist clients with the prevention of disease	Utilize evidence-based clinical judgments to assist clients with death with dignity
	4	4	3	3	5	5	4
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	5	5	5	5	5	4	4
	5	5	5	5	5	5	5
	4	5	4	4	4	4	4
	5	5	5	5	5	5	4
	5	5	4	4	5	4	3
	5	5	5	5	5	5	5
	5	5	5	5	5	5	5
	4	4	4	4	5	4	4
	5	5	5	5	5	5	2
	5	5	5	5	5	5	5
	5	5	5	5	5	5	5
	4	4	4	4	4	4	2
	3	4	5	5	5	5	4
	2	3	4	5	4	4	5
	4	5	5	5	5	5	3
	5	5	5	5	5	5	5
	5	5	5	5	5	5	5
	4	4	2	4	4	4	2
	4	5	5	4	5	5	4
	5	5	4	4	4	5	3
	5	5	5	4	5	5	5
	4	4	5	4	5	5	3

	Utilize a foundation of community-based nursing to provide client-centered health care	Synthesize knowledge from nursing, the sciences, the arts, and the humanities to practice safe and effective professional nursing	Apply principles of critical thinking in professional decision making	Evaluate the applicability of research findings in evidence based nursing practice	Utilize evidence-based clinical judgments to assist clients with the promotion, maintenance, and restoration of health	Utilize evidence-based clinical judgments to assist clients with the prevention of disease	Utilize evidence-based clinical judgments to assist clients with death with dignity
	5	5	5	5	5	5	5
5 = Highly Effective	16	19	17	16	20	19	11
4 = Effective	8	6	6	9	5	7	8
3 = Neutral	1	1	1	1	0	0	4
2 = Ineffective	1	0	1	0	0	0	3
1 = Completely Ineffective	0	0	0	0	0	0	0

	Incorporate professional values of altruism, autonomy, human dignity, integrity, and social justice and value-based behaviors into nursing practice	Employ legal principles in the practice of professional nursing	Employ ethical principles in the practice of professional nursing	Assume responsibility for career-development	Assume responsibility for participation in life-long learning	Utilize effective communication in professional relationships with clients in order to influence health and healing over time	Utilize progressive technology and information systems to support nursing practice and deliver client care
	5	3	4	4	4	5	2
	5	5	5	5	5	5	5
	5	5	5	5	5	5	5
	5	4	5	5	5	5	5
	5	5	5	5	5	5	5
	5	4	4	4	5	5	4
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	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	5	3	3	5	5	4	4
	3	4	4	5	5	4	5
	4	4	4	4	3	4	5
	5	5	5	5	5	5	5
	5	5	5	4	5	5	5
	4	3	3	3	4	4	4
	4	4	4	5	5	5	5
	5	4	4	3	4	4	4
	4	5	5	5	5	5	5
	5	5	5	4	4	5	4

	Incorporate professional values of altruism, autonomy, human dignity, integrity, and social justice and value-based behaviors into nursing practice	Employ legal principles in the practice of professional nursing	Employ ethical principles in the practice of professional nursing	Assume responsibility for career-development	Assume responsibility for participation in life-long learning	Utilize effective communication in professional relationships with clients in order to influence health and healing over time	Utilize progressive technology and information systems to support nursing practice and deliver client care
	5	5	5	5	5	5	5
5 = Highly Effective	17	13	15	14	17	19	17
4 = Effective	8	10	9	10	8	7	7
3 = Neutral	1	3	2	2	1	0	0
2 = Ineffective	0	0	0	0	0	0	2
1 = Completely Ineffective	0	0	0	0	0	0	0

	Collaborate with communities to design, implement, and evaluate population-based approaches to care	Provide culturally sensitive direct and indirect care for clients across a variety of settings	Participate as a member of the nursing profession
	4	5	5
	5	5	5
	5	5	5
	4	4	5
	5	5	5
	4	4	5
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	5	5	5
	5	5	5
	4	4	4
	5	4	4
	5	5	5
	5	5	5
	5	5	5
	4	4	4
	5	4	5
	4	3	3
	5	4	5
	4	4	5

	Collaborate with communities to design, implement, and evaluate population-based approaches to care	Provide culturally sensitive direct and indirect care for clients across a variety of settings	Participate as a member of the nursing profession
	5	5	5
5 = Highly Effective	16	14	21
4 = Effective	8	9	4
3 = Neutral	1	2	1
2 = Ineffective	1	1	0
1 = Completely Ineffective	0	0	0

Senior Survey Results: Teach and Learn Summary

How often did your professors do each of the following?	Almost Always	Frequently	Occasionally	Seldom	Almost Never			Nbr	Avg
Explain the purpose or importance of assigned readings	3	4	2	0	1			10	3.80
Provide study guides for reading assignments	1	0	7	1	1			10	2.90
Provide clear directions and format for writing assignments	4	6	0	0	0			10	4.40
Provide specific feedback on writing assignments	4	5	1	0	0			10	4.30
Allow time in class for students' questions or comments	6	3	1	0	0			10	4.50
Use a variety of multimedia materials	6	3	0	1	0			10	4.40
Break up lectures with other activities	1	5	3	0	1			10	3.50
Provide timely information about content and question type before tests	3	4	3	0	0			10	4.00
Hold review sessions before tests	1	0	5	3	1			10	2.70
Return tests promptly	4	4	2	0	0			10	4.20
Provide meaningful feedback after tests	2	4	2	1	1			10	3.50
Require attendance	3	4	2	0	1			10	3.80
Emphasize higher-order thinking skills	7	2	1	0	0			10	4.60
Provide ample opportunity for help outside of class	5	4	0	1	0			10	4.30

In how many of your classes were scores on each of the following student teaching methods used to calculate your course grade?	Almost All	Many	Some	Few	Almost None			Nbr	Avg
Multiple-choice tests/exams	8	2	0	0	0			10	4.80
Essay-type tests/exams	0	2	4	3	1			10	2.70
Solved problems on tests/exams	1	3	3	2	1			10	3.10
Term projects	2	6	1	1	0			10	3.90
Writing assignments/papers	7	3	0	0	0			10	4.70
Graded homework	4	2	0	1	3			10	3.30
Attendance	2	2	3	2	1			10	3.20
Class participation	3	2	5	0	0			10	3.80
In-class assignments	1	2	4	3	0			10	3.10

Rate the effectiveness of your core and major courses in help you to:	Highly Effective	Effective	Neutral	Ineffective	Completely Ineffective	N/A		Nbr	Avg
Learn independently (Core)	2	5	2	0	0	1		10	3.60
Learn independently (Major)	5	3	2	0	0	0		10	4.30
Appreciate other cultures (Core)	2	6	0	1	0	1		10	3.60
Appreciate other cultures (Major)	3	7	0	0	0	0		10	4.30
Respect and value different points of view (Core)	4	4	0	1	0	1		10	3.80
Respect and value different points of view (Major)	6	4	0	0	0	0		10	4.60
Appreciate fine arts (Core)	1	4	3	1	0	1		10	3.20
Appreciate fine arts (Major)	1	2	4	1	1	1		10	2.80
Broaden intellectual interests (Core)	4	3	2	0	0	1		10	3.80
Broaden intellectual interests (Major)	6	3	1	0	0	0		10	4.50
Speak confidently in public settings (Core)	2	5	2	0	0	1		10	3.60
Speak confidently in public settings (Major)	5	3	2	0	0	0		10	4.30

Rate the effectiveness of each of the following approaches in helping you to learn.	Highly Effective	Effective	Neutral	Ineffective	Completely Ineffective	N/A		Nbr	Avg
Listening to lectures	4	2	0	1	0	0		7	4.29
Reading	0	5	1	1	0	0		7	3.57
Working in study groups	0	2	3	1	1	0		7	2.86
Studying individually	3	4	0	0	0	0		7	4.43
Working on extended/term projects	0	2	1	3	1	0		7	2.57
Working problems in class	3	2	1	1	0	0		7	4.00
In-class discussions	3	1	1	2	0	0		7	3.71
Use of technology in the classroom	1	4	0	2	0	0		7	3.57

Rate the effectiveness of your Core and Major courses in help you to:	Highly Effective	Effective	Neutral	Ineffective	Completely Ineffective	N/A		Nbr	Avg
Write clearly (Core)	1	2	2	0	0	2		7	2.71
Write clearly (Major)	3	3	1	0	0	0		7	4.29
Write persuasive arguments (Core)	1	1	3	0	0	2		7	2.57
Write persuasive arguments (Major)	3	3	1	0	0	0		7	4.29
Critically analyze arguments (Core)	1	1	0	3	0	2		7	2.14
Critically analyze arguments (Major)	3	4	0	0	0	0		7	4.43
Use information technology (Core)	1	1	1	2	0	2		7	2.29
Use information technology (Major)	3	4	0	0	0	0		7	4.43
Reason mathematically (Core)	1	4	0	0	0	2		7	3.00
Reason mathematically (Major)	2	3	1	1	0	0		7	3.86
Think logically and deductively (Core)	1	1	3	0	0	2		7	2.57
Think logically and deductively (Major)	3	4	0	0	0	0		7	4.43
Think creatively (Core)	1	2	2	0	0	2		7	2.71
Think creatively (Major)	2	3	2	0	0	0		7	4.00

How do you rate the following aspects of your education?	Highly Effective	Effective	Neutral	Ineffective	Completely Ineffective	N/A		Nbr	Avg
Quality of courses in the Core curriculum	1	2	1	1	0	2		7	2.57
Quality of courses required in your department	4	3	0	0	0	0		7	4.57
Availability of courses in the Core curriculum (e.g., could you register?)	2	2	0	1	0	2		7	2.86
Availability of courses required in your department	6	0	0	1	0	0		7	4.57
Quality of preparation for employment	4	2	1	0	0	0		7	4.43
Quality of preparation for graduate or professional school	1	5	1	0	0	0		7	4.00
Quality of instruction by faculty in Core courses	1	3	1	0	0	2		7	2.86
Quality of instruction by faculty in your department	3	4	0	0	0	0		7	4.43
Quality of instruction by graduate teaching assistants (overall)	1	5	1	0	0	0		7	4.00

Approximately how many lecture courses did you take that had more than 50 students?	0	1 to 3	4 to 10	More than 10				Nbr	Avg
	1	3	2	1				7	2.43

Approximately, how many of your large-lecture courses used the following:	Almost All	Many	Some	Few	Very Few	N/A		Nbr	Avg
Take-home writing assignments/papers more than 2 pages in length	2	1	3	0	0	0		6	3.83
Ungraded in-class assignments/problems	0	2	2	1	1	0		6	2.83
In-class individual assignments/problems submitted for grading	1	2	2	1	0	0		6	3.50
In-class group assignments/problems submitted for grading	0	2	2	2	0	0		6	3.00
In-class presentations	0	1	1	3	1	0		6	2.33
In-class discussions with neighbors or groups	1	2	1	1	1	0		6	3.17
Hands on projects or student research projects (outside class)	1	2	2	1	0	0		6	3.50
Mid-course evaluations to help the professor make course improvements (not final evaluations)	3	1	0	0	2	0		6	3.50

Considering your overall experience as a MSU-Bozeman student, how would you rate MSU-Bozeman in terms of the following?	Full Met	Met	Neutral	Seldom Met	Did Not Meet			Nbr	Avg
Set attainable expectations for learning	2	4	1	0	0			7	4.14
Set high expectations for learning	3	4	0	0	0			7	4.43
Provided appropriate learning opportunities for students with diverse talents and learning styles	1	4	2	0	0			7	3.86
Repeatedly emphasized higher-order thinking skills (e.g., critical thinking, written and oral communication, and problem solving) in all course levels	4	3	0	0	0			7	4.57
Provided opportunities to synthesize learning in meaningful creative projects and/or research experiences	4	3	0	0	0			7	4.57
Encouraged students to be actively engaged learners in the classroom	3	3	1	0	0			7	4.29
Provided opportunities to apply new knowledge in "real-world" settings beyond the classroom	4	3	0	0	0			7	4.57
Provided regular assessment with prompt feedback	1	6	0	0	0			7	4.14
Provided regular assessment with meaningful feedback	2	5	0	0	0			7	4.29
Provided opportunities for students to collaborate in team efforts rather than working alone	4	3	0	0	0			7	4.57
Provided ample opportunities for out-of-class contact with faculty	3	4	0	0	0			7	4.43

How do you rate the your satisfaction with the following aspects of your education?	High Satisfied	Satisfied	Neutral	Unsatisfied	Completely Unsatisfied	N/A		Nbr	Avg
Accuracy of academic advising information received from your major department	3	4	0	0	0	0		7	4.43
Accuracy of academic advising information received from University Studies	2	2	1	0	0	2		7	3.00
Accessibility of advisors in your major department	3	3	1	0	0	0		7	4.29
Accessibility of advisors in University Studies	1	2	0	0	0	4		7	1.86
Responsiveness to student concerns by your major department's office	1	3	2	0	0	1		7	3.29
Responsiveness to student concerns by your college dean's office	1	1	3	0	0	1		6	3.00
Responsiveness to student concerns by University Studies	0	2	1	0	0	4		7	1.57

What is your overall ranking of your MSU education?	Extremely Positive	(4)	(3)	(2)	Extremely Negative			Nbr	Avg
	11	13	0	0	0			24	4.46

Were you ever registered in General Studies?	Yes	No
	22	2

Gender:	Male	Female
	0	24

Age:	Under 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55+
	0	15	5	3	1	0	0	0	0

Ethnicity:	American Indian	Asian	Black	Hispanic	White	Other
	2	0	0	0	21	1

Current residence:	Montana	Other State	Other Country
	24	0	0

Entered MSU as:	Freshman	Transfer
	13	11

Your GPA is:	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00
	0	4	9	11

Please provide us with any additional comments you have regarding your MSU experience. What is your major?

Re-evaluate your professors! I've had some of the worst teachers in my school career at MSU. Nursing

The Great Falls Campus at MSU-Nursing is a great campus. I really enjoy the instructors. I am so glad that I was placed here. Nursing

I only took major specific courses here at MSU because I have a previous degree that covered core requirements. Nursing

MSU is beautiful. The scenery is wonderful and the feeling on campus is just great. The people are friendly when you walk down the mall. It is just a beautiful, happy place. Nursing

I feel I am ready to go out as a nurse because of the variety of classes that are required to graduate. Nursing

I feel as if i received an excellent education. Nursing

Although MSU hasn't been in the best aesthetic condition since I've been here and the sports teams are pretty bad too, I have recieved a great education which is why I came. I am glad that was not compromised en lieu of everything else that was not up to par. Also I have lived in Family Graduate Housing the past two years which has been awesome, but the dorms were terrible because everything was so outrageously expensive. We didn't even get laundry or half the room and privacy we get in fam/grad housing--can this change, since living in the dorms the first year is required? I almost couldn't afford to attend second semester of my freshman year simply because of the price of living in the dorms. HELP these students, please! This is their critical year to do well and stay in school! Nursing

Some/most undergraduate nursing classes were very unrelavant to nursing school. Also the GRE was very unrelavant towards my nursing career. BSN-RN

Transitioning from a small tribal college into the University system was tough at first but the instructors were willing to work with me and assist me in whatever way they could Nursing

The nursing program was great, learned a lot. nursing

Please provide us with any additional comments you have regarding your MSU experience. What is your major?

I was on the Billings Campus which makes learning and juggling two schools difficult. The school (MSU Bozeman) itself is great, distance learning is difficult and you end up getting the run around from people in Bozeman when calling on the phone.

Nursing

My MSU experience has helped develop me into a knowledgeable and mature professional.

Nursing

I feel that MSU is a great college and I was able to receive a wonderful education. However, with the nursing program, I know for a fact that the upper division campuses have very different standards, and yet we all receive the same degree. I feel that there should be a more uniform curriculum and standards.

nursing

MSU is a great school and I am proud to be a graduate of MSU

Nursing

APPENDIX M

Career Services Employment and Salary Data

Montana State University-Bozeman Career Services Employment and Salary Surveys (College of Nursing): 2003-2007

Year of Graduation	Total Graduates	Respondents #/%	Employed in Field	Unemployed	Employed but not in Field	Continuing Education and Employed	In-state vrs Out-of-state Employment	Salary	# reporting salary
2007	171	118 (69%)	109/118 (92%) FT; 5/118 (4%) PT	2 (2%)	0	0	76% MT 24% Out-of-state	\$45,940	102/118 (86.4%)
2006	190	121(64%)	111/121 (92%) FT; 5/121 (4%) PT	1 (1%)	1 (1%)	2 (2%)	67% MT 33% Out-of-state	\$45,179	111/121 (92%)
2005	139	92 (66%)	82/92 (90%) FT; 4/92 (4%) PT	3 (3%)	1 (1%)	2 (2%)	72% MT 28% Out-of-state	\$42,008	82/92 (90%)
2004	125	84/125 (67%)	64/84 (76%) FT; 3/84 (4%) PT	1 (1%)	0	4 (5%)	71% MT 29% Out-of-state	\$42,023	59/84 (70.2%)
2003	119	71/119 (60%)	63/71 (89%) FT; 5/71 (7%) PT	2 (3%)	1 (1%)	0	76% MT 24% Out-of-state	\$36,047	55/71 (77.5%)

**Montana State University-Bozeman Career Services Employment and Salary Surveys (College of Nursing):
2003-2007 Master's Graduates**

Year of Graduation	Total Graduates	Respondents #/%	Employed in Field	Unemployed	Employed but not in Field	Continuing Education and Employed	In-state vrs Out-of-state Employment	Salary	# reporting salary
2007									
FNP	4	2 (50%)	2 (100%)	0	0	0	Unknown	Insuff. Data	1/2 (50%)
CNS	3	3 (100%)	2 (67%) FT; 1 (33%) PT	0	0	0	Unknown	\$63,500	2/3 (67%)
2006									
FNP	14	11/14 (79%) 1/1 (100%)	8/11 (73%) FT; 3/11 (27%) PT	0	0	0	Unknown	\$59,006	7/11 (63.6%)
CNS	1	1/1 (100%)	1/1 (100%) FT	0	0	0	Montana	Insuff. data	1/1 (100%)
2005									
FNP only	11	7 (64%)	3/7 (42.9%) FT; 2/7 (28.6%) PT	1 (14.3%)	0	1 (14.3%)	Unknown	\$60,088	4/7 (57.2%)
2004									
FNP only	6	5 (83%)	3/5 (60%) FT; 0 PT	0	0	1 (20%)	Unknown	\$51,750	4/5 (80%)
2003									
FNP only	8	4 (50%)	4/4 (100%)	0	0	0	Unknown	\$45,250	2/4 (50%)

APPENDIX N

Summary of Formal Complaints

*****Confidential*****

Not for public distribution

APPENDIX O

Resource Room Documentation

On-Site Resource File

Before the CCNE evaluation team arrives on site, the program should compile information in a resource file for on-site inspection by the team. Consistent with expectations of the U.S. Department of Education, documentation describing the methods of advertising used by the program must be made available to the evaluation team. Promotional materials or recruitment literature used by the program (including catalogs, bulletins, publications or combination of publications) must accurately describe the program's academic calendar, admission policies, grading policies, degree completion requirements, tuition and fees. The program should provide evidence that it tracks degree completion rates of its students, as well as rates of job placement or other measures of success of its recent graduates. Financial resources available to support the program also should be documented.

In general, the resource file should include any materials referenced in the self-study document that were not included in the appendices, and any other information that provides evidence of compliance with the accreditation standards and their key elements. If not included in the self-study document or appendices, the program should be prepared to make the following materials/documentation available for review by the team on site:

- list of names, titles, and educational credentials of each faculty member and administrative officer associated with the program
- faculty curricula vitae
- a list of faculty accomplishments (e.g., publications, presentations and awards) for the past three years
- student achievement data to include licensure pass rates, certification pass rates, graduation rates, job placement rates and other measures of student success, as deemed appropriate by the program
- examples of student work
- schedule of courses offered (with instructor identified) over the last three years
- course syllabi
- copies of the professional nursing standards/guidelines used by the program
- criteria for selecting and evaluating preceptors
- student handbooks
- faculty handbooks and personnel manuals
- evidence of ongoing, systematic program evaluation
- survey responses and data summaries
- course evaluation responses and data summaries
- a record of written student complaints and grievances, if any, for the past three years
- program budget (revenues by source and expenditures by type) for the current and previous two fiscal years

- current affiliation agreements with other facilities and institutions at which student instruction occurs
- major institutional and nursing unit reports and records for the past three years, such as minutes of faculty meetings, strategic planning documents and annual reports
- progress reports submitted to and accreditation reports received from other applicable accrediting/recognizing agencies since the last comprehensive evaluation
- official correspondence about accreditation received from other applicable accrediting/recognizing agencies since the last comprehensive evaluation
- summary data regarding faculty teaching loads
- summary data regarding the number and size of classes
- collective bargaining agreement, if applicable
- program advertising directed at prospective students
- evidence that constituents were informed of the opportunity to provide third-party comments to CCNE in advance of the on-site evaluation
- one complete copy of the self-study document
- other materials as necessary to be determined by the team leader