

A Proposal for
A Master of Science in Nursing
with an Emphasis in Nursing Education

at
Eastern New Mexico University
Portales, NM 88130

A program to be administered by the
Nursing Program of Eastern New Mexico University

Master of Nursing Faculty Taskforce

Leslie Paternoster, Ed.D, MSN, RN
Assistant Professor of Nursing

Kris Kuhlmann, Ph.D (c), RN, FNP-BC
Assistant Professor of Nursing

Lorraine Goodrich, MSN, RN (Doctorate in progress)
Instructor of Nursing

Vivian Coates MSN, RN
Adjunct Instructor of Nursing

Kris Vigil, MSN, RN
Adjunct Instructor of Nursing

Telephone: 575-562-2773
Facsimile: 575-562-2293

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**Proposal for Approval of Eastern New Mexico University
Master of Science in Nursing**

This proposal has been developed based on the New Mexico Department of Higher Education provisions of Title 5 Post-Secondary Education, Chapter 5 Post-Secondary Educational Programs, Part 2 Approval of New Graduate Programs, 5.5.2.9 Requirements for Approval of Graduate Programs.

5.5.2.9A. Program Description and Purpose

The proposed program must have a clear purpose that is consistent with the mission of the proposing institution.

A1. Primary and Secondary Purpose

There is a well documented and decades-spanning shortage of qualified nurses from the caregiver at the bedside to the instructor at the clinical site. This shortage is predicted to continue through at least 2020. The state, regional, and national shortage of nurses can only get worse if our nation cannot produce more nurses (Buerhaus, Stagner, & Auerbach, 2009). The shortage of qualified nursing faculty is at least one factor in, and possibly a large contributor to, the overall nursing shortage. Nursing faculty in RN and Bachelor completion (BSN) programs must have at least a Master's degree. RN and BSN programs report a shortage of nurses who are adequately prepared to teach in their programs, thus perpetuating the shortage of nurses available for clinical sites. According to Health Resources and Services Administration (HRSA, 2004), the U.S. must graduate approximately 90 percent more nurses than current rates to meet the projected growth and demand for RNs.

The intent of the proposed Master of Science in Nursing (MSN) with an emphasis in Nursing Education program is to prepare individuals who can assume the role of nursing instructor in Associate and Baccalaureate degree nursing programs in the state of the New Mexico. The program will emphasize curriculum development, teaching effectiveness, research and evidenced-based practice, and cultural competence. Effective nursing educators must understand and convey the complexity of delivering effective healthcare, the rapidly increasing knowledge required for nursing practice, and the need for evidenced-based practice. This necessitates a dedicated, graduate program designed to address these specific needs.

Increasing the numbers of MSN prepared nurse educators is essential to achieving an adequate supply of nurses to ensure access to affordable, high quality healthcare (HRSA, 2004). The goal of the proposal to offer the MSN in Nursing Education at ENMU is to generate more faculty/nursing instructors in the rural, underserved part of our state; therefore, increasing the number of registered nurses (RN) throughout New Mexico. New Mexico ranks 50 out of 51 states and territories in the number of registered nurses, 600/100,000 vs. the national average of 836/100,000 (Kaiser Family Foundation, 2009). The House Joint Memorial 40 task force (HJM40, 2009) found that “nearly 20% of qualified nursing program applicants were turned away and left to pursue other career paths” (p.7). An additional 48 full-time faculty equivalents would need to be added to the existing faculty pool to accommodate a 20% expansion in nursing students. At the same time, a minimum faculty cohort of 311 full-time faculty equivalents needs to be maintained each year through 2020 to support the projected student enrollment in New Mexico (HJM40, 2009).

ENMU is a public institution offering Bachelor's and Master's degrees which serves students from New Mexico, other states, and other nations. ENMU combines a traditional learning environment with 21st century technology to provide a rich educational experience. ENMU emphasizes liberal learning, freedom of inquiry, cultural diversity and whole student life. Excellent teaching and active learning define campus relationships. Scholarship, both primary and applied, cultural enrichment, and professional service are also important contributions of the university community (ENMU catalog, 2009-2011). The MSN program fits the mission of ENMU perfectly. The nursing faculty value liberal learning, freedom of inquiry, and cultural diversity. The program will be delivered online which supports ENMU mission of using 21st technology. The University uses up-to-date versions of its learning management system (currently transitioning to Blackboard 9.1) and lecture capture technology to enhance the effectiveness of online teaching/learning.

A2. Program Constituency with Role & Scope of ENMU

The proposed MSN is consistent with ENMU's stated focus that includes "empowering our students to respond to a rapidly changing world" and endeavors to "impart citizenship and leadership skills and values" to our students. By furthering nurses in their educational journey to Baccalaureate preparedness and on to a Master's level of knowledge, nurses will be better able to address the issues of societal problems and needs as well as improve their leadership ability and potential. The ENMU nursing program philosophy emphasizes the lifelong evolutionary process of the nurse, which behooves the program to continually develop and offer advanced, innovative learning opportunities to the nursing profession. The online nursing degrees offered at ENMU enable nurses to

continue their work and increase their knowledge at the same time. ENMU recognizes and supports the nursing program in their endeavor to address the positive correlation between patient safety and the educational level of the nurse while also working to alleviate the extreme shortage of nurses within healthcare.

The New Mexico Higher Education Department (NMHED) reports that community colleges have a ten percent nursing faculty vacancy rate and Bachelor nursing programs have a 13.5% vacancy rate (Center for New Mexico Nursing Excellence, 2009). This nursing educator shortage results in fewer students admitted into RN and BSN programs. This graduate program will allow BSN-level nurses to obtain Masters-level preparedness while remaining in their communities and workplaces throughout the state.

A3. Institution's Priority for the Proposed Program

The BSN degree is one of the fastest growing programs at ENMU and a major source of pride for our university. This program is an integral part of ENMU's success and has been/will continue to be well supported. The university also recognizes their role in the need to improve healthcare in our state. Any strides in healthcare improvement are dependent on the quality and number of nurses in our hospitals and care-giving facilities. The current and ongoing shortage of nurses is one of the critical issues in addressing healthcare improvement; the need to educate more nurses leads to the need for more MSN-prepared nurse educators. ENMU can directly impact the improvement of healthcare in our communities and state through the proposed MSN program. The new MSN degree is wholly supported by the administration at ENMU.

The University has committed sufficient resources to support the proposed MSN program. The program currently consists of three full-time faculty, which includes one newly hired faculty member who is completing doctoral coursework. In addition, the program has sufficient resources for adjunct faculty for teaching in the BSN program. The university has committed to increase the number of tenure track positions as enrollment grows. We have the full support of Dr. Steven Gamble, President; Dr. Jamie Laurenz, Vice President of Academic Affairs; Dr. Mary Ayala, Dean of the College of Liberal Arts and Sciences; Dr. Linda Weems, Graduate Dean; and Dr. Suzanne Swift, Chair of the Department of Health and Human Services.

A4. Curriculum for the Proposed Program

The overall goal of the MSN program is to prepare the professional to teach in a community college, university, or health based institution (i.e., hospital). The courses will include current technology as well as current teaching pedagogies, and will focus on the following program outcomes (PO):

1. Create and evaluate curricula in both academic nursing education and professional staff development. (PO #1)
2. Apply leadership principles to respond to the growing complexity of health care instruction at all levels. (PO # 2)
3. Analyze and evaluate nursing philosophy and methods of qualitative and quantitative research to make evidence-based nursing practice decisions as an educator. (PO # 3)

4. Examine personal and professional ethics regarding health policy decisions, plans, and actions that are undertaken to achieve quality health care delivery within a society. (PO #4)
5. Formulate a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. (PO # 5)

The degree program will consist of a 36-credit hour curriculum comprised of 12 hours of core courses and 24 hours of coursework focused on nursing education. The nursing program is collaborating with the College of Education (COE) to provide 2 classes from their existing Master of Education curriculum (6 credit hours = 2 classes).

Core Courses (12 credit hours) There are 4 core courses, listed and described below.

(Specific numbering of courses may change.)

NURS 502 Research Methods in Nursing

This course is an introduction to research methodology in nursing. The course focuses on the major types of qualitative and quantitative research designs in nursing and the development of quality research proposals. Utilizing research to make practice decisions based on evidence and incorporating research findings into professional nursing practice are emphasized. Technology applications in the research process are explored. (PO # 3)

Credit: 3

Prerequisite: none

NURS 503 Ethical and Legal Views of the Changing Health Care System

This course reviews ethical principles and theories and relates them to the new challenges facing the health care delivery system. The course provides a critical

analysis of economic, sociological, and political factors affecting the nursing and health care delivery systems in the U.S. Health policies impacting access, quality, costs, delivery systems, professional practices, and reform are discussed.

Emphasis is placed on developing skills in reflective moral thinking. (PO # 4)

Credit: 3

Prerequisite: none

NURS 504 The Nurse Leader: New Perspectives on the Profession (3cr)

This course presents the impact that changes in health care systems have on transforming the nursing profession. Theories related to management and leadership are included. Strategies for empowerment are presented to assist master's prepared nurses to assume and sustain leadership roles. (PO # 2)

Credit: 3

Prerequisite: none

NURS 505 Nursing Concepts and Theories (3cr)

This course introduces the development and use of disciplinary knowledge as applied to advanced practice in nursing. Basic philosophical assumptions undergirding nursing are presented, conceptual thinking and the process of concept development are introduced, and an overview and critique of nursing conceptual models other theories applicable to advanced practice nursing are provided. The interrelationship of theory, research, and practice are explored with an emphasis on implementing theory-based practice. (PO # 3)

Credit: 3

Prerequisite: none

Education Emphasis Courses (24 credit hours)

EDF 503 Educational Psychology (3cr)

This course covers major topics of educational psychology, memory, intelligence, cognition, and the areas of social, emotional, language, and moral development. Information processing, creativity, problem-solving, giftedness, learning differences, and cognitive disabilities will also be considered. (PO # 1, 5)

Credit: 3

Prerequisite: none

NURS 511 Teaching Strategies for Nurse Educators (3cr)

This course focuses on theories and principles that support a variety of evidenced-based teaching strategies effective with diverse learning styles and learning success for multicultural student populations. The roles of both the educator and student in designing an active learning environment provide the framework for analyzing pedagogic philosophies; theories, ethical/legal issues, and research related to teaching strategies and education. Attention will be given to the relationship between settings, methodologies of clinical teaching, and the assessment of competencies. PO (# 1, 3, 4)

Credit: 3

Prerequisite: EDF 503, may be taken concurrently

NURS 512 Curriculum Development, Assessment and Evaluation (3cr)

This course focuses on curriculum development and the many processes that contribute to it. Major topics include curriculum components; professional, societal, and educational trends; frameworks; competencies and outcomes; the ethics and standards of evaluation practice, social, economic, regulatory, and

technological transformations, resources for decision making, and assessment/evaluation methods that create a student centered environment.

(PO 1, 3, 4, & 5)

Credit: 3

Prerequisite: NURS 511

EDF 538 Instructional Design (3cr)

Theory and application of instructional design process in various educational settings. Emphasis on designing quality instruction to maximize student academic learning. (PO # 1)

Credit: 3

Prerequisite: NURS 511 or concurrently

NURS 513 Roles, Responsibilities, and Relationships of the Nurse Educator (3cr)

This course focuses on the roles, responsibilities, and relationships which are part of the nurse educator in both academic and health care settings. Major topics will include professional development, using evidence to improve teaching, cultural diversity, scholarship related to teaching, balancing role demands, collaboration, and advocacy. (PO # 1, 2, 5)

Credit: 3

Prerequisite: none

NURS 515 Teaching with Technologies (3cr)

Theories and trends supporting the use of technology for the enhancement of teaching and learning will be explored, with a specific focus on assisting educators to gain skills in choosing appropriate instructional technologies to enhance learning. The use of media, multimedia, computer-based technologies,

and simulations are explored in distance education formats are examined. (PO # 1, 3)

Credit: 3

Prerequisite: none

NURS 516 Research Applications in Nursing (3cr)

This course teaches students how to apply the principles and methods learned from their coursework to develop a proposal in preparation for the synthesis project (NURS 517). Students will propose a nursing course curriculum that involves the art and science of teaching, leadership, cultural competencies, ethics, health policy, and concepts and theories. The needs of nontraditional, international, educationally disadvantaged, and physically challenged students will be considered. (PO #1, 2, 3, 4, 5)

Credits: 3

Prerequisite: Permission from faculty advisor

NURS 517 Education Synthesis Project (3cr)

This course is a continuation of NURS 516. Students will conduct a needs survey to develop a course curriculum addressing identified needs within their practice setting. Students will select methodologies pertinent to the course content and may include live lecture, online instruction, and A/V technology. Students will develop a portfolio with the finished product and will develop a poster presentation summarizing the experience to present findings at the ENMU Research Conference each spring. (PO #1, 2, 3, 4, 5)

Credit: 3

Prerequisite: NURS 516

Course Sequencing and Faculty Support for the New Program.

The Eastern New Mexico Nursing Program has three (3) full-time faculty and typically an additional 6 resource faculty. The director of the program teaches 18 hours per academic year and 6 hours in the summer session. One other full-time faculty member is on a 12 month contract as well and teaches 24 credits per academic year and 6 credits in the summer session. The third full-time faculty member teaches 24 credits per academic year but is not obligated to teach classes in the summer session. Resource faculty teach 3 to 9 hours each, as needed. Table 1 demonstrates the typical rotation for students entering the program.

Spring 1 st Year	Summer 1 st Year	Fall 1 st year
NURS 502 Research (3cr)*	NURS 504 Leader (3cr)*	NURS 511 Teach Strategies (3cr)*
NURS 503 Ethics (3cr)*	NURS 505 Theories (3cr)*	EDF 503 Educational Psych(3cr)*
Spring 2 nd Year	Summer 2 nd Year	Fall 2 nd Year
NURS 512 Curriculum*	NURS 515Technology*	NURS 513 Roles*
EDF 538 Design*	NURS 516 Research Applications*	NURS 517 Synthesis*
NURS 502 Research (3cr)**	NURS 504 Leader (3cr)**	NURS 511 Teach Strategies (3cr)**
NURS 503 Ethics (3cr)**	NURS 505 Theories (3cr)**	EDF 503 Educational Psych(3cr)**

* 1st cohort

** 2nd cohort

Table 1. Course rotations for first- and second-year student cohorts

With the 3 full-time faculty and 6 resource faculty, all BSN Completion and MSN classes can be taught on a regular rotation. Table 2 illustrates the course rotations for each of the full-time faculty, adjunct faculty, and College of Education (COE) faculty for both the BSN and MSN curriculum, including 1st and 2nd-year cohorts of students.

Spring– Director	Spring– 2nd Faculty	Spring – 3rd Faculty	Spring COE Faculty	Spring Adjunct Faculty
NURS 502 (3cr)	NURS 503(3cr)	NURS 512 (3cr)	EDF 538 (3cr)	NURS 305 (1cr)
NURS 425 (3cr)	NURS 316 (3cr)	NURS 317(3cr)		
NURS 425L (3cr)	NURS 360 (3cr)	NURS 312 (3cr)		
	NURS 416(3cr)	NURS 318 (3cr)		
Summer - Director	Summer 2nd Faculty	Summer 3rd Faculty	COE Faculty	
NURS 504(3cr)	NURS 505(3cr)			NURS 318(3cr)
NURS 515 (3cr)	NURS 516 (3cr)			NURS 319(3cr)
				NURS 305 (1cr)
Fall - Director	Fall 2nd Faculty	Fall 3rd Faculty	COE Faculty	
NURS 511(3cr)	NURS 513 (3cr)	NURS 517 (3cr)	EDF 503 (3cr)	NURS 305(1cr)
NURS 415(3cr)	NURS 312(3cr)	NURS 320(3cr)		
NURS 415L(3cr)	NURS 414(3cr)	NURS 319(3cr)		
	NURS 413(3cr)	NURS 315(3cr)		

Table 2. Faculty load summary

The program will admit a cohort of 15 students per year. Applications for admission will include: application form, resume, undergraduate transcripts, reference letters, GRE scores, and an essay. Each of these will be evaluated using the following weighting:

Application - 20%

- Letter of Interest
- Resume Form
- Resume Content
- Related Experiences

References – 10%

- Reference 1
- Reference 2
- Reference 3

Assessment Score – 35%

- GRE Verbal
- GRE Quantitative
- GRE writing
- UG or Grad GPA
- Nursing GPA

Essays – 35%
Form
Content
Organization & Development

5.5.2.9B Justification for the Program

The proposed program must meet one or more specified needs within the state or region; must not duplicate existing programs unnecessarily or inappropriately; and, to the extent feasible and appropriate, should benefit from cooperative agreements with other institutions.

B1. Need

The proposed Program must meet one or more specified needs within the state or region. Clear and convincing evidence must be provided of the reality and extent of such need.

The National League for Nursing Accrediting Commission, Inc. (NLNAC, 2008) requires all instructors teaching in Associate degree nursing programs to be MSN prepared. There are 13 community colleges in New Mexico offering Associate nursing degrees. Most of these community colleges are in the rural areas of New Mexico and have difficulty attracting nursing instructors from outside their geographic location. Nursing instructors originating from smaller communities will be more willing to work in rural locations throughout the state. By offering a MSN that emphasizes education, ENMU will incrementally increase the supply of qualified nursing instructors to our regional community colleges. Increased faculty will allow community colleges to educate more RNs

who will also be more likely to work in or near their current or home communities.

The New Mexico roster of ENMU's current BSN completion program is comprised of students throughout New Mexico, including Alamogordo (5.8%), Albuquerque (30.9%) and Farmington, (11.5%); which shows the nursing educational offering at ENMU benefits not only the eastern region of our state, but also the state of New Mexico as a whole.

B2. Duplication

The proposed program must not duplicate existing programs unnecessarily or inappropriately. A proposal for a program similar to one (or more) that already exists within the state must present clear and convincing evidence that need for the program cannot be met by the existing program(s).

ENMU is the only 4-year public institution of higher learning located in the eastern side of the state of New Mexico. While there are MSN programs at other 4-year institutions in the state, the majority of these programs have voiced the need for a MSN with an emphasis in Nursing Education. This support is documented by the letters of support contained in Appendix A. New Mexico community colleges have also stated they must have relief from the shortage of faculty currently available for their nursing programs and have formally recognized that a MSN at ENMU would directly address this need. These letters of support are also found in Appendix A.

B3. Inter-Institutional Collaboration and Cooperation

The NMHED strongly encourages collaborative relationships with other program within New Mexico so that state investments can be shared and students can benefit from expanded opportunities across institutional boundaries.

ENMU has a history of working collaboratively with community colleges throughout the region to facilitate the transition of nurses from an associates degree program to our BSN completion program. ENMU and Clovis Community College are currently partnering through the *Title V Strengthening Hispanic-Serving Institutions Program Cooperative Arrangement Projects* grant provided by the U.S. Department of Education. This \$2.5 million grant has two strands, one of which creates a career pathway for Associate degree nursing graduates involving pursuit of ENMU's BSN degree. An additional emphasis has been added to the goals of this grant and approved at the federal level. This new goal enables ENMU students to participate in a pre-nursing plan. With this plan, students complete their general education requirements at ENMU, then seamlessly begin and complete the Associate nursing program at CCC. Upon graduation and completion of state nursing board exams, these students are ready to begin their BSN online through ENMU. Outreach coordinators are available on both campuses to guide students through these academic transitions.

Preparing students to continue with their education with a MSN is a logical continuation of this path. The Institute of Medicine's (IOM) 2010 report, *The Future of Nursing*, recommends that the number of nurses educated at the

doctoral level double nationwide by 2020, and a MSN is a required step toward this goal. IOM further recommends the accrediting bodies for nursing (NLNAC and CCNE) monitor the progress of each accredited nursing school to ensure at least ten percent of all Baccalaureate graduates matriculate into a Master's or Doctoral program within five years of graduation (Institute of Medicine, 2010). IOM (2010) continues by stating that nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression, a goal that both CCC and ENMU currently share and that a MSN opportunity at ENMU would significantly contribute to.

ENMU and CCC nursing programs share a number of common faculty members who co-teach and who communicate with students at various levels of their nursing career through the pipeline our current Title V grant has created. This sharing of instructors is already in place and can continue at the MSN level as qualified instructors become available. The location of a MSN nursing degree that emphasizes education in the eastern part of New Mexico is crucial to increasing the availability of qualified nursing instructors by preparing MSNs in both our regional and state healthcare system.

Other inter-institutional cooperative relationships currently in place include:

1. The Associate Degree nursing program at New Mexico Junior College (Hobbs, NM):
 - ENMU has incorporated a plan for seamless passage of their students into the ENMU BSN completion program as

a component of the New Mexico Higher Education
Department 2009 grant .

2. Dona Ana Community College (Las Cruces, NM)
 - ENMU has a partnered to offer baccalaureate degrees,
including the BSN Completion Program.
3. ENMU/Roswell
 - To offer seamless transition to the BSN .
4. The University of New Mexico College of Nursing
 - Although no official agreement has been made, ENMU has
begun a dialogue with UNM to share faculty for the MSN
program.
5. New Mexico Nursing Education Consortium (NMNEC)
 - ENMU BSN Completion Program is a full partner in the
statewide collaborative partnership of nursing schools in
the state. Among the goals is to improve efficiency,
quality, and educational outcomes of nursing education by
increasing the number of BSN and Graduate degrees in
nursing.

5.5.2.9C Clientele and Projected Enrollment

The proposal must clearly describe the population of students who will be recruited for the proposed program and must include a detailed projection of enrollment and credit hours anticipated during the first five years.

C1. Clientele

A survey conducted in 2010 by the nursing program of our past and current BSN students revealed that 97.7% of the 87 respondents would support ENMU's MSN with an educational emphasis. Over 42% indicated they would be **very likely** to pursue a Master-level nursing education at ENMU, with another 30% being **likely** to pursue a MSN at ENMU. It is probable that an admission pool of at least 15 students would be available for each new cohort for at least the first five years. Student diversity should parallel the current undergraduate representation of the university and there will be continued efforts to attract applicants from ethnically diverse backgrounds. Specific outreach will target hospitals, community agencies, baccalaureate programs, and professional associations throughout New Mexico. Students who are recruited for the BSN will be informed of the availability of an MSN from the ENMU nursing program.

C2. Projected Enrollment

The projected enrollment for the MSN program is based in part on the growth of the BSN Completion program as presented in Table 3. Table 4 presents projected enrollment in the MSN program for the first 5 years of the program. Numbers are based on projected enrollment of 18 credit hours per year. (The program is designed for part-time attendance as it is anticipated that the clientele that the program will serve will remain in their local communities and will be employed.)

Academic Year (Fall, Spring, Summer)	New Entry	Graduated	Lost Students	Total Students	Growth %	Lost %	Retained %
2004- 2005	18		2	56	7.69%	3.57%	92.31%
2005- 2006	16		4	70	25.00%	5.71%	94.29%
2006- 2007	27		11	90	28.57%	12.22%	87.78%
2007- 2008	91	19	6	145	61.11%	4.14%	95.86%
2008- 2009	92	4	48	208	43.45%	23.08%	76.92%
2009- 2010	125	36	62	285	37.02%	21.75%	78.25%
2010- 2011	128	25	45	311	9.12%	14.47%	85.53%

Table 3. BSN Completion program enrollment from 2004 to the present

Enrollment Year	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
Total Head Count	15	28	40	40	40
Number of Student Credits Hours Generated	270	504	720	720	720
Tuition Generated Based on NM Resident Status (\$190.27 per graduate student credit hour)	\$51,372.90	\$95,896.08	\$136,994.4 0	\$136,994.4 0	\$136,994.4 0

Table 4. 5-year projected graduate enrollment

5.5.2.9 D Institutional Readiness for the Program

The institution should have nearly all of the resources needed to initiate the program. The proposal should include a clear statement of the extent to which the institution is ready to initiate the program, citing the remaining needs and recognizing each of those needs in the cost analysis developed pursuant to Sub-Section E of 5.5.2.9 NMAC.

D1. Teaching Faculty

ENMU's nursing program has one doctoral level faculty and one doctoral candidate. One other faculty member is currently ABD. ENMU has committed to hiring the number of faculty needed to facilitate the successful growth of the program.

D2. Library and Other Academic Support Services

ENMU's on-campus library provides 24-hour, 7-day-a-week access to their online catalog, enabling students to search for books and videos/DVDs, access to the statewide consortium catalog, the WorldCat worldwide libraries catalog, 80+ online periodical databases covering general and subject-specific topics, and over 25,000 full-text online journals in all subject areas. Most databases contain a significant number of full-text articles and some are 100% full text. Links are available to online reference materials, such as dictionaries, thesauri, style guides, government statistics, and eBooks; and over 450 print journal subscriptions can be accessed through requested and delivered via library/interlibrary loan.

A Distance Education librarian provides reference, research, and technical assistance to students over 40 hours per week. This service includes one-on-one help via toll-free phone number, email, live chat, and voice mail (including days, nights, weekends, and holidays). In addition a comprehensive web site with specific, detailed handouts explaining how to conduct library research, step-by-step demonstrations showing how to use the databases and catalog, and one-stop research tip sheets are available for all subject areas.

There is no limit or charge to the 24-hour, 7-day-a-week accessible Library/Interlibrary Loan (ILL) services. Through these services, students can request materials not available online in full-text formats from Golden Library and these documents can be acquired and electronically delivered or mailed to the student. Additionally, Electronic Reserves provide online access to select readings from books and journals, library instruction sessions via ITV/videoconference, and tailored handouts for online classes are available at the request of faculty members. “Passports” to neighboring academic libraries in New Mexico and West Texas enable students and faculty to check out materials and use the services of those libraries at no charge, and streaming films are available for students to view from their computers as requested by faculty.

D3. Physical Facilities

The academic classes for the proposed MSN at ENMU will be designed in an online format, and ENMU currently has designated Mediasite and ‘smart’ classrooms on campus available to the nursing program that will be used as needed to support the MSN program. These classrooms feature large flat screen

TVs, DVD/VCR combos, document cameras, projectors, and desktop computers with the latest related programming and software to run this integrated equipment. Meetings for orientations, comprehensive exams, and research projects can be held as needed in this space (either “in-seat” or via synchronous digital video streaming on the internet). Mediasite enables instructors to capture lectures and presentations for online learning. Specifically Mediasite captures, encodes, and synchronizes content from any video, audio, and DVI/VGA devices. It involves real time recording and can automatically be pre-scheduled to automatically start and stop recording. ENMU hopes to enable students to remain in their communities and continue to be employed full-time in place while pursuing their MSN to the greatest extent possible and the planned online format will greatly reduce the need for on campus student visitation.

D4. Equipment and Technology Resources

The current BSN completion program’s learning management system uses Blackboard 9.1 (available to students online 24 hours a day, 7 days a week). A help desk is available during regular business hours and on weekends on a limited basis to assist students if they encounter problems online. ENMU employs a full-time Instruction Technology Specialist for distance education and outreach, and has equipped classrooms with Mediasite, a lecture capture technology that allows faculty to record and deliver online learning, interactive lectures, and multimedia presentations both synchronously and via lecture capture formats. (Mediasite is considered to be the easiest, most reliable, and most complete webcasting and knowledge management platform available.) In addition, all administrative

functions (e.g., applying to the University) can be obtained through distance technology.

ENMU's BSN completion program has purchased 81 laptop computers over the past three years with funding provided by New Mexico Higher Education Department and federal Title V grants. These laptops are loaned to students upon request on an unlimited basis at no charge. All laptops are Dell computers loaded with the software required for completion of online classes with our program. Currently, all students who have requested laptops have been accommodated leaving 24 laptops are available for new requests. These laptops will be available for loan to our MSN students as well.

No additional equipment or technology will be required to support the proposed MSN.

D5. Adequacy of Operating Resources

The basic operating resources/staff required for a MSN program are already in place. This includes a 1.0 FTE secretarial position, a 1.0 FTE retention specialist, and a 1.0 FTE recruitment and nursing education coordinator who are all prepared to expand their job duties as needed to accommodate MSN students.

D6. Use of External Facilities

Coordination for the use of practicum facilities and preceptors to enhance student learning at the MSN level will simply extend the ENMU system currently in place in which affiliation agreements are obtained by ENMU and its outside healthcare partners. Due to the educational emphasis of the proposed MSN, clinical hours or requirements will not be necessary.

5.5.2.9. E. Projected Costs of the Program

The program must include a clear analysis of the project cost of the proposed program and the sources that will support it.

E1. New Costs for Program Start-Up

a. Faculty

ENMU's Nursing Program currently has a sufficient number of faculty members to maintain the BSN completion program and teach the MSN courses.

b. Library Resources

No new library resources will be necessary to support the proposed MSN program. The current library holdings in conjunction with departmental funds for obtaining additional materials are sufficient for the program.

c. Additional facilities, equipment, and Technology Resources

No additional facilities, equipment, or technology resources will be necessary to support the proposed MSN program. Current resources are adequate for the program's projected needs.

d. New Graduate Assistantships

Graduate assistantships for the proposed MSN program will be available and will be coordinated through the ENMU Graduate School.

E2. State Support

Since 2001, ENMU's BSN Completion Program has applied for and received HED funding in 2 ½ year funding cycles. In 2010, \$486,000 was allotted

to be distributed to the current BSN program through Summer 2012. If funding continues through NM HED, funds will be allotted for MSN tuition assistance in the same manner and proportion as the current distribution of these funds to BSN students. Additional resource awards are anticipated when graduate enrollment is added to the current nursing student population at ENMU.

E3. Other Support

ENMU has a designated grant writing specialist who has successfully obtained state and federal support for the nursing program. She will continue to seek alternative funding sources as necessary, to include private foundation funds. The ENMU Foundation continually seeks funding sources from alumni and other affiliated entities and offers current endowed nursing and other scholarships to our students. As our BSN graduation numbers increase, additional funding opportunities from new alumni will be sought. The university has hired an assistant vice president for academic affairs who will be looking at funding sources for our programs. Dr. John Montgomery has been with the university for over 25 years and is very familiar with the nursing program. He offers his full support for the master's degree in nursing.

5.5.2.9. F. Quality of the Program

The proposed program must be designed to meet high standards of academic quality, considering its instructional curriculum, faculty, student admission standards, opportunities for experiential learning and academic support, and provision of continual review and improvement of the program.

F1. State funded programs must comply with standards given I 5NMAC 3.12
[now 5.3.12NMAC]

F2. Curriculum – see section A.4

a. Curriculum

Curriculum for the proposed MSN is structured to meet the stated goals of the program and will include key education-based content delivered in an online format. Clinical experiences will be organized, implemented, and monitored within the students' communities to enable them to continue working and learning in tandem. Capstone activities will culminate and conclude the body of knowledge gained.

Faculty

The program currently has sufficient faculty numbers for this program. Full administrative support has been secured to add faculty as needed and dictated by the growth of both the BSN and MSN programs.

Academic Mission & Admission Standards

Admission standards for ENMU's graduate school and nursing program will be in accordance with those set forth by the ENMU Graduate School and equitable with other regional and national MSN programs.

b. Current technology

Current technology available includes an unlimited laptop loan program at no additional cost and 'smart' classrooms as needed for supplemental instruction within and outside of the online environment.

c. Opportunities for Student Experiences

Program requirements include real-life experiences within the students' home communities fully integrated into the curriculum. Students will be required to complete a synthesis (capstone) project that involves teaching in first level nursing educational sites at one or both of the Associate and Baccalaureate levels (as geographical confines allow). Students could also take advantage of additional coursework opportunities available at ENMU in effective online teaching. Faculty will be available to mentor students at all levels of these hands-on teaching opportunities to ensure full engagement in the learning pedagogies that they will be able to carry into their professional nursing educational careers.

d. Academic Support

Academic support services include those provided to all ENMU graduate students. ENMU was just awarded a PPOHA grant that addresses graduate student needs. A Graduate Student Commons is available to support all graduate students with writing and research needs, as well as other types of professional development.

e. Final Integration Experiences

Final integration experiences will include the final research class that will have students conduct a needs survey, develop a class to address identified needs via a specific nursing course, and teach the class using lecture, technology, and A/V teaching. The student will develop a

poster presentation summarizing the experience and will present their findings at the ENMU Research Conference each Spring semester.

f. Formal external Review

A formal external review board is not currently in place; however, ENMU nursing faculty members have been and continue to be involved in regional and national curriculum development meetings, as well as participating at the committee chair level in the New Mexico Nurse Education Consortium on a monthly basis throughout the state.

i/j. Accreditation/Specialized Accreditation

ENMU's graduate programs are accredited by the Higher Learning Commission and ENMU is a member of the North Central Association of Colleges and Schools. Our current BSN completion program is accredited by the National League of Nursing Accrediting Commission, Inc. (NLNAC) and we fully intend to propose our MSN program for NLNAC accreditation if approved.

k. Other considerations

ENMU is a recognized Hispanic-serving institution with a high percentage of first generation college graduates. We effectively educate minority and educationally underserved populations in the state of New Mexico on a consistent basis. The supportive educational environment already identified at ENMU is on track to facilitate student success at the Masters level. Of student nurses currently enrolled in the BSN completion program at ENMU, there has been an

overall increase of 36.2% in minority enrollment from 2008-09 to 2009-10. The increase in Hispanic enrollment grew from 36 to 46 students and from six to ten Native American students in the same time frame.

5.5.2.9 G Assessment of Operations and Impact

The proposal must include a plan by which the proposed program will be assessed for its operation and impact over at least a five-year period.

G1. Methods to Monitor Program Operations and Evaluations from Students, Graduates or other Sources

Evaluation will address specified measurable outcomes for each of the major objectives of the MSN program (outcome evaluation) and the tasks to be accomplished (process evaluation). The nursing program objectives, derived from the philosophy and organizing strands, will provide the focus for the evaluation process. The model uses both quantitative (course and faculty evaluations) and qualitative (exit interviews) data collection methods. Specific evaluation items include:

- enrollment, retention, and degree completion
- candidates' committee meetings and recommendations
- individual student records, including completion of required courses, cumulative GPA, and charted progress toward degree completion
- agenda and minutes of the graduate committee
- written and oral comprehensive exams before completion of the degree
- Exit interviews will be completed on all graduating students

- Graduate surveys will be sent to employers of our students and to the students as well.

5.5.2.9 H Administrative Responsibility for the Program and Institutional Commitment

There must be clear indication in the proposal that the institution is committed to the success of the proposed program.

H1. Structural Oversight

The MSN program will be administered under the auspices of the nursing program director, the Department of Health and Human Services, and the College of Liberal Arts and Sciences. In addition, it will be governed by policies and procedures established by the Graduate School and overseen by the graduate dean and Graduate Council (comprised of Graduate Coordinators from each graduate program). This is consistent with the administrative structure of other academic programs in the college.

H2. Statement of Administrative Support

As noted in Section 5.5.2.9 A 3, the MSN is an institutional priority for ENMU. The Chair of Health and Human Services, the Dean of the College of Liberal Arts and Sciences, the Dean of the Graduate School, the Vice President of Academic Affairs, and the President of ENMU strongly support the implementation of the MSN program and have included the MSN in the institution's five-year plan for graduate education.

The NMHED has supported the growth of ENMU's nursing program since 2001. These funds show the state of New Mexico is directly vested in the

continued growth of the program through both increased student population and the addition of higher levels of nursing education preparedness. These funds combined with student credit hour (SCH) generated funding and increased faculty allocations based on higher SCH will be adequate to support the MSN.

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Appendix A
Letters of Support