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March 27, 2013

Julie A. Coon, EdD, RN
Director
School of Nursing
Ferris State University
200 Ferris Drive
Big Rapids, MI 49307-2720

Dear Dr. Coon:

This letter is formal notification of the action taken by the National League for Nursing Accrediting Commission (NLNAC) at its meeting on March 7-8, 2013. The Board of Commissioners granted the master's nursing program continuing accreditation and scheduled the next evaluation visit for Fall 2020. The Board of Commissioners granted the baccalaureate nursing program continuing accreditation with the condition that the program submit a Follow-Up Report in two (2) years. If the Follow-Up Report is accepted by the Board of Commissioners, the next evaluation visit will be scheduled for Fall 2020.

Deliberations centered on the Self-Study Report, the School Catalog, the Site Visitors' Report, and the recommendation for accreditation proposed by the Program Evaluators and the Evaluation Review Panel. (See Summary of Deliberations and Recommendation of the Evaluation Review Panel.)

The Board of Commissioners identified the following strengths, evidence of non-compliance, and areas needing development:

Evidence of Non-Compliance by Accreditation Standard and Criterion

Standard 2 Faculty and Staff, Criterion 2.1 (B)

- All faculty are not credentialed with a minimum of a master's degree with a major in nursing. (B)

Ferris State University
Page 1

Areas of Strength by Accreditation Standard

Standard 4 Curriculum

- The interdisciplinary collaboration between nursing and other health-related disciplines at Ferris State University (M)

Areas Needing Development by Accreditation Standard

Standard 1 Mission and Administrative Capacity

- Develop and implement a policy and procedure to verify student identity in online courses. (M/B)

Standard 2 Faculty and Staff

- Ensure consistent interaction with mentoring of part-time/adjunct faculty in online courses. (B)

Standard 3 Students

- Review and revise program documents (paper and electronic) to ensure that information intended to inform the public is current, clear, accurate, and consistent, including the NLNAC information. (M/B)

Standard 6 Outcomes

- Implement strategies to improve program completion rates to ensure the expected level of achievement is consistently met. (M/B)
- Ensure that employer satisfaction is assessed in a systematic and ongoing manner, and sufficient data are obtained. (M)
- Implement strategies to ensure sufficient data are available to determine professional/job placement of graduates at one (1) year post-graduation. (M)
- Implement strategies to improve graduate satisfaction to ensure the expected level of achievement is consistently met. (B)
- Implement strategies to improve job placement rates to ensure the expected level of achievement is consistently met. (B)

A Follow-Up Report requires the nursing education unit to demonstrate compliance with a specific Accreditation Standard or Standards. The Follow-Up Report for the baccalaureate program is to address Standard 2 Faculty and Staff. The Report is to be submitted to NLNAC in the Spring 2015 Cycle by February 15, 2015. At the time of its review of the Follow-Up Report, the Board of Commissioners will either affirm the next evaluation visit or deny continuing accreditation and remove the nursing program from the list of accredited programs.

On behalf of the Board of Commissioners, we thank you and your colleagues for your commitment to quality nursing education. If you have questions about this action or about Commission policies and procedures, please contact me.

Sincerely,

A handwritten signature in black ink that reads "Sharon Tanner". The signature is written in a cursive, flowing style.

Sharon J. Tanner, EdD, RN
Chief Executive Officer

cc: Lynne Lewallen, Program Evaluator
Patty Hoyson, Program Evaluator
Pat Dardano, Program Evaluator
Deborah Rushing, Program Evaluator
Chris Macaulay, Program Evaluator

Enc. Summary of Deliberations of the Evaluation Review Panel

SUMMARY OF DELIBERATIONS AND RECOMMENDATION OF THE
 CLINICAL DOCTORATE, MASTER'S, AND BACCALAUREATE EVALUATION REVIEW PANEL
 FALL 2012 ACCREDITATION CYCLE

FERRIS STATE UNIVERSITY
MICHIGAN

Program Accreditation History

Master's	Established: <u>2004</u>	Initial Accreditation: <u>2007</u>	Last Evaluation Visit: <u>Fall 2007</u> Action: <u>Initial Accreditation</u>
Baccalaureate	Established: <u>1983</u> RN-BSN: <u>2007</u>	Initial Accreditation: <u>1989</u>	Last Evaluation Visit: <u>Spring 2005</u> Action: <u>Continuing Accreditation</u>

Overview

Master's	Length of Program: <u>MSN Nursing Education: 36 credits; five (5) semesters of full-time study or seven (7) semesters of part-time study</u> <u>MSN Nursing Administration: 36 credits; five (5) semesters of full-time study or seven (7) semesters of part-time study</u> <u>MSN Nursing Informatics: 36 credits; five (5) semesters of full-time study or seven (7) semesters of part-time study</u> <u>RN-MSN: 36 credits after beginning MSN courses</u>		
	Number of Students: <u>98</u>	Full-time: <u>1</u>	Part-time: <u>97</u>
	Number of Faculty: <u>1</u>	Full-time: <u>0</u>	Part-time: <u>1</u>
Baccalaureate	Length of Program: <u>Traditional BSN: 122 credits; two (2) calendar years or six (6) consecutive semesters for nursing credits</u> <u>Accelerated second degree BSN: 122 credits (40 credits waived for first BS degree); one (1) calendar year or three (3) consecutive double-paced semesters for nursing credits</u> <u>RN-BSN: 122 credits; seven (7) semesters of part-time study; five (5) semesters of accelerated part-time study; or three (3) semesters of full-time study if most general education courses are complete</u>		
	Number of Students: <u>628</u>	Full-time: <u>167</u>	Part-time: <u>461</u>
	Number of Faculty: <u>26</u>	Full-time: <u>5</u>	Part-time: <u>21</u>
Shared	Number of Faculty: <u>5</u>	Full-time: <u>5</u>	Part-time: <u>0</u>

Evaluation Review Panel Summary

Recommendation:

Master's

Continuing accreditation with conditions as the program is in non-compliance with one (1) Accreditation Standard. Follow-Up Report due in two (2) years. Next visit in eight (8) years if the Report is accepted by the Board of Commissioners.

Baccalaureate

Continuing accreditation with conditions as the program is in non-compliance with two (2) Accreditation Standards. Follow-Up Report due in two (2) years. Next visit in eight (8) years if the Report is accepted by the Board of Commissioners.

Commentary:

Evidence of Non-Compliance by Accreditation Standard and Criterion

Standard 2 Faculty and Staff, Criterion 2.1 (B)

- All faculty are not credentialed with a minimum of a master's degree with a major in nursing. (B)

Standard 6 Outcomes, Criteria 6.4.3, 6.4.4, and 6.4.5 (M) Criteria 6.5.2, 6.5.3, and 6.5.4 (B)

- There is a lack of evidence the expected level of achievement for program completion has been met. (M/B)
- There is a lack of evidence that employer satisfaction has been assessed in an ongoing manner. (M)
- There is a lack of data to determine professional/job placement of graduates one (1) year post-graduation. (M)
- There is a lack of evidence that the expected level of achievement for graduate satisfaction has been met. (B)
- There is a lack of evidence that the expected level of achievement for job placement has been met. (B)

Areas of Strength by Accreditation Standard

Standard 4 Curriculum

- The interdisciplinary collaboration between nursing and other health-related disciplines at Ferris State University (M)

Areas Needing Development by Accreditation Standard

Standard 1 Mission and Administrative Capacity

- Develop and implement a policy and procedure to verify student identity in online courses. (M/B)

Standard 2 Faculty and Staff

- Ensure consistent interaction with mentoring of part-time/adjunct faculty in online courses. (B)

Standard 3 Students

- Review and revise program documents (paper and electronic) to ensure that information intended to inform the public is current, clear, accurate, and consistent, including the NLNAC information. (M/B)



FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

School of Nursing
Baccalaureate of Science in Nursing Program

Self-Study Report
Prepared for the
National League for Nursing
Accrediting Commission

2012

TABLE OF CONTENTS

	PAGE
SECTION ONE: Executive Summary	1
Introduction & History	4
Summary of Standards & Criteria	11
Analysis of Program Strengths & Areas in Need of Develop	18
Program Plan	22
 SECTION TWO: Standards 1-5	 23
Standard 1: Mission and Administrative Capacity	24
Standard 2: Faculty and Staff	44
Standard 3: Students	62
Standard 4: Curriculum	73
Standard 5: Resources	135
 SECTION THREE: Standard 6: Outcomes	 144
 SECTION FOUR: Appendices	 156
Appendix A: School of Nursing Organizing Framework	157
Appendix B: Academic Affairs Organizational Structure	158
Appendix C: College of Health Professions Organizational Structure	159
Appendix D: Resume for Dr. Julie Coon	160
Appendix E: Position Description for Director of the School of Nursing	161
Appendix F: Program Coordinator Position Description for The College of Health Professions	164
Appendix G: Curriculum Plan for BSN Pre- licensure Program Traditional Track	166
Appendix H: Curriculum Plan for BSN Pre- licensure Program Accelerated Track	168
Appendix I: Curriculum Plan for the RN to BSN Completion Program Track	170
Appendix J: Systematic Plan for the Evaluation of BSN Program Pre-licensure Track	172
Appendix K: Systematic Plan for Evaluation of RN to BSN Program Track	180

Listing of Tables and Documents in Self-Study

		PAGE
Table 1.1A	Comparison of FSU and School of Nursing Vision, Mission, Purpose & Value Statements	25
Table 1.1B	Alignment of BSN Program Outcomes with School of Nursing & University Missions & Values	28
Table 1.2 A	Participation of nursing faculty on Standing Committees AY 2012-13	33
Table 1.3A	Communities of Interest and Their Input to the School of Nursing	35
Table 1.4A	Professional Partnerships	36
Table 2.1A	Full-Time Faculty Profile Table	46
Table 2.1B	Part-time Online Adjunct Faculty Profile Table	47
Table 2.1C	Part-time Clinical Nurse Faculty Profile Table	48
Table 2.1.2A	Academic Preparation of Registered Nurses in Counties where FSU Students are Placed Clinically	52
Table 4.1A	School of Nursing BSN Program Organizing Framework	74
Table 4.1B	Integration of Professional Standards & Guidelines throughout BSN Curriculum	77
Table 4.3A	BSN Pre-licensure Track Course and Program Outcomes & Learning Activities	91
Table 4.3B	RN to BSN Track Course and Program Outcomes & Learning Activities	111
Table 4.7A	Sequence of Nursing Courses for Pre-Licensure BSN Traditional Track	124
Table 4.7B	Sequence of Nursing Courses for Accelerated Second-Degree BSN Track	125
Table 4.7C	Suggested Sequence of Courses for RN to BSN Completion Track with Full- or Part-time Options	126
Table 4.8A	Clinical Agencies for Pre-Licensure Student Placements	130
Table 5.1A	School of Nursing Budget Allocations for FY 2012	136
Table 5.1B	BSN Program Budgets for Past 3 Fiscal Years (2010, 1011, 2012)	136
Table 5.1C	Comparison of S&E# Budgets within the College of Health Professions for FY 2012	137
Table 6.4A	Employer Survey Summary	148
Table 6.4B	Alumni Survey Summary	148
Table 6.5A	NCLEX-RN Pass Rates for All BSN Graduates	150
Table 6.5B	NCLEX-RN Pass Rates for Accelerated Track Graduates	150
Table 6.5.2A	Program Attrition Rates for Pre-licensure BSN Tracks	151
Table 6.5.2B	Program Attrition Rates for RN to BSN Completion Track	153
Table 6.5.3A	Graduate Exit Survey Summary of Satisfaction with Program	154
Figure 4.1	BSN Curriculum Framework	76
Figure 4.8	Example of Clinical & Theory Bridging in an Integration Course	133

SECTION ONE: EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

GENERAL INFORMATION

NLNAC Site Visit Date: October 10-12, 2012

Program and purpose for the review:

Reaccreditation of the Bachelor of Science in Nursing Program to include three tracks:

- Generic Pre-licensure BSN Program – Traditional Track
- Generic Pre-licensure BSN Program – 2nd Degree Accelerated Track
- Post-licensure RN to BSN Completion Track

Name and Address of the University

Ferris State University
420 Oak St.
Big Rapids, MI 49307
Phone: 231-591-2000
Website: <http://www.ferris.edu/>

Name and Title of the Chief Administrative Officers:

David E. Eisler, DMA – President <http://www.ferris.edu/HTMLS/administration/president/>
Fritz Erickson, EdD – Provost and Vice President of Academic Affairs
<http://www.ferris.edu/HTMLS/administration/academicaffairs/aboutacademicaffairs/leadership/provost.htm>

Institutional Accreditation Status:

The Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools: http://www.ncahlc.org/component/com_directory/Action.ShowBasic/instdid.1321/

- Accredited in 1959 to present
- Last Comprehensive PEAQ Evaluation: 2010-2011
- Next Comprehensive PEAQ Evaluation: 2020-2021

Name and Address of the Educational Unit in Nursing

School of Nursing
College of Health Professions
Ferris State University
200 Ferris Drive
Big Rapids, MI 49307
Phone: 232-591-2259
Fax: 231-591-2325
Website: <http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/homepage.htm>

Name and Title of the Administrator of the Unit in Nursing:

Julie A. Coon, Ed.D, MSN, RN
Director
Phone: 231-591-2267
Email: coonj@ferris.edu

State Board of Nursing Approval Status:

- The pre-licensure BSN Program was initially approved in 2006 by the Michigan Board of Nursing for implementation in fall 2007, when the first cohort was admitted. Prior to 2007 the only pre-licensure program was an Associate Degree, which was phased out in May 2008 with the establishment of the BSN program. Annual Reports are submitted and have all been accepted with ongoing approval; no concerns or disciplinary actions to date. Last Review: May, 2012.
- The Post-licensure RN to BSN Program Track does not require Board of Nursing approval in Michigan.

NLNAC Accreditation Standards and Criteria

This Self-Study is based on the National League for Nursing Accrediting Commission Accreditation Manual and Interpretive Guidelines for the Standards and Criteria for Baccalaureate Degree Programs in Nursing, 2008 Edition

INTRODUCTION & HISTORY

Baccalaureate Nursing Program

The Bachelor of Science in Nursing (BSN) program at Ferris State University provides preparation for the professional nurse generalist role and currently includes three different tracks at the pre- and post-licensure levels. This self-study is presented to the NLNAC for the purpose of ongoing accreditation.

Pre-licensure Tracks: This program track was developed and implemented in 2007 to address the need for more BSN prepared nurses in Michigan, with two tracks offered. The “Traditional” track is a six semester professional sequence designed for students who do not have another degree in nursing or another field. The second degree accelerated track offers the same sequence of nursing courses, but in a double paced three consecutive semester format. This option is only open to qualifying students who hold a bachelor’s degree in another field. Students in both tracks must meet established qualifications in order to apply for the professional sequence. All students meet an established set of admission standards and are then admitted to the program in the order that they officially qualify.

At Ferris State University, a minimum of 120 credits are required for a bachelor’s degree. The BSN pre-licensure program is 122 credits, which includes 72 credits from the nursing major and 50 credits in general education or other directed courses to support the major. Students who enter the 2nd degree accelerated program must complete the 72 nursing credits as well as any other pre-requisite courses needed to support the nursing major. In accordance with University policy, these students meet the general education requirements for a BS degree with their first BS degree.

The pre-licensure BSN program track enrollment has grown significantly since the implementation of the curriculum in 2007. Initially the program accepted 40 students in the traditional track cohort in fall and 20 in the accelerated 2nd degree track in spring. The initial design of the six semester professional nursing sequence of the traditional track did not include summer semesters. Students in the first two cohorts began to express frustration with the length of the professional sequence which then spanned three calendar years. The decision was made to move to a year around professional sequence which reduced the length of the traditional track program to two calendar years. This was especially significant because the popularity of the nursing program has resulted in many students waiting for 1-3 years for admission to the professional sequence. This change in schedule has significantly reduced the time to degree completion to as low as three years for honors students who are offered early admission to four years for the average nursing student. For those students who take longer to qualify, the program typically extends to approximately five years.

The new design offered admission to the traditional track to 32 students in the fall and 32 in the spring, increasing the overall admission each year to that track from 40 to 64. The accelerated 2nd degree track admission point was moved to the summer semester and with the acquisition of a third clinical site, that program enrollment was raised from 20 to 24. Overall, the pre-licensure program saw an increase in enrollment from 60 to 88 or a 47% increase. The cohort size is

based on new recommendations in the administrative rules in Michigan which would limit the ratio of students in the acute care setting to eight per faculty. The rules have not been officially changed at the time of this writing, but in anticipation of this limitation, these cohort numbers were set accordingly. This change was submitted to and approved by the Michigan Board of Nursing in 2009.

The pre-licensure program, as a fairly new program, continues to evolve. In the 2010-11 academic year, the first and only minor curriculum revision to date was completed to incorporate the AACN Essentials of Baccalaureate Nursing Education which had been revised in 2008, immediately after the program was launched in its original form. There were minimal structural changes in program courses with this revision, as the emphasis was on the infusion of the new AACN essentials as well as Quality and Safety in Nursing Education (QSEN) standards for practice. These changes were implemented in the 2011-12 academic year.

RN to BSN Completion Track: As an upper division program, the RN to BSN completion program has steadily gained popularity and recognition as a consumer friendly program that delivers quality education throughout the state and now nation. The program is very transfer friendly, articulating with every community college ADN program in the state. The first off-campus program was offered in Alma in 1985, with the response and consumer demand eventually resulting in offerings across the state in multiple geographic settings to include Jackson, Midland, Muskegon, Traverse City, Niles, Flint and Grand Rapids. These cities encompassed the Southeast, Southwest, Northern and Western regions of the state. The program had been also been offered in an accelerated full-time format on campus for the Ferris ADN population until that program closed in 2008.

The program was offered in the multiple off campus sites on a rotating basis in a part-time fully face to face format from 1985 to 2004, when another evolutionary trend began to emerge in the changing academic landscape to include online learning. In 2004, the RN to BSN program moved to a “blended” or hybrid delivery format in the extended campus sites, with approximately half of each course delivered online. As students became acclimated to the web based delivery modality, increasing demand for fully online delivery began to occur, resulting in many course sections being offered mostly online with fewer and fewer face to face meetings. The annual enrollment in the program in the site based cohort format typically ranged from 100 to close to 200 students.

In the fall 2007 semester, the decision was made to trial one fully online section of the beginning course in the professional sequence. Soon two sections had filled and the demand consistently increased to the need for 6-7 fully online sections of this same introductory course by the fall of 2009. While the RN to BSN completion program is still offered in geographic based sites when there is a clear demand, the vast majority of the nearly 500 students enrolled in this program are completing the program fully online. The adoption of the online delivery method has more than doubled the enrollment in this track of the BSN program.

At the current time there is one site based, mixed delivery cohort in Greenville, near Grand Rapids and a second site based mixed delivery cohort is planned to launch at Metro-Health Hospital in Grand Rapids for spring 2013. These site based cohorts tend to enroll approximately 20-25 students and are primarily offered for one of our clinical partners who contract with Ferris to bring the program to that site. The enrollment in these programs often declines as students gravitate to the fully online option, but the small demand for a more traditional delivery continues to exist and the School of Nursing endeavors to support health care systems that are striving to increase the academic preparation of their nurses.

As noted previously, at minimum of 120 credits is required for a BS degree at Ferris. The RN to BSN completion program requires students who transfer to the program to meet all the Ferris general education requirements, many of which can be completed at the community college level. There are 28 directed nursing credits and 6 other directed credits in the curriculum for a total of 34 required credits for the nursing major. The majority of students complete this degree over seven part time semesters taking about 6 credits per semester, but the flexibility of the program allows students to complete at either a faster or slower pace if preferred.

Ferris State University

Ferris State University is the fastest-growing public university in Michigan, with more than 14,300 students enrolled in classes on the main campus in Big Rapids or at its 18 satellite and off-campus sites throughout Michigan, such as the Kendall College of Art and Design of Ferris State University in Grand Rapids. Ferris attracts students from every county in Michigan, many of whom remain in the state after graduating.

Founded in 1884, Ferris is distinguished by its strong heritage of opportunity and focus on providing a professional education that links theory to practice. More than 180 programs, ranging from associate to doctoral degrees, are offered through nine degree-granting academic colleges at Ferris: Health Professions, Arts and Sciences, Business, Education and Human Services, Engineering Technology, Kendall College of Art and Design, Michigan College of Optometry, Pharmacy, and Professional and Technological Studies.

The majority of Ferris' offerings are tailored to specific, in-demand professions and align directly with occupations that are expected to experience growth across the country through 2016, in such categories as business, finance and management; administrative and clerical; computer science and engineering; social services; education and training; healthcare and healthcare technology and support; protective services; as well as construction, production, and repair. Several of Ferris State's unique degree offerings are not available at other universities in the state, region or nation.

Ferris has the fewest number of large classes among Michigan's 15 public universities, with only one percent of classes having more than 50 students. This offers more direct contact with faculty, more hands-on learning and experimentation and greater student engagement. More than 50 percent of Ferris classes have fewer than 20 students, and the student-to-faculty ratio is 16-to-1. Full-time tenure-track faculty with experience in their respective fields teaches the majority of classes, providing real-world relevance in the learning environment. Advisory boards further ensure a current, relevant curriculum to prepare graduates with skills that give them an advantage in the professional world.

More than any other institution in the state, Ferris has reached out to Michigan community colleges, creating partnerships on 17 campuses and expanding online offerings. As a result, Ferris has become a transfer school of choice for students, facilitating expansion of their first two years of study at off-campus sites into 4-year university degrees. Ferris enrolls the largest number of off-campus students at the Applied Technology Center through its partnership with Grand Rapids Community College.

Ferris State has completed several new facilities, such as the state-of-the-art new Michigan College of Optometry building and attractive East Campus Apartment Suites, both situated on the main campus in Big Rapids, as well as a facility on Grand Rapids' Medical Mile for third- and fourth-year Pharmacy students. Classroom renovations and improvements to Ferris' popular Rock Café dining facility add to the vibrancy of the university's 880-acre main campus, which already boasts the state-of-the-art library, FLITE; the Granger Center, a building with visible mechanical systems, such as geothermal heating and cooling, for HVACR students; and the National Elastomer Center, a specialized center for studying plastics and rubber technology.

Ferris is the only university in Michigan named after its founders, Woodbridge Nathan Ferris (two-term Michigan governor and United States senator) and Helen Gillespie Ferris. Founded as the privately owned Big Rapids Industrial School, Ferris did not become a state institution until 1950, undergoing several name changes until becoming Ferris State University in 1987. The Ferris' founding philosophy of a practical, hands-on approach to education that enables students to learn practical skills for new jobs in a changing world still resonates today.

College of Health Professions

The College of Health Professions (CHP) was previously known as the College of Allied Health Sciences (CAHS) until a recent name change became effective July 1, 2012 as a result of a comprehensive review of the entire Academic Affairs Division within the University. The name change was proposed to more accurately reflect the evolution of programming within the College over the past several years, from a focus on primarily technical to a more professional program degree emphasis. This was especially significant for the School of Nursing, as the discipline of nursing has never been considered to be a part of the "Allied Health Sciences" umbrella. The College of Health Professions enjoys a statewide and national reputation of being a leader in the preparation of career-ready graduates in several of the fastest growing health professions. The mission of CHP is *"to prepare students for successful careers in the programs contained therein, to foster responsible citizenship and to promote lifelong learning. The college will partner with healthcare providers and facilities to prepare students for rapidly changing careers."* The college houses six associate degree programs, eight bachelor degree programs, one graduate program in nursing (MSN) as well as certificates in gerontology and nursing education. The newest program within the college is a BS degree in Molecular Diagnostics, which is anticipated to be one of the most in-demand health careers as the field of genetics continues to expand to provide new and exciting possibilities for medical diagnosis and treatment. The College of Health Professions is home to forty full time faculty and twenty-six administrative and support staff. At the time of the last NLNAC site visit for the BSN program in 2005, the enrollment in the College was approximately 1,500 students. In fall 2011, the enrollment had grown to approximately 2,700, reflecting an 80% increase during those six years. The enrollment growth

of CHP has been the highest in the University for the past five years due to not only the continued demand for health career education, but also the significant number of courses and programs that are now offered fully online within the college, with programs in the School of Nursing leading that trend. At the current time, approximately one third of the enrollment within the College is in off-campus and online programs, with the School of Nursing providing the largest segment of online instruction.

The College of Health Professions is home to three academic departments that house a myriad of academic programs that offer career-laddering opportunities that allow students to progressively earn higher academic credentials starting with a certificate or associate degree and ending with a bachelor or master's degree. Each academic department reflects approximately one third of the enrollment in the college and each includes the pre-professional students qualifying for admission to the professional sequence programs, professional sequence students on campus and finally, off campus/online student populations in extended campus settings or in advanced degree completion programs.

The **Department of Dental Hygiene and Medical Imaging** offers associate degree programs in Dental Hygiene, Radiography and Diagnostic Medical Sonography. In addition bachelor degrees in Nuclear Medicine (both generic and upper division completion), Dental Hygiene (upper division completion) and Allied Health Sciences are offered. The BS in allied health is an excellent option for AAS degree students to earn a BS degree concurrently with making progress toward admission and completion of the AAS degree. It is significant to note that the majority of CHP students graduating with an AAS degree have earned or in progress toward completion of a BS degree. This department also houses a variety of core curriculum health science and other elective courses to include a certificate in gerontology.

The **Department of Clinical Laboratory, Respiratory and Health Administration** programs offers associate degrees in respiratory care, medical laboratory technology and health information technology. Bachelor degrees are offered in Medical Technology, Health Information Management and Health Care Systems Administration.

The **School of Nursing** offers both undergraduate and graduate nursing programs to include the Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN) as well as a post-baccalaureate certificate in Nursing Education. The history of the School of Nursing is described in the following section.

History of the School of Nursing

The nursing programs at Ferris State University started in 1969 with one of the first LPN to RN ladder programs in the State of Michigan. This model quickly became established as the standard throughout the state to address the nursing shortage at that time. In 1983, the program was converted to a generic Associate Degree Nursing (ADN) program, when the focus on career laddering was taken to the baccalaureate level. The ADN program served as the base for the Bachelor of Science in Nursing (BSN) completion program which was established that same year. The BSN program in the RN to BSN completion track format gained initial accreditation from the NLN in 1989 and has maintained accreditation with the NLNAC to the present.

In the fall 2004 semester the Ferris nursing programs expanded to include graduate education. The Master of Science in Nursing (MSN) degree was the first graduate program in the College of Health Sciences and remains the only graduate program in the College of Health Professions today. The MSN program currently offers specialty leadership role concentrations in the areas of nursing administration, nursing informatics and nursing administration, as well as a graduate certificate in nursing education. The MSN program was granted initial accreditation by the NLNAC in 2007. The enrollment in the MSN program has increased steadily since its inception, with an enrollment today that is approaching 100 students. The MSN program is currently undergoing a curriculum review and revision to incorporate the new AACN Essentials of Master's Nursing Education which were approved by the AACN in March, 2011. The addition of a graduate program resulted in a restructure within the College and the Department of Nursing and Dental Hygiene became the School of Nursing in 2005.

In 2005 there was a state-wide discussion and initiative to explore strategies to increase the proportion of baccalaureate prepared nurses in Michigan. The Director of the School of Nursing at Ferris; chaired a state-wide task force to address this issue from 2005 to 2007. In the course of these discussions, it became evident that the School of Nursing, as an academic unit in a four year institution could positively impact the numbers of bachelor prepared nurses in a number of ways. The first and most obvious was the decision to move to a baccalaureate degree at the pre-licensure level. The curriculum was developed and approval was granted at the university level as well as by the Michigan Board of Nursing during the 2005-07 academic years. The first BSN pre-licensure cohort was admitted to the traditional track in the fall of 2007 and the first 2nd degree accelerated cohort was admitted in the spring of 2008. The last ADN cohort completed in May 2008 and that program was officially discontinued.

The School of Nursing submitted a "Major Change" report to the NLNAC in 2007 to seek inclusion of the pre-licensure BSN tracks under the accreditation umbrella already in place for the post-licensure BSN program. The NLNAC accepted this major change, extending the status of full accreditation to all three BSN tracks effective with the start of the first cohorts in the pre-licensure BSN program.

In 2009, the nursing faculty explored the feasibility of adding yet another creative option for Registered Nurses seeking an advanced degree. An alternative track was developed and offered to ADN or diploma prepared RNs whose eventual goal was to complete the MSN degree. The RN to MSN accelerated track was developed using existing courses in the RN to BSN and MSN degree programs. In this innovative track, academically qualified RN to BSN students complete the general education requirements for the BS degree, along with the core nursing courses, at which time they are allowed to apply directly to the MSN program. If accepted, they can enter the MSN program without completing the capstone courses of the BSN program. Once the MSN course sequence is completed, they are awarded both the BSN and MSN degrees. This option is gaining popularity among RNs who are seeking opportunities to decrease their time to degree completion. The program change was submitted NLNAC and subsequently approved in 2010.

The nursing education programs at Ferris State University can be characterized as innovative and responsive to the needs of the discipline within the State of Michigan. These needs now align with the recent recommendations of the Institute of Medicine’s report on the *Future of Nursing* (2010) to increase the percentage of baccalaureate prepared nurses to 80%. There are several initiatives within Michigan to address this need. Most employers now report that they are preferentially hiring BSN prepared graduate nurses, which has only increased the demand for the programs offered at Ferris. The career ladder concept from ADN to BSN to MSN has provided the mechanism for several hundred nurses within the state (and now nation) to achieve personal career goals and to contribute to the profession as leaders in nursing practice, education and research.

Through these pioneering programs, the School of Nursing meets the educational needs of a diverse population of students both on and off the main campus and support the mission of Ferris State University to “*prepare students for successful careers, responsible citizenship, and lifelong learning.*” The recent focus of the University on addressing the issues of growing student debt and prolonged time to degree completion aligns nicely with the structure and philosophy of the nursing programs, which have strived to consistently evolve in ways that are responsive to contemporary academic initiatives. The faculty and student data for the School of Nursing is reflected in the tables below. Some of the FT faculty members teach in both undergraduate and graduate programs

Faculty Cohort in Nursing Programs Offered Fall 2012

Program	FT Tenure Track	Full time Non TT	Part Time Adjunct Faculty	
			Clinical	Online
BSN faculty	7	3	19	9
MSN faculty	5	1	0	1
Total in SON	8 positions (1 vacant)	4 positions (1 vacant)	19	9

Enrollment in Nursing Programs Offered Fall 2011

Program	Track	Location	Enrollment		
			Total	FT	PT
BSN	Generic - Traditional	On campus	110	110	0
BSN	Generic – 2 nd Degree	On campus	20	20	0
BSN	RN to BSN Completion	Off campus	0	0	0
BSN	RN to BSN Completion	Online	472	14	458
MSN	Nursing Administration	Online	33	3	30
MSN	Nursing Informatics	Online	6	0	6
MSN	Nursing Education	Online	46	4	42
Certificate	Nursing Education	Online	0	0	0

SUMMARY OF STANDARDS AND CRITERIA

Standard 1: Mission and Administrative Capacity

The mission of Ferris State University and the mission of the School of Nursing (SON), including the baccalaureate of science in nursing program mission are clearly aligned to reinforce and support each other. All faculty members are committed to the mission of the University, College and School of Nursing, participating in the governance at all three levels. Nursing students are represented on designated committees and participate in the evaluation of the program. There is a long standing advisory board for the undergraduate nursing program which provides input into program processes to reflect current nursing practice. Professional and clinical partnerships have been intentionally cultivated to support the educational goals of the undergraduate nursing programs. The Director of the School of Nursing is a full-time administrative appointment, allowing for adequate administrative oversight of the programs within the department. Budgetary allocations for the School of Nursing are equitable and consistent with those of comparable programs within the College.

All policies of the nursing unit are congruent with University and College policies and also include additional policies that are needed to meet discipline specific health and licensure requirements. There is a University policy for student complaints which is utilized for all complaints and grievances across the institution and the School of Nursing is consistent with this practice. The RN to BSN completion program is the largest online program within the University and is recognized as a leader in online delivery within the institution. The administrative leadership of Nursing, the College and the University are committed to the success of the nursing programs.

Standard 2: Faculty and Staff

The faculty complement has grown from eight full time faculty at the time of the last site visit in 2005 to a total of twelve full-time faculty to support the enrollment growth in the School of Nursing. The full time faculty complement is a combination of eight tenure track nine month positions and four additional full-time faculty who are not on a tenure track and are contracted for three year 12 month appointments. These four positions were established in 2008 when the growth in the RN to BSN program began to increase exponentially, as well as the recognition for higher enrollment potential in the pre-licensure and graduate programs. All four of these positions were renewed in 2011 for three more years based on the sustained enrollment growth in nursing. At the time of this site visit, there are two full-time faculty vacancies. One is a tenure track position that was vacated due to a retirement announcement in June and the other is a non-tenure track position that was due to a resignation in May. These positions will be posted and a search conducted during the 2012-13 academic year. All full-time faculty possess a MSN degree as a minimum requirement for employment in the School of Nursing. Four of the full-time or 33% faculty holds an earned doctorate and two are nearing the completion of a doctorate at the time of this report, which will bring the percentage up to 50% within the next year. It is significant to note that several faculty teach at both the graduate and undergraduate levels within the School of Nursing.

The enrollment growth in the undergraduate nursing programs has required added faculty resources in terms of part-time adjunct faculty to support both clinical instruction at the pre-licensure level and online instruction for the RN to BSN completion track. At the present time, approximately 20 part-time clinical nurse faculty (CNF) deliver all the direct instruction in the clinical setting for the pre-licensure program and approximately ten part-time adjunct faculty support the RN to BSN program instructional delivery model. Adjunct faculty are supported by the full-time faculty to provide assurance of quality and curriculum integrity. All the online adjunct faculty hold a minimum of a MSN, and two of them also hold earned doctorates. The CNF faculty complement is comprised of a mix of MSN and BSN preparations due to the challenge of finding all MSN prepared faculty in the greater Big Rapids rural setting. However, the hiring practice has been changed to require a MSN for hire beginning with the 2012-13 academic year and current CNF who have demonstrated excellence in clinical instruction have been encouraged to enroll in a MSN program either at Ferris or elsewhere. At this time the majority of CNF are either MSN prepared or enrolled in a MSN program as of the fall 2012 semester. The Michigan State Board of Nursing requires a minimum of a BSN for clinical instruction and a MSN for didactic instruction, and the Ferris SON meets this standard.

The current faculty complement has been determined to effectively meet the instructional needs of the undergraduate program tracks due to the unique models that faculty have employed to assure quality and consistency in all program levels. The clinical instruction model has proven to be very effective with the use of clinically current nurses who often teach in their own employment setting, but are supported by the SON Clinical Coordinator and the faculty who teach the concurrent theory and clinical integration courses each semester. The online adjuncts are supported by the RN to BSN program coordinator who serves as a liaison for student and faculty issues in the online arena. Full-time faculty designs all clinical and online courses and serves as an ongoing resource to the adjunct online instructors.

All faculty, full and part-time are intentionally oriented to and mentored in their roles as described above for the part-time faculty. Full time faculty are also mentored as part of the tenure-track process or with the assignment of a mentor for non-tenure track faculty. Faculty are assigned teaching loads that are consistent with the workload policy of the School of Nursing, which is aligned with the Ferris Faculty Association (FFA) contract. Tenure track faculty are evaluated in accordance with the FFA contract for the duration of the tenure track and then according to the post-tenure review policy of the University. Non tenure track faculty are evaluated by the director on an annual basis. All faculty are required to be evaluated by students using a University sanctioned assessment instrument.

The School of Nursing employs several staff to support the undergraduate programming. These positions include a Clinical Coordinator and a Laboratory Coordinator to provide instructional and logistical support for both the skills and laboratory settings. In addition the Clinical Coordinator provides oversight for all logistical issues related to clinical placements. Both of these coordinators are BSN prepared and currently enrolled in the Ferris MSN program. They do not provide direct instruction, but support faculty in that delivery as needed. There is a full-time secretary dedicated to the SON. In addition, the College provides additional support in terms of academic advisors dedicated to the two largest populations within the SON which are the pre-nursing students for which there are two dedicated advisors and the off campus and

online students for which there are two dedicated advisors and a clerical support staff to address issues related to this student population. The utilization of these staff members has significantly supported the goals of the SON by allowing faculty to focus on the quality of the curriculum and program instruction, as well as the generation of scholarship and service. In accordance with university policy, all administrative and clerical staff members are formally evaluated in an annual basis.

The nursing faculty are qualified, committed to the undergraduate program and university mission and are actively involved within the School of Nursing. They are academically and experientially qualified and demonstrate their dedication to continued professional development of professional and educational expertise. The faculty in the SON are leaders in online instructional delivery within the College and University. They consistently engage in ongoing professional development and serve as mentors to new faculty in this area. In addition, the faculty are collectively engaged in a variety of areas of scholarship and service which serve to enhance the delivery of an evidence-based curriculum and instruction. The current mix of seasoned and new faculty provides an environment of synergy and the opportunity to revitalize FSU nursing programs with the infusion of new perspectives, experience and talents of the collective faculty.

Standard 3: Students

Student policies of the nursing programs are congruent with the student policies of the University. The nursing programs have developed a separate admission process that addresses requirements related to nursing such as completion of pre-requisite courses and documentation of clinical requirements (for pre-licensure tracks only). These policies are clear, accurate and published on the School of Nursing and individual program websites. Changes in policies that occur after the annual publication of the Handbook for Undergraduate Nursing Students are communicated in writing to all students who would be impacted by this policy.

Student services are comprehensive and accessible to all students, including those pre-licensure students attending on the Big Rapids campus and those who are engaged in online or other distance education in the RN to BSN completion track. The most commonly accessed academic support services for both populations are the FLITE library, the writing center, financial aid, and the Technology Assistance Center (TAC) and the bookstore, which can be accessed on campus or via the University website. Other services, such as the student health center, counseling services or recreational facilities are primarily utilized by on campus students as off campus or online students elect to utilize similar services in their geographic area of residence. All students are provided an orientation to and ongoing support for the instructional technology utilized in all nursing courses, which are supported by the blackboard teaching platform known as FerrisConnect.

Educational and financial records are maintained and kept in appropriate offices in accordance with the Family Educational Rights and Privacy Act (FERPA). The Office of Financial Aid provides students with services required to maintain compliance with the Title IV eligibility and certification requirements. Faculty or other designated advisors provide graduation analysis for students at regular intervals during their enrollment, and this information is also available directly to students through the MyDegree feature of the Banner system, allowing for full transparency of the student's official academic record.

Standard 4: Curriculum

Both pre- and post-licensure BSN curricula were developed or revised respectively by the faculty for implementation in the 2007-08 academic year. In the 2010-11 academic year, both curricula were updated by the faculty to include the newest version of the AACN Essentials of Baccalaureate Nursing Education and the Quality and Safety in Nursing Education (QSEN) standards, building on the existing framework that had primarily utilized the American Nurses Association (ANA) Standards of Professional Nursing Practice. These three significant sets of professional standards serve as the framework for the undergraduate nursing curricula.

The nursing curriculum flows logically from the constructs delineated by the incorporation of the professional standards, which also reflect each program outcome:

- Collaborative Leadership (Program Outcome 1)
- Theoretical Base for Practice (Program Outcome 2)
- Generalist Nursing Practice (Program Outcome 3)
- Scholarship for Practice (Program Outcome 4)
- Health Care Environment (Program Outcome 5)
- Professionalism (Program Outcome 6)

A curriculum plan is followed which integrates these constructs across each BSN curriculum track to progress from simple to complex. Each nursing course has a learning outcome that reflects each construct as appropriate. These learning outcomes increase in complexity over three program levels, resulting in a cumulative program outcome for each area. In the RN to BSN program the first level is attained in the ADN or Diploma pre-licensure program, with the BSN curriculum providing the upper level of professional practice role development. For each nursing course, an intentional course assessment plan has been developed to assure that the student learning outcomes are attained. These assessment plans include the method(s) of assessment in terms of course learning activities and the criteria for success for each assessment method. At the end of the course, each faculty member reports the results for each course learning outcome for the sections they are assigned and this data is compiled, analyzed and then stored in the University TracDat system for the purpose of ongoing course and program assessment and evaluation. This same process occurs for overall program assessment in regard to the six program outcomes.

The undergraduate nursing curriculum is intentionally designed with the incorporation of the current AACN Essentials of Baccalaureate Nursing Education, which include the incorporation of cultural, ethnic and socially diverse concepts as well as a broader regional, national and global perspective. In addition, the emphasis on interdisciplinary collaboration, research and best practice standards are inherent in the professional standards upon which the curricula are based and are clearly reflected in the learning activities within each program track.

All BSN program tracks have been intentionally designed to incorporate the latest technology, most notably in terms of virtual learning opportunities for students at all program levels. In addition, the recent development of a state of the art simulation laboratory has provided enhanced learning opportunities for pre-licensure students in a safe controlled environment. The faculty in the SON elected at the time of the development of the new pre-licensure BSN program to embrace a “Learner-Centered” approach to instruction at both the undergraduate and graduate levels. The current curricula, methods of instructional delivery and learning activities clearly reflect this commitment to supporting students’ intellectual growth in the learning environment but also as lifelong learners who will advance the profession of nursing.

As noted in the curriculum section, the length of each program track is congruent with the attainment of identified learning outcomes and supports the current University focus on decreasing time to degree completion. This is reflected at the pre-licensure level with both the traditional and accelerated tracks that are intentionally designed to move more students through the professional sequence in the most time efficient manner. At the post-licensure level this is addressed with the flexibility of the RN to BSN program which allows working RNs to pursue a BSN degree at any desired pace to best meet their professional goals.

The School of Nursing is fortunate to have an adequate number of established clinical practice environments that are not only exemplary practice settings, but are also located within a reasonable geographic radius of the main campus to provide pre-licensure students with excellent experiential learning opportunities. Students in the first two semesters are placed in smaller community hospitals in the area and then move to larger metropolitan practice settings for more specialized acute care experiences. Community practice sites are equally accessible and have demonstrated excellent learning opportunities in that arena as well. These arrangements are considered to be mutually beneficial to both the School of Nursing and the practice site, as the initiative to hire more BSN prepared nurses continues to grow.

Students in the RN to BSN program have one clinical experiential learning course which is the leadership project capstone experience. Most of these students elect to complete a project in their place of employment, which has become viewed by the employer as a value-added component of the BSN completion program. The student/employee has the opportunity to demonstrate professional growth as a leader managing an interdisciplinary team in the completion of a designated project within their own practice setting.

Standard 5: Resources

Adequate fiduciary resources are available to the BSN program to meet instructional goals. Each College has an established budget which is allocated by Academic Affairs and then the Dean in collaboration with the Department Heads, allocates funds for the supply and expense and supplemental faculty instruction budgets for each program within the College. The BSN program funding is commensurate with funding of other similar programs within the College. Additional funding is appropriated periodically in the form of “one time” funds, most commonly for the purpose of updating equipment for individual programs. The nursing simulation laboratory was partially funded from this source along with a funding from two state nursing grants to support clinical education and simulation.

There is adequate classroom, laboratory and office space available to meet the needs of the nursing programs. Learning resources include the Ferris Library for Information Technology and Education (FLITE), several computer labs as well as extensive campus based and virtual technology support for instructional delivery both on and off campus. In addition, faculty have the opportunity to participate in the selection of learning resources and technology specific to their areas of instruction, as evidenced by the recent collaborative development of the new simulation learning laboratory which incorporates high fidelity human simulators and other equipment to support this new learning environment.

Standard 6: Outcomes

A systematic plan for evaluation has been designed and implemented for all nursing programs within the School of Nursing, including the BSN program tracks. This plan is referred to as “Program Assessment” within the University and all academic programs are required to have these plans in place and reflected in the University assessment platform known as “TracDat”. In the SON, these program assessment / systematic plans for evaluation include and address the six designated program learning outcomes as well as all of the NLNAC accreditation standards and criteria. Data is collected, analyzed and entered into the TracDat system according to an established SON Program Assessment process. This data is used for ongoing program assessment and informs decisions related to activities to improve student outcomes or even to re-evaluate the learning outcomes in terms of appropriateness, level or criteria for success. Actions that are determined by the faculty are then recorded in the TracDat system for ongoing evaluation. This continuous feedback loop allows for ongoing program assessment for the purpose of continuous quality improvement.

Evaluation (assessment) findings are not only shared with the program faculty, but also with communities of interest to include the advisory board and the Academic Affairs Assessment Committee. At the current time, an assessment dashboard is in development to share significant assessment data on the SON website for public viewing in terms of areas of specific interest to prospective students and parents, such as NCLEX-RN pass rates.

Graduates of the program have demonstrated competencies in professional nursing role preparation based on collective learning experiences throughout the program as evidenced by the creation of a professional portfolio that is evaluated in the capstone course for each track of the program.

In addition, graduates are evaluated based on the following program outcomes as specified by the NLNAC:

- With the exception of one year, pre-licensure NCLEX-RN results to date have demonstrated pass rates at or above the national average since the BSN pre-licensure program was established in 2007.
- Program completion rates for the pre-licensure tracks reflect that they meet the established outcome of less than 20% attrition in terms of completing the program in the specified length for each track.

- Program completion rates for the post-licensure RN to BSN program reflect that significant improvements have been attained since the addition of dedicated full-time academic advisors as well as the implementation of additional pre-requisites. Both changes resulting in a dramatic drop in program attrition.
- Overall program satisfaction levels of data available would suggest that the majority of students in both the pre-licensure and the post- licensure BSN tracks are generally satisfied with the program.
- Job placement data of returned surveys reflects 100% placement for the pre-licensure graduates and 100% for the post licensure graduates responding to the survey.

It is noted that data that is only accessible from alumni surveys has continued to be a significant challenge in terms of response rates, which makes the job placement and employer satisfaction ratings very difficult to interpret based on the low response rates. The School of Nursing has made this a priority to determine strategies to improve this kind of data collection, which are discussed in the next section of this executive summary.

ANALYSIS & SUMMARY OF BSN PROGRAM STRENGTHS AND AREAS NEEDING DEVELOPMENT

Areas of Program Strength

The shared participation in the process of the self-study and preparation for the site visit has resulted in many areas of program strength. Subsequent to recent faculty retirements there has been a significant turnover in faculty since the last accreditation process. The writing and review of the self-study provided an excellent opportunity for new faculty to gain a greater understanding of all aspects of the program from both a conceptual and logistical perspective as well as within the context of the NLNAC standards and criteria.

Program Reputation: The reputation of the BSN program within the University and the practice arena is a major program strength. This reputation within the University community is based on the recognition that the nursing programs have been leaders in program innovation in the areas of distance education, most recently online as well as in terms of maintaining a responsive flexible curriculum design that intentionally addresses the needs of its intended consumer. The practice setting has provided continuous feedback that graduates of the Ferris nursing programs are viewed as well prepared for the role of the professional nurse and also voice an appreciation for the consumer friendly delivery that allows practicing nurses to attain advanced degrees while also maintaining full time employment.

Faculty Complement: The current BSN faculty complement represents a major strength in that the full-time faculty members clearly provide leadership in the development of all nursing courses as well as in the oversight to maintain quality and consistency of course sections that are taught by adjunct faculty. While none of the current faculty members were in their current faculty roles at the time of the last NLNAC site visit, they have demonstrated a strong commitment to the advancement of the undergraduate programs in their desire to maintain the accreditation status of the BSN program. This faculty complement reflects the highest level of academic preparation as evidenced by the attainment of and/or progress toward a doctoral degree by tenure-track faculty to support both undergraduate and graduate programming. This process has resulted in a significant increase in both the awareness of and appreciation for an evidence-based approach to both teaching and practice. The faculty are actively engaged in scholarship and service to the university and professional nursing communities.

Student Support: Student support is another area of program strength. The BSN program is well supported by staff whose positions allow faculty to focus on teaching, scholarship and service. In addition, it is noted that since the last accreditation site visit, the addition of these support staff positions in the area of student academic advising has resulted in a significant increase in student satisfaction related to advising among both pre-nursing and off-campus/online student populations. Academic advising was an area noted as in need of improvement in the last accreditation self-study. Students report satisfaction with all areas of student services, including technology assistance to support online learning.

Curriculum: The BSN curricula for the pre- and post-licensure tracks reflect currency, innovation, flexibility and a consumer-friendly perspective. The curriculum reflects current professional and educational standards and is logically organized and internally consistent with clear student learning outcomes identified which guide instructional delivery and student learning activities. All BSN tracks prepare graduates to function in the generalist role of the professional nurse and serve as a base for graduate study. The inclusion of a service-learning component further strengthens the student's awareness of a variety of community areas of focus that provide opportunity for personal and professional accountability as a member of a professional discipline.

Resource Management: The BSN program has been able to employ creative strategies to maintain both program growth and quality in a time of increasingly scarce resources. The clinical instruction model that utilizes all adjunct faculty in the delivery of clinical instruction in the pre-licensure tracks reflects an excellent example of faculty creativity and collaboration. The clinical faculty are clearly connected to the SON through the Clinical Coordinator and the full-time faculty assigned to the theory and integration components of the clinical course they teach. In addition, they participate in simulation lab activities. In the RN to BSN program, a similar model exists in that adjunct faculty teach the majority of the nursing course sections offered online. However, the integrity and quality of those courses is assured by the involvement of the full-time faculty who all have responsibility for the development and maintenance of designated courses in that program track. The online adjuncts also have a clear connection to the SON through the RN to BSN program coordinator who serves as a liaison for this purpose. These are both examples of cost effective methods of delivering quality clinical and online instruction that is intended to assure attainment of student learning outcomes at the program level.

Continuous Quality Improvement: The BSN program has also demonstrated a strong commitment to ongoing quality improvement under the leadership of the BSN Program Coordinators. The systematic plan for evaluation is current and implemented on an ongoing basis with clear documentation of how this plan informs program decisions and actions. It is noted that the systematic plan for evaluation was identified as an area needing improvement in the 2005 BSN self-study in terms of documentation of the feedback loop to reflect that the evaluation plan informed program decisions. It is therefore, significant to list this as a strength in this self-study.

Advisory Board: There is an active and engaged advisory board that meets twice each year to provide input from the practice and educational arenas for the purpose program improvement. This board represents clinical partnerships, community colleges and a variety of other practice settings. Program alumni and current students also sit on this board, providing feedback regarding how their professional practice has been supported by their academic experiences in the program.

Areas of the BSN Program Needing Development

While program strengths far outnumber areas needing improvement, it is important to acknowledge that challenges continue to exist within the BSN program and are noted here.

Academic Preparation of Adjunct Clinical Faculty: The challenge to employ only MSN prepared clinical has been ongoing since the transition to the BSN pre-licensure curriculum, with the issue being the low proportion of BSN and MSN prepared nurses in the geographic region outside of the Grand Rapids. The placement of students in the smaller community hospitals in closer proximity to the Big Rapids campus is especially challenging as this is where the proportion of MSN prepared nurses is the lowest. In addition, in areas where a specific clinical specialty is needed, an exception has been made to assure clinical expertise if the identified faculty does not have a MSN. Several strategies have been initiated to address this need and they include:

- Modification of the posting for clinical faculty to require the MSN degree rather than list is as a preferred requirement. Candidates who do not have a MSN are no longer interviewed for this role.
- All current clinical faculty have been notified that as of the 2012-13 AY, they will not be employed as clinical faculty if they are not either MSN employed or currently enrolled in a MSN program. As FSU employees, these instructors are eligible for a tuition waiver if they enroll in the MSN program. Several CNF have taken advantage of this opportunity.

Alumni and Employer Survey Results: Securing meaningful data from alumni and employers continues to be a challenge that has been cited in every self-study report for the duration of the BSN program. While the systematic plan for evaluation / assessment plan has significantly improved in terms of process, the fact remains that the program has been unable to secure survey results from more than a few of the alumni in the one year follow up survey. Several strategies have been employed over this past year. Most recently the advisory boards have been consulted in terms of their perceptions about not only about the quality of our graduates, but how we might enhance data collection in these challenging areas. While they were able to empathize with this challenge, they acknowledged that employer feedback is difficult to acquire for a variety of reasons. These include that the graduate does not want to name their employer or the survey goes to the wrong person who does not supervise the graduate or the individual is too busy to complete it. Fortunately, the NCLEX-RN results are reported on a quarterly basis and we can easily determine program completion rates for our students as well as program satisfaction levels at the time of graduation. The challenge is in gaining job placement and program satisfaction feedback from alumni after one or more years of leaving the institution. In this case, it is noted that many graduates relocate or do not access their FSU email address which is assigned to them for life. These situations make location of the graduate very difficult either via mail or email survey. The following strategies are currently in place or are planned in an effort to improve this process:

- Hold an “exit” interview by the designated BSN Program Coordinator with all students enrolled in the capstone course, NURS 450 to explain the importance of the alumni survey that is sent one year following graduation in terms of program evaluation.
- Seek student input as to how to best encourage their participation in these surveys, i.e., entering their name in a drawing for prizes, or some other incentive.

- Begin to intentionally save all correspondence from students who contact faculty or the director after graduation to report employment or acceptance to a graduate program. It was noted that we receive these kinds of communications with a great deal of regularity, but have never considered saving them for future reference to use as alumni feedback.
- Consider sending one evaluation form to employers where large numbers of graduates in the pre-licensure program are known to be hired as opposed to relying on students to provide this information.

FUTURE PROGRAM PLANS

Curriculum Evaluation and Development:

The current BSN program tracks will have been in place for five years by the end of the 2012-13 academic year. This seems to be a significant point where a comprehensive evaluation is indicated to assure ongoing quality and currency with professional nursing practice and to address areas identified as structurally in need of attention. These areas will include: Curricular design and organization of courses, clinical and experiential learning activities to include simulation and quality of student learning outcome measures.

The following timeline is proposed:

- 2012-13: Complete NLNAC reaccreditation process to gain feedback related to the curriculum to supplement ongoing program assessment data.
- 2013-14: Conduct a comprehensive review of the pre-licensure BSN and RN to BSN curricula to determine areas in need of revision.
- 2014-15: Submit a curriculum revision proposal to the University Curriculum Committee as well as to the Michigan State Board of Nursing and NLNAC if the proposal is reflective of a major revision.
- 2015-16: Revised curriculum is implemented

Faculty Development:

The current faculty complement has effectively supported the BSN program in the areas of growth and quality control, but as the program continues to evolve within the different pre- and post-licensure tracks, it will be important to evaluate the following areas for future planning:

- 2012-13: A review of faculty areas of clinical and academic expertise to assure that all areas are addressed and to inform the hiring of future faculty during the upcoming academic year.
- 2012-13: A review of the current faculty complement in terms of tenure track versus non tenure track faculty positions to inform decisions regarding conversion of full-time temporary positions to tenure track.
- Ongoing: Monitor faculty progress in the completion of doctoral programs as an ongoing condition of reappointment in tenure track faculty positions.
- Ongoing: Provide support and opportunities for ongoing faculty professional development, specifically in their areas of teaching expertise.

Simulation Enhancement:

As a new component and resource for experiential student learning, the simulation lab is in the infancy stage of development. Over the next two years, an intentional plan for increased enhancement in the areas of interprofessional learning activities, increased technology support and coordination along with commensurate resource allocations must be developed.

- 2012-13: Implement the curricular plan developed in the 2011-12 AY for all pre-licensure integration courses; Assess student learning outcomes.
- 2012-13: Identify areas in need of enhancement or modification for the next year.
- 2013-14: Begin to implement interprofessional simulation experiences.

SECTION TWO: STANDARDS 1-5

Standard 1: Mission and Administrative Capacity

STANDARD: The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

Criterion 1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.

The School of Nursing reviewed its Mission, Philosophy, and Outcomes in fall of 2010. At that time, revisions were made to more closely align with the University's Mission, Vision, and Values, which had been revised in 2008. The School of Nursing's Mission and Vision Statements are cited in the School of Nursing's Organizing Framework (Appendix A) and are consistent with the Mission and Vision Statements of the University. This consistency is illustrated in Table 1.1A with congruent concepts identified.

To fulfill its vision, the School of Nursing embraces the core values of the university, and has conceptualized these values to support professional nursing education and practice within the College of Health Professions. These core values provide further support for the Mission and Vision of the University and include: collaboration, diversity, ethical community, excellence, learning, and opportunity. These core values are also cited in Table 1.1A to reflect the consistency between the University's core values and the core values of the School of Nursing.

The School of Nursing's mission, vision, and value statements are available on the School of Nursing homepage: <http://www.ferris.edu/htmls/colleges/alliedhe/Nursing/homepage.htm>

**Table 1.1A
Comparison of FSU and Nursing Vision, Mission,
Purpose & Value Statements**

FSU Mission, Vision & Core Values	School of Nursing Mission, Vision, & Core Values
<p><u>FSU Mission:</u> Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.</p> <p><u>FSU Vision:</u> FSU will be the recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed with the result that Ferris State University will also be:</p> <ul style="list-style-type: none"> • The preferred choice for students who seek specialized, innovative, career- and life-enhancing education • The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures • A stimulating, student-centered academic environment that fosters lifelong engagement, leadership, citizenship, and continuing intellectual development • A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity 	<p><u>School of Nursing Mission:</u> Building on the mission, vision, & values of FSU and the College of Health Professions, the mission of the School of Nursing is to provide innovative and relevant undergraduate and graduate nursing programs <u>that prepare graduates for roles in current professional nursing practice</u> and <u>who can effectively respond and contribute to future changes in the nursing profession and the health care delivery system.</u></p> <p><u>School of Nursing Vision:</u> to be <u>recognized as a leader in innovative and scholarly nursing education</u> at the undergraduate and graduate levels <u>with programming that is evidence-based and globally focused in design</u> while remaining responsive to the diverse needs of the student population, the profession of nursing, and an evolving health care delivery system.</p>

FSU Core Values:

Collaboration: Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.

Diversity: By providing a campus which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.

Ethical Community: Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.

Excellence: Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.

Learning: Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.

Opportunity: Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

School of Nursing Values (excerpts):

Collaboration: Collaboration among educational disciplines & among inter-professional health disciplines to provide relevant nursing education programs and quality & safe patient care

Diversity: committed to recruit and retain a diverse population of students and faculty

Ethical Community: committed to the development of a professional nurse who will practice within the Nursing Code of Ethics and whose practice is guided by the values of altruism, autonomy, human dignity, integrity and social justice.

Excellence: committed to provide nursing programs that are built upon and responsive to established standards of practice and professional performance. Scholarship and service among faculty and students that supports the advancement of the profession is highly valued.

Learning: values education that is learner-centered and incorporates current evidence-based practices in education. Embraces the use of technology in the delivery of instruction and the ideal of lifelong learning is valued as an integral component of professionalism.

Opportunity: committed to provide opportunity for both career entry and career advancement within the profession of nursing and deliver nursing programs that prepare professional nurses to practice in a rapidly changing global health care environment.

The Bachelor of Science in Nursing (BSN) program outcomes are noted on the School of Nursing's Organizing Framework, found in Appendix A. Table 1.1B provides a visual alignment of the BSN Program's outcomes with the School of Nursing's and University's Missions and Values. The School of Nursing's Organizing Framework illustrates the deliberate curriculum design for both the undergraduate and graduate nursing programs at Ferris State University. Both the undergraduate and graduate nursing programs are organized under a broad vision statement, with mission statements and program outcomes delineated for the undergraduate and graduate program levels. The curriculum constructs that are addressed in the program outcomes for both levels include:

- Collaborative Leadership
- Theoretical Base for Practice
- Generalist Nursing Practice
- Scholarship for Practice
- Health Care Environment
- Professionalism

Table 1.1B
Alignment of BSN Program Outcomes with School of Nursing and University Missions & Values

BSN Program Outcomes	School of Nursing & University Shared Values	School of Nursing & University Missions
<ul style="list-style-type: none"> • Provide collaborative leadership roles in the provision, delegation and supervision of nursing care while retaining accountability for patient safety and the quality of that care. (Collaborative Leadership) 	<ul style="list-style-type: none"> • Collaboration • Diversity • Ethical Community 	<ul style="list-style-type: none"> • <i>prepare students for successful careers (University Mission)</i> • <i>prepare graduates for roles in current professional nursing practice (SON BSN Mission)</i> • <i>effectively respond and contribute to future changes in the nursing profession and the health care delivery system.(SON BSN Mission)</i>
<ul style="list-style-type: none"> • Integrate theories and knowledge from the arts, humanities, sciences and nursing to develop a foundation for nursing practice. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> • Excellence • Learning 	<ul style="list-style-type: none"> • <i>prepare students for successful careers (University Mission)</i> • <i>prepare graduates for roles in current professional nursing practice (SON BSN Mission)</i>
<ul style="list-style-type: none"> • Organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> • Collaboration • Diversity • Ethical Community 	<ul style="list-style-type: none"> • <i>prepare students for successful careers (University Mission)</i> • <i>prepare graduates for roles in current professional nursing practice (SON BSN Mission)</i>
<ul style="list-style-type: none"> • Assimilate current evidence into the practice of nursing. (Scholarship for Practice) 	<ul style="list-style-type: none"> • Excellence • Learning 	<ul style="list-style-type: none"> • <i>prepare students for successful careers (University Mission)</i> • <i>prepare graduates for roles in current professional nursing practice (SON BSN Mission)</i>
<ul style="list-style-type: none"> • Advocate for improving health care within the spheres of political action representing the continuum of health care environments. (Health Care Environment) 	<ul style="list-style-type: none"> • Excellence • Opportunity 	<ul style="list-style-type: none"> • <i>serve our rapidly changing global economy and society (University Mission)</i> • <i>respond and contribute to future changes in the nursing profession and health care delivery system (SON BSN Mission)</i>
<ul style="list-style-type: none"> • Develop a level of professionalism that is congruent with the inherent values and ethics of the discipline of nursing. (Professionalism) 	<ul style="list-style-type: none"> • Excellence • Opportunity • Diversity • Ethical Community • Learning 	<ul style="list-style-type: none"> • <i>responsible citizenship and lifelong learning(University Mission)</i> • <i>respond and contribute to future changes in the nursing profession and health care delivery system (SON BSN Mission)</i>

Criterion 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.

Students, faculty, and administrators may participate in, and influence the governance of the organization and the School of Nursing through a number of mechanisms within the university. The Ferris State University Board of Trustees determines University Policy and oversees the governance of the University. See Appendix B which reflects the organizational structure for the Executive Administration of the Academic Affairs division. The organizational structure of the College of Health Professions can be found in Appendix C.

The Ferris State University Board of Trustees meets on a regular basis and all meetings are well publicized and open to the public. A listing of the current Board members can be accessed on the university's website: <http://www.ferris.edu/htmls/administration/trustees/>

Dr. David Eisler joined Ferris State University as President in the 2003-04 AY. The President actively solicits feedback from faculty and administrators through his weekly campus-wide "President's Memorandum to Faculty and Staff" which is distributed through email university wide. There are also University-Wide announcements, a daily electronic posting of topics of interest to faculty, administrators, and staff and is intended to keep all employees abreast of developments within the University.

Of special note, is the fact that President Eisler spent his first year at Ferris meeting with every university constituency group to seek input from faculty, administration, and staff. Specifically he asked each group the following questions:

1. What three things do you cherish most about Ferris State University and would like least to lose?
2. What are the three biggest challenges facing Ferris State University?
3. If you were president of FSU, what do you believe are the three most important things you should do?

In addition, he asked employees to share their frustrations and disappointments with Ferris and the things that kept them from doing their best work. From that discussion, the President analyzed the feedback he received from all university stakeholders and identified three emergent themes, which became the new vision statements for the University:

- We Need to Create a Learning Centered University
- We Must Work Together
- We Must Become an Engaged Campus

The planning process has been described here to illustrate the opportunities for participation in the governance for any member of the Ferris State University community. Based on the suggestions and comments of faculty, students, staff, administrators, alumni, and others, a strategic planning process was initiated in 2008 to carry the University forward from the preliminary planning process that occurred when Dr. Eisler first came to Ferris. Since this time, Ferris State University has forged a mission statement that reaffirms its commitment to the success of its students, a statement of core values that guides institutional life, and a vision statement to which we aspire. The university is in the process of putting specific goals and

initiatives into practice to enhance our students' educational experience, insure a welcoming community, sustain the financial position of the institution, provide quality learning and living facilities, enrich collaboration, and foster innovation. A copy of the strategic plan and its progress can be followed on Ferris State University's Strategic Plan website:

<http://www.ferris.edu/HTMLS/administration/president/strategic/index.htm>

Located here are annual reports from 2008-2011, current university membership of the Strategic Planning and Resource Council (SPARC) for 2011-12, and the SPARC meeting minutes (2007-2012).

Dr. Fritz J. Erickson has served as the Provost and Vice President for Academic Affairs at Ferris State University since 2009. As Provost, Dr. Erickson is the “chief academic officer” responsible for ensuring quality academic practices among Ferris faculty and a high caliber educational experience for Ferris students. Supporting the Provost are three Associate Provosts for Academic Affairs. The Associate Provost of Academic Operations provides mentorship to various constituents and is looked to as the “interpreter of all things academic.” In addition to numerous other responsibilities, the Associate Provost of Academic Operations serves as a faculty liaison, assisting with Ferris Faculty Association contract maintenance while overseeing classroom usage, assignments, and upgrades. In addition, the Associate Provost of Academic Operations ensures that the academic policies of the University are exercised appropriately and formulates recommended changes to existing policy. Dr. Paul Blake was appointed Associate Provost for Academic Affairs in 2012. His role is to provide oversight of academic and contractual processes. In addition, Dr. Roberta C. Teahen was appointed Associate Provost for Academic Affairs in 2007. Her responsibilities include leading Ferris State University in accreditation, assessment, evaluation, and compliance efforts. Dr. William Potter was appointed Associate Provost for Academic Affairs in 2011. His responsibilities include leading Ferris State University in retention efforts and programs, many of which are recognized as national models, to help students be successful in college.

The Academic Affairs statement of purpose is to create, support, and enhance the learner-centered environment that is central to the University mission of preparing students for successful careers, responsible citizenship, and lifelong learning in a rapidly changing global economy and society. The Academic Affairs Divisional responsibilities and ongoing activities can be reviewed at the Academic Affairs website:

<http://www.ferris.edu/htmls/administration/academicaffairs/vpoffice.html>

In the College of Health Professions (CHP), Dr. Matthew Adeyanju began serving as the Dean on July 15, 2012. He brings over 11 years of administrative experience as a chair of the Department of Social and Public Health at Ohio University. At the time of this writing Dr. Adeyanju is acclimating to his new role as the Dean of the College. He is actively soliciting input from faculty and administrators regarding their perceptions of the key challenges and opportunities within their programs, the College and the University, and resources the Dean could provide to enhance teaching and learning and promote professional development. Dr. Adeyanju is anticipated to continue the tradition within the college of soliciting this feedback during informal or formal meetings with individual faculty, and email or phone communication. Additionally, the Dean holds monthly College-wide meetings that include the faculty, program coordinators, department heads, Dean, and support staff. He will also preside over college

leadership council meetings, which include program coordinators and department heads and administrative council meetings, which include all administrators within the College. The Dean then typically meets with each Department Head at least monthly to address individual department issues. Strategic planning is conducted at the level of the programs through collaborative efforts of faculty and the Department Head. Programmatic strategic initiatives then form the basis for the development of a College-wide strategic plan.

The Dean is readily available via telephone, e-mail, and individual appointments. The College of Health Profession's website can be accessed at: <http://www.ferris.edu/htmls/colleges/alliedhe/index.cfm>. This site provides contact information for all administration, staff, and faculty within the college, as well as information regarding each academic program offered within the College.

In the College of Health Professions, Dr. Julie Coon serves as the Director of the School of Nursing. She brings over 10 years of administrative experience as an academic department head and the Director of the School of Nursing. Dr. Coon actively solicits current and newly hired faculty regarding their perceptions of the key challenges and opportunities within the programs, the College, and the University. Dr. Coon additionally holds monthly faculty meetings and is a member of the college leadership council meetings and administrative council meetings, which include the faculty, program coordinators, department heads, Dean, and support staff. Dr. Coon typically meets with the Dean of the College of Health Professions at least monthly to address individual department issues. Strategic planning is conducted at the level of the programs through collaborative efforts of faculty and the Department Head. Programmatic strategic plans then form the basis for the development of a College-wide strategic plan.

Dr. Coon also served as the interim Dean for the College from October 2010 to July 2012 following the untimely death of former Dean, Dr. Ellen Haneline and until the recent appointment of Dr. Matthew Adeyanju as Dean. During this time she also provided general oversight for the School of Nursing. Within the School of Nursing, there is a general open door policy, which encourages sharing of information on an informal basis between the Dean, Department Heads, Director of the School of Nursing, faculty, and staff. Faculty actively participates in monthly program level meetings. The dissemination of information from the level of the President to the level of faculty and staff is a deliberate process within the communication structure of the University. The CHP organizational chart (Appendix C) illustrates the placement of the School of Nursing within the College structure.

Nursing Faculty and administration are involved on committees at all levels of the University. Nursing faculty members are recognized for their commitment to standards of excellence and improving all aspects of governance of the University. It is an expectation that all tenured or tenure-track nursing faculty serve on at least one College and at least one University-level committee. For the 2011-12 AY, nursing faculty members currently serve on the Professional Development Committee, Institutional Review Board for Human Subjects Research, University Graduate and Professional Council, Career Week Committee, E-Learning Management Advisory Team, and Community Health Fair Committee. In recent history, nursing faculty and the Director have also served as elected members of the Academic Senate, the University Research Committee, and on a variety of strategic planning and search committees for the University community.

Within the College, Nursing faculty members represent the programs on every standing committee and task force that is formed. For the 2011-12 AY, faculty currently are serving on the Faculty Affairs Committee, Curriculum Committee, Health & Safety Committee, Academic Leadership/Assessment Committee and Diversity Committee.

Nursing faculty and administration involvement on committees is listed on Table 1.2A. There are a total of 5 standing CAHS committees, and a tenured or tenure-track nursing faculty member is represented on each committee. There are a total of 16 Academic Senate committees at the University level and 3 or approximately 20% of them have a nursing faculty member. The Director of the School of Nursing represents the College on the Academic Affairs Assessment Committee, which oversees all academic assessment activities within the University from the level of course assessment to program assessment, to assessment of departments, colleges, and the university as a whole system. It is also significant to note that a two nursing faculty members, as well as the School of Nursing department secretary, served on the Search Committee to recommend a new Dean of the CHP.

Table 1.2A
Participation of Nursing Faculty on Standing Committees
AY 2012-2013

College of Health Profession's Committees	Names of Nursing Faculty or Administrative Members
Curriculum Committee	Rhonda Bishop Lisa Singleterry
Faculty Affairs Committee	Sharon Colley Michelle Teschendorf
Health & Safety Committee	Susan Owens Denise Hoisington
Diversity Committee	Michelle Teschendorf
CHP Leadership Council	Susan Owens, MSN Coordinator Sharon Colley, BSN Coordinator Michelle Teschendorf, RN to BSN Coordinator Julie Coon, Administrative Representative
CHP Quality Online Pilot Project	Susan Owens Michelle Teschendorf Rhonda Bishop Lisa Singleterry Julie Coon – Administrative Representative
Academic Senate (University) Committees	Names of Nursing Faculty or Administrator Members
Professional Development Committee	Susan Owens
University Graduate Professional Council	Susan Owens
Institutional Review Board for Human Subjects Research	Sharon Colley
Other University Committees / Task Forces	Names of Nursing Faculty or Administrative Members
Academic Affairs Assessment Committee	Julie Coon – CHP Administrative Representative
Academic Scholar Award Committee	Susan Owens
Career Week Committee	Susan Owens
Community Health Fair	Denise Hoisington

In recent history, nursing faculty and the director have also served as elected members of the Academic Senate, and on a variety of strategic planning and search committees for the University community. Within the College, Nursing faculty members represent the programs on every standing committee and task force that is formed.

Student representatives from the BSN pre-licensure program as well as the RN to BSN program attend bi-annual BSN advisory board meetings. At these meetings, students' input is sought and considered related to program changes or improvements. Students are also active in student governance through the Ferris State Nurses' Association, which provides them the opportunity to make recommendations and inquiries. Finally, BSN pre-licensure, campus-based student representatives are invited to attend BSN program meetings on a monthly basis. The first part of these meetings is reserved for student input or queries on programmatic or student issues. This level of participation is not feasible for RN to BSN completion students who are predominantly online students who reside at a distance from the main campus.

Criterion 1.3 Communities of interest have input into program processes and decision making.

There are a number of communities of interest that have input into the School of Nursing BSN program processes and decision making and these are identified in Table 1.3A. The BSN program has a program-specific advisory board that consists of graduates from the BSN pre-licensure and RN to BSN post-licensure programs, as well as members from organizations and agencies that provide practice environments for our nursing students, or currently employ or may employ our graduates upon graduation. The purpose of this advisory committee is to provide input into our program processes and assist us in decision-making related to program and curriculum changes. This advisory board, chaired by the BSN Program Coordinator, meets on a bi-annual basis, in the fall and spring semesters. The members of the undergraduate advisory board are listed on the SON website at this link:

<http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/Advisory-Board.htm>

In 2008 and 2012, the BSN program was assessed by an advisory board member survey that focused on the quality of the BSN program (quality & relevance of program, quality of faculty members, resources and administrative support in the School of Nursing, future program needs, quality and employment prospects for graduates, and communication to board members). In addition, three qualitative areas were provided to identify areas needing improvement, provide suggestions for the future preparation of graduates, and allow an opportunity to elaborate on any areas or make additional comments. The surveys completed both in 2008 and 2012 indicated that the Advisory Board strongly agreed that the BSN pre-licensure curriculum, faculty, and administration provided quality and relevant education for students. In 2012, they unanimously perceived that the FSU BSN nursing program was viewed positively within the State of Michigan, and that graduates were prepared to be life-long learners. All Advisory Board members who participated in the survey strongly agreed that the Board was consulted regarding any proposed program changes. For example, the Board was very involved in discussions at the time of the program transition from an Associate degree to a Baccalaureate degree nursing program. They provided thoughtful input that reflected not only their opinions, but allowed the School of Nursing to survey their own nursing staff for insights and recommendations for the new curriculum.

Board members also noted the strengths of the program as being the scholarly expertise of faculty, the hands on approach to learning, the amount of clinical experience, the program director for the School of Nursing, and committed faculty. The Advisory Board surveys are available onsite for review.

**Table 1.3A
Communities of Interest and Their Input to the School of Nursing**

Community of Interest	Involvement/Input in FSU School of Nursing
Clinical Agencies and Partners	Clinical agencies offer both formal and informal feedback on students, processes, or other concerns on a regular basis.
General Education Faculty within the University	Faculty within the University collaborates with School of Nursing faculty to provide needed courses and adapt same to meet the needs of students.
Michigan State Board of Nursing	The School of Nursing must prepare an annual status report for the SBON for the purpose of informing the Board of the pre-licensure program's ongoing benchmarks related to NCLEX-RN, Enrollment, Retention and Graduation Rates. Any significant program changes must be approved by the Board of Nursing for the pre-licensure program. Through these vehicles the SBON informs on processes and decisions made by the School of Nursing.
Undergraduate Nursing Advisory Board Members	Advisory board members meet on a bi-annual basis and have a very active participation in these meetings.
Community Colleges	Community Colleges are represented on the undergraduate advisory board to inform the articulations between community college AAS nursing programs and the RN to BSN completion program.

Criterion 1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.

The BSN program contracts with a variety of health care institutions within the regional area. The health care facilities the School of Nursing has contracted with to provide clinical experiences for our nursing students can be accessed publicly at the following link: <http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/BSN/Internship-Sites.htm> These partnerships include a variety of acute care and community based clinical settings which have been selected for not only their access and proximity to the campus, but also for their reputations as clinical settings of excellence. The affiliations agreements for each clinical placement setting are current and copies will be available on site for review. The current nursing shortage has resulted in a great deal of collaboration with other nursing programs to address mutual goals. For instance, the School of Nursing clinical coordinator participates in three different regional clinical placement consortia dedicated to maximizing clinical experiential learning for all pre-licensure students in the programs offered in those areas. These consortia further underscore the need for clinical partnerships and collaborations across the region.

In addition to the clinical affiliates utilized by the pre-licensure BSN program, there are a number of other professional partnerships that are directly related to the School of Nursing in a variety of venues. These partnerships have been purposefully cultivated to enhance the educational experience of undergraduate students. These professional partners are listed in Table 1.4A

Table 1.4A
Professional Partnerships

<u>Professional Partner</u>	<u>Relationship to the FSU SON</u>
<p><u>West Michigan Nursing Advisory Council</u> <u>This organization is comprised of nursing leaders from area education and practice settings in West Michigan.</u></p> <p><u>Affiliated with the Alliance for Health</u> http://afh.org/</p>	<p><u>WMNAC meets quarterly to provide a venue for collaborations between education and practice. FSU is one of 8-10 educational institutions that participate in this forum. The Director of the School of Nursing has previously served as the chair of this organization.</u></p>
<p><u>Michigan Association of Colleges of Nursing – Regional affiliate of AACN</u> (no website)</p>	<p><u>MACN is comprised of administrators from all BSN and higher degree nursing programs in the state, who work collectively to address state issues that impact these nursing programs. MACN has representation on all State Nursing Organizational boards and task forces. The Director of the School of Nursing has previously served as the President of this organization.</u></p>
<p><u>Michigan League for Nursing – Regional affiliate of the NLN</u> http://www.michleaguenursing.org/</p>	<p><u>MLN promotes nursing education opportunities within the State, as well as awarding of scholarships for nursing students. FSU is a long standing member of MLN.</u></p>
<p><u>Michigan Center for Nursing - is an affiliate of the Michigan Health Council</u> http://www.michigancenterfornursing.org/ http://www.mhc.org/</p>	<p><u>The MCN provides oversight in the collection and dissemination of workforce data, nursing careers, state nursing organizations and current nursing initiatives, including the recent IOM Future of Nursing recommendations.</u></p>
<p><u>Michigan Department of Community Health - houses the office of the Chief Nurse Executive.</u> http://www.michigan.gov/mdch http://www.michigan.gov/mdch/0,4612,7-132-3150_40178---,00.html</p>	<p><u>MDCH is one of 18 departments of state government. The department, the largest in state government, is responsible for health policy and management of the state's publicly-funded health service systems.</u></p> <p><u>The Chief Nurse Executive serves Michigan citizens by providing professional nursing leadership, expertise and coordination in nursing workforce and health policy development. The Director of the School of Nursing has served on multiple task forces and work groups formed in collaboration with the CNE.</u></p>
<p><u>Michigan Nursing Education Council - affiliate of the Department of Community Health.</u></p>	<p><u>The MNEC was formed in 2010 following a recommendation of the Task Force on Nursing Education to serve as an advisory board to the Office of the Chief Nurse to ensure that recommendations developed by the MDCH Task Force on Nursing Education are implemented.</u></p> <p><u>The Director of the School of Nursing served as one of the original representatives from MACN when this board was formed.</u></p>

For nearly eight years, pre-licensure BSN nursing students and faculty have been a part of an interdisciplinary collaboration with the College of Pharmacy and the Michigan College of Optometry in the delivery of care to patients who utilize the FSU Optometry Clinic. Originally, the clinic was developed to assess and teach optometric patients with diabetes about their disease, their treatment, and health promotion activities. Several years ago the clinic was renamed the Wellness Clinic as the students have broadened their focus to include not only diabetes, but also hyperlipidemia and hypertension. Faculty members serve as mentors to the students, assisting them with direct care and documentation. In 2004, this project received a national award from the U.S. Secretary of Health and Human Services as an interdisciplinary innovation in health promotion and disease prevention.

In 2010, The College of Pharmacy (COP) and the School of Nursing collaborated to develop a simulated clinical experience for first year pharmacy students. The COP and SON worked together to create high-fidelity simulations intended to educate pharmacy students on skills required for client assessment. The program continues and simulation equipment and staff are shared with the COP to help meet their educational goals.

Finally, it is noted that the FSU School of Nursing also has articulation agreements with multiple community colleges that support transference of credits between institutions and supports the RN to BSN completion track. Hospitals certified through the Magnet Recognition Program receive benefit from our ability to provide working nurses a flexible completion program that allows them to continue their education while retaining their positions. These partnerships also support the growing demand for BSN prepared graduates.

Criterion 1.5 The nursing education unit is administered by a doctorally prepared nurse.

The administrator for the nursing unit, Dr. Julie Coon, holds a Bachelor of Science Degree in Nursing from Grand Valley State University, a Master's degree in Nursing from Wayne State University, and a Doctorate in Educational Leadership from Western Michigan University. Dr. Coon is a licensed registered nurse in the State of Michigan and has been the Ferris State University School of Nursing Academic Department Head/Director since 2001.

Criterion 1.6 The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

Dr. Coon has twenty-eight years of experience in undergraduate and nine years of experience in graduate education at Ferris State University. Her initial appointment was in September 1984 as a faculty member where she taught courses in the RN to BSN completion program and advised students during their academic experience in the program. She assumed a leadership role in the NLNAC accreditation process, which resulted in continued program accreditation in 1997. In 1998, she assumed the role of Coordinator for both the RN to BSN and the Associate Degree Nursing programs. In this role, she was responsible for curriculum oversight, the establishment of new outreach program sites, initiating new cohorts and program evaluation.

In 2001, Dr. Coon was appointed as the academic Department Head for the Department of Nursing and Dental Hygiene. In 2005, the College of Health Professions was reorganized and the School of Nursing was established, with Dr. Coon's title changed to Director. As the administrator for the nursing programs at Ferris, Dr. Coon has provided leadership in the advancement of all levels of nursing programming within University.

Upon her appointment as Department Head in 2001, Dr. Coon initiated the groundwork for the establishment of a graduate program in nursing. She served as a member of the graduate program's task force at the university level during the 2001-02 academic year, led the faculty in the development of the curriculum proposal and secured a nursing education consultant to assist the faculty in the conceptualization of the program from a curricular and logistical perspective. In the fall of 2004, the Nursing program launched the new graduate program in nursing with three areas of specialty role leadership majors which include nursing education, nursing informatics and nursing administration. The MSN program represents the first and currently only graduate program within the College of Health Professions.

With the establishment of a graduate nursing program, Dr. Coon encouraged the faculty to engage in an evaluation of the current programming structure. In 2005, the faculty made the decision to establish a new Baccalaureate of Science in Nursing (BSN) pre-licensure program. As a result of this decision and the efforts of the School of Nursing faculty and staff, the pre-licensure program which has been an associate degree program since its inception in 1969 was discontinued with the graduation of the last cohort in May 2008. A new generic BSN program was implemented in the fall 2007 semester in an effort to address the need for more BSN prepared nurses in the State of Michigan through a traditional professional sequence as well as an accelerated second-degree track. In 2009, Dr. Coon also initiated an accelerated RN-to-MSN program where students can easily transition from the RN-to-BSN completion program to enter the MSN program. Upon completion of all program requirements, students earn both a Baccalaureate and Master of Science in Nursing degrees.

A brief resume and position description for the Director of the School of Nursing can be found in Appendices D and E respectively of this document and a full curriculum vita and transcripts will be available for review onsite. The Director is a full time academic Department Head administrative appointment with no required teaching responsibilities. The Director has full administrative authority for the programs within the School of Nursing. Specifically, the areas of authority include planning and allocating resources, supervising all personnel within the department, collaborating with other university personnel involved in programming, representing the programs and college in professional forums of significance to the discipline and overseeing strategic planning.

The structure of the Department Head or Director role within the CHP allows for full time allocation of workload to administer the department. Within the School of Nursing, there are currently two academic programs: the BS in Nursing and the MS in Nursing. Each of these has different degree tracks. The BSN program offers a pre-licensure traditional track, a pre-licensure second-degree, accelerated track, and an RN to BSN track. The MSN program offers an RN to MSN track, in addition to the traditional MSN track. To support the work of the Director for multiple programs, the structure of the CHP designates a program coordinator for each program.

The program coordinator is a faculty member who has voluntarily agreed to assume the role as part of his or her faculty workload. There is a coordinator for the BSN pre-licensure track, as well as a coordinator for the RN to BSN completion track. The role of program coordinator is not intended to be administrative in nature, but to facilitate selected program processes at the student level. See Appendix F for the description of the CHP program coordinator role. The Director of the School of Nursing also has a full-time secretary, who provides administrative support. With the support of the coordinators and department secretary, the Director has adequate time to fulfill the role's responsibilities as outlined.

Criterion 1.7 With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity among the units of the governing organization.

The role of the Director of the School of Nursing has responsibility for preparing and defending the budget for the programs. Faculty members and staff are asked for input into program needs in terms of equipment or technological updates, and the Director of the School of Nursing then advocates for the nursing educational programs to the Dean of the College of Health Professions.

The Director of the School of Nursing also encourages grant writing as a way of securing equipment or technology needs not funded through the budget. In 2011, the School of Nursing received a \$102,000 Simulation Technology grant from the Michigan Nursing Corporation and the Michigan Strategic Fund that supported and expanded the operation of a new simulation laboratory.

Both programs within the School of Nursing are provided the same opportunities to request and receive equipment or technology updates. The budget process is similar across all educational units within the College of Health Professions and at Ferris State University. Each College is allocated a budget for Supplies and Expenditures (S & E) centrally from Academic Affairs, based on determined operating expenses for that college. In the College of Health Professions, the general operating budget is approximately \$600,000 for the 2012 FY. The operating budget does not include salaries or benefits or supplemental faculty costs, which are allocated as separate entities. This operating budget is then allocated to the four major divisions within the college to include the Dean's office and each of the academic departments: School of Nursing (SON), Dental Hygiene and Medical Imaging (DHMI) and Clinical, Respiratory and Health Administration (CRHA). Within each of these departmental budgets, further allocations are made in the categories of administrative costs and program specific costs. Determination of program budget allocations is determined by many factors, but primarily in regard to areas such as equipment and technology needs. The more technical pre-licensure or credential programs tend to have higher operating costs due to their reliance on the costs of maintaining a learning laboratory. For instance the pre-licensure nursing program has a significantly higher operating cost than a fully online program such as the MSN or RN to BSN programs or even the Health Care Systems Administration program which is not equipment intensive.

The budget allocations are determined by the Administrative Council based on established costs for each respective program. These operating budgets are reviewed each year and adjusted as needed when added program costs are identified or anticipated. Faculty have the opportunity to provide input in regard to budget expenditures that fall into the category of supplemental funding such as incentive revenue from providing off campus programming or budgetary carry over from year to year. When these situations arise, faculty are invited to participate in discussions regarding extra purchases or expenditures with these additional funds. One example of recent budget allocations on a college level was the reinstatement of the Faculty Professional Development Grant fund to support faculty participation in activities which support the areas of teaching excellence, scholarship, and service. This grant had been discontinued a few years ago during budgetary cut backs. Faculty expressed interest in finding funding for this purpose last year and after some consideration, it was determined to re-establish this fund that would allow faculty to apply for financial support for professional endeavors.

Criterion 1.8: Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

The policies of the School of Nursing, as a unit within the College of Health Professions, are the same as the policies for other faculty at Ferris State University in regard to non-discrimination, faculty appointment/hiring, academic rank, grievance procedures, promotion, salary and benefits, tenure, rights and responsibilities, termination, and workload.

Personnel policies governing these areas are described in the *Agreement between the Board of Trustees of Ferris State University and the Ferris Faculty Association* (FFA), which is a branch of the Michigan Education Association (MEA) and the National Educational Association (NEA). This contract was negotiated and agreed upon in 2010, and will expire in 2013.

Using the guidelines provided by the FFA contract, each College is expected to develop policies for specific areas such as the faculty tenure process, faculty promotion and merit, and faculty workload determination. Policy determination at the College level allows for each college to tailor processes to address the unique attributes of the college, within the parameters that have been set forth by the faculty contract. As a department within the college, the nursing faculty members follow the same policies as all other faculty within the College of Health Professions. All policies are required to be congruent with the intention of the FFA contract, which represents University guidelines for policies that govern the working conditions for faculty.

As an example, the CHP policies and procedures for tenure and promotion follow the guidelines set forth in the FFA contract in terms of timelines, responsibilities, and general requirements of faculty applying for tenure, promotion, or merit. The most recent revision of the CHP tenure, promotion/merit policies occurred in 2009-10. Through a faculty led process, criteria were reviewed, revised and clarified to more clearly reflect the expectations that must be met in order for a faculty member to achieve promotion or merit. The criteria within the policies reflect the professional expectations of an educator in a nursing or allied health related discipline.

In addition, the process by which a faculty member must document evidence of meeting the criteria was revised to ensure ease in making application and consistency in evaluation. The revision of the promotion and merit policy does not reflect a change from the intention of the FFA contract, but instead reflects how it is applied in programs unique to the health care disciplines.

All tenured and tenure-track faculty and administrators are provided with a copy of the *Agreement between the Board of Trustees of Ferris State University and the Ferris Faculty Association* (FFA), which is a branch of the Michigan Education Association (MEA) and the National Educational Association (NEA). A copy of the current agreement will be available on site, along with copies of all CHP policies that outline faculty tenure, promotion, workload, and post tenure review.

The Academic Affairs division maintains academic policies that govern academic processes to include areas such as management, hiring, admissions, course credit, course grading and course management. These policies can be accessed from the Academic Affairs website:
<http://www.ferris.edu/htmls/administration/academicaffairs/policyLetters.html>

Finally, the School of Nursing maintains a Policy & Procedure Manual in an electronic format that is accessed by all SON faculty and staff on the Nursing share drive. An electronic copy of the Policy & Procedure manual will be available on site for review. Nursing policies include areas such as structure & governance of the SON, faculty policies, academic policies, clinical and experiential learning policies and student policies. While all of these policies are congruent with those of the University, they do include additional policy and procedural information that is unique to an undergraduate nursing program in terms of professional standards or clinical education guidelines and the faculty expectations related to such areas.

Criterion 1.9 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

Students who have program complaints or grievances receive due process and a link to this Academic Affairs policy is shared with students in the *Handbook for Undergraduate Nursing Students* and is available at <http://www.ferris.edu/htmls/colleges/alliedhe/Student-Complaint-Policy.pdf>. Students are also provided an explanation of the process at program orientation sessions and course syllabi contain information related to the complaint policy.

In recent years, the School of Nursing has become increasingly concerned with issues stemming from the rise in social networking, most notably with undergraduate nursing students. The necessity to ensure that students are compliant with the Health Insurance Portability & Accountability Act (HIPAA) guidelines and also practice according to the American Nurses' Association (ANA) Code of Ethics, resulted in the development of a School of Nursing policy that addressed these types of issues. Guided by the University's Code of Student Conduct available at <http://www.ferris.edu/htmls/administration/studentaffairs/studenthandbook/discipline/homepage.htm> the School of Nursing developed its own Code of Conduct for Nursing Students that addresses the potential concerns specific to the nursing profession. This Code of Conduct is

included within the Handbook for Undergraduate Nursing Students available at <http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/RN-to-BSN/Handbook-for-Undergrad-Nursing-Students-2012.pdf>. A guarantee of due process and procedural fairness is provided all students prior to determination of any disciplinary sanctions.

All student grievances in the College are tracked centrally and by department. There have been three complaints or grievances since the last accreditation site visit, outside of routine grade appeals which are handled at the faculty or department head level. Documentation of these incidents will be available on site for review.

Criterion 1.10 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing unit.

Ferris State University was granted approval from the Higher Learning Commission (HLC) in 2006 to deliver any of its existing programs online. The RN to BSN and MSN programs were included in this approval at that time. This information to include the University's current accreditation status can be accessed at the HLC website:

http://www.ncahlc.org/component/com_directory/Action,ShowBasic/Itemid,/instid,1321/

Pre-licensure BSN track: The School of Nursing at Ferris State University offers some courses in the pre-licensure track as blended delivery. Mixed/blended delivery courses at Ferris State University are defined as courses that are delivered online through FerrisConnect (Blackboard) but also require some class time face-to-face. The amount of face-to-face time required varies based on the class. Traditionally, the School of Nursing pre-licensure program courses have been delivered in a face-to-face format, with a few courses offered in a blended delivery. As of fall 2012, all theory courses in the pre-licensure BSN program will be offered as blended delivery with approximately 50% - 75% of each course delivered in a face-to-face format and the other 25% -50% delivered in an online format. The intent of this approach is to provide a more engaged and active learning environment in the face-to-face environment, while delivering supportive content in the online environment in a way that promotes optimal engagement and flexibility for students.

RN to BSN track: The RN to BSN completion track is designed to meet the needs of working nurses, and the FSU School of Nursing offer several options. Students can complete the program either in a part-time or full-time option. They also have the option of site-based blended delivery, or fully online format. The demand for site-based offerings with a blended delivery format has diminished in recent years, as more students are requesting online course offerings. As a result, only one site-based offering is currently available, and this is in a blended delivery with at least 50% of each course taught online, and with face-to-face classes meeting on one designated evening per week. The SON also offers a fully online option for students who are located in geographic regions that are a long distance from a site based program or who prefer the flexibility of an online program. The scheduling options and off-site locations for the RN to BSN program are available at: <http://www.ferris.edu/htmls/colleges/alliedhe/Nursing/RN-to-BSN/Schedule.pdf>

The online delivery method supports Ferris State University's and the School of Nursing's mission to prepare students for successful careers in current professional nursing practice through innovative programming by utilizing technology as a learning format. New technologies are being introduced into the health care arena where nurses practice, which are designed to improve hospital efficiency, patient safety, and the quality of care. Thus, nurses need to be comfortable with computers and discovering ways to optimally communicate, learn, and meet outcomes utilizing technology in a timely, flexible, and quality manner. Learning with technology improves the learning environment for our students by helping them to be able to flex their time, balancing needs related to their current practice (professional needs), family responsibilities (personal needs), and academia (continuing education needs). The online delivery method also supports the University's mission and vision to prepare students for lifelong learning in a stimulating, student-centered academic environment. Many continuing education programs are transitioning to online formats for practicing nurses due to the flexibility. It is now common practice in acute and long-term care settings to offer continuing education opportunities to practicing nurses via the agency or organization's intranet. The practicing nurse is then able to access these continuing education opportunities when it is convenient. This practice of virtual learning via computer will be a lifelong practice for current and future nurses. Additionally, the flexibility and responsiveness to student needs aligns with the student-centered philosophy that guides the University.

The University has invested a great deal of support for the growing enrollment in online courses by providing faculty development opportunities to improve the quality of instruction through programs such as the Quality Matters Program. Within the CHP, approximately eighteen faculty members have completed this training, including six of the nursing faculty. The School of Nursing leads the University in online enrollment and commitment to quality online instruction. In an effort to address this growing demand, SON faculty members have primary responsibility for the development and building of all online courses in the nursing programs. While they may teach many of these sections, adjunct faculty are also utilized to meet the enrollment demands in the RN to BSN and MSN programs. These nursing faculty members then serve as mentors for adjunct faculty teaching these courses. This approach has allowed the School of Nursing to provide more courses to a broader audience while also maintaining course quality and integrity within each program.

Standard 2: Faculty and Staff

STANDARD: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

Criterion 2.1 Faculty are credentialed with a minimum of a master's degree with a major in nursing and maintains expertise in their areas of responsibility.

As the Faculty profile on Table 2.1A on the following page illustrates, all of the current full-time tenured, tenure-track, or non-tenured Nursing Faculty within the School of Nursing hold a minimum of a Master's degree with a major in nursing, as do any adjunct faculty hired to teach didactic or laboratory courses in the BSN program. This is a minimum qualification for hire as a full or part-time faculty member at Ferris State University. Clinical Nurse Faculty (CNF) are either MSN prepared or are baccalaureate prepared nurses actively pursuing an MSN.

All faculty maintain their RN nursing license and also complete 25 continuing education units or more every two years to maintain expertise in the faculty nursing role. Faculty are encouraged to seek opportunities for additional professional development in their areas of teaching expertise as they maintain this requirement of licensure for the State of Michigan. Faculty members who are certified as Family Nurse Practitioners also hold part-time positions in nursing practice as a way of maintaining clinical skills and expertise. Table 2.1A provides information on all full-time faculty teaching in the pre-licensure BSN program; Table 2.1B provides information on all adjunct faculty teaching in the RN to BSN completion track, and Table 2.1C provides information on all clinical nurse faculty teaching in the pre-licensure BSN program.

Criterion 2.1.1 A minimum of 25% of the full-time faculty hold earned doctorates.

There are twelve full time dedicated faculty positions in the School of Nursing. Eight of these positions are tenure-track positions and four of them are non-tenure track twelve month positions. At the time of this writing there are two vacant positions due to a retirement (tenure track) and resignation (non-tenure track) that occurred at the very end of the 2011-12 academic year. At this time, four or 40% of the ten occupied tenured, tenure-track, or other full-time faculty members hold a doctorate degree, which meets this standard. These degrees include one PhD in nursing, two PhDs in Higher Education and an EdD in Educational Policy and Administration. In addition, the Director of the School of Nursing also holds faculty rank as a full professor and holds an EdD in Educational Leadership. Two tenure-track faculty are expected to complete their doctoral degrees in nursing within the next six months, with one defending her dissertation at the time of the submission of this self-study.

For the past eleven years, the willingness to complete a doctorate degree has been designated as a condition of hire for any tenure track faculty position within the School of Nursing. A doctorate degree is preferred, but given the rural setting of Ferris State University, the approach to support the attainment of doctoral studies has been a more effective method to increase the number of earned doctorates among the nursing faculty. Therefore, all tenure-track faculty are hired with the expectation that they will make continuous progress toward the doctorate to successfully stand for tenure. At the present time every tenured or tenure track faculty member

either holds an earned doctorate or is enrolled in and making progress in a doctoral program, with the exception of the most recently hired tenure track nursing faculty member who will begin in the 2012-13 academic year with the expectation that she will identify and gain entry to a doctoral program in order to be continued in the tenure track position.

Table 2.1A
Full-Time Faculty Profile Table

FULL TIME FACULTY										
Faculty Name	FT/PT	Date of Initial Appt	Rank	Bachelor Degree Credential	Institution Granting Degree	Graduate & Doctoral Degrees	Institutions Granting Degree	Areas of Clinical Expertise & Programs	Academic Teaching (T) and Other (O) Areas of Responsibility	
									T	O
M. Alkire	FT	2008	Faculty (Non TT)	BSN	Northern Michigan University	EdD-	University of Minnesota	Leadership RN to BSN	Project Mgt Med-Surg,	
R. Bishop	FT	2010	Assistant Professor	BSN	University of Detroit Mercy	In progress – EdD in Education –	Liberty University	Health Assessment, Leadership Pre-Licensure BSN & RN to BSN	Health Assessment Leadership	FSNA Advisor
B. Barnes	FT	2012	Assistant Professor	BSN	Excelsior College	MSN	University of Michigan	Medical Surgical Health Assessment Pre-Licensure BSN & RN to BSN	Med-Surg Prof. Conc.	
S. Colley	FT	2006	Assistant Professor	BSN	Ferris State University	PhD in Leadership in Higher Education	Western Michigan University	Mental Health Pre-Licensure BSN & RN to BSN	Mental Health, Ortho-Neuro, Capstone	BSN Pre-Licensure Track Coordinator
F. Dood	FT	2012	Faculty (Non TT)	BSN	Grand Valley State University	MSN	Michigan State University	Community Health, Med-Surg Pre-Licensure BSN	Community Nursing, Med-Surg	
D. Hoisington	FT	2007	Associate Professor	BSN	Ferris State University	PhD in Higher Adult Education and Learning	Michigan State University	Research, Informatics Pre-Licensure BSN & RN to BSN	Research	
S. Owens	FT	2009	Assistant Professor	BSN	Hope College	In Progress – PhD in Nursing	Indiana University	Pediatrics, Critical Care Pre-Licensure BSN & RN to BSN	Med-Surg, pediatrics	MSN Program Coordinator
L. Singleterry	FT	2006	Assistant Professor	BSN	Michigan State University	PhD in Nursing	Michigan State University	Ortho-Neuro, Med-Surg Pre-Licensure BSN & RN to BSN	Ortho-Neuro, Med-Surg, Patho	Simulation Coordinator
M. Smith	FT	2008	Faculty (Non TT)	BSN	Ferris State University	MSN	University of Phoenix	Fundamentals, Med-Surg Pre-Licensure BSN & RN to BSN	Fundamentals, Med-Surg, Pharm, Patho	
M. Teschendorf	FT	2007	Assistant Professor	BSN	Missouri Western State College	In Progress – PhD in Nursing	St. Louis University	OB, Women's/Men's Health Pre-Licensure BSN & RN to BSN	Med-Surg, OB	RN to BSN Track Coordinator

Table 2.1B
Part-Time On-Line Adjunct Faculty Profile Table

Faculty Name	Date of Initial Appt	Bachelor Degree Credential	Institution Granting Degree	Graduate & Doctoral Degrees	Institutions Granting Degree	Areas of Clinical Expertise & Programs (All are RN to BSN)
L. Ford	2010	BSN	Western Michigan University	PhD in Interdisciplinary Health Sciences	Western Michigan University	Research
B. Jamison	2008	BSN	Youngstown University	Ed.D MSN / MBA	Florida State University Florida University Nova University	Professional concepts Gerontology Leadership
A. Morton	2011	BSN	Indiana University	MSN FNP	Purdue University Valpariso	Capstone Course Spirituality Pathophysiology
P. Ursuy	2005	BSN	Ferris State University	MSN In Progress: PhD in Nursing Education	Saginaw Valley State University University of Northern Colorado	Health Promotion Disaster Nursing Leadership Nursing Transition
E. LaBiche	2010	BSN	William Carey College	MSN MBA/HCA	University of Phoenix South University	Leadership Gerontology Professional Concepts
K. Wiejaczka	2011	BSN	Oakland University	MSN	Ferris State University	Pathophysiology Professional Concepts
D. Lehmann	2008	BSN	Northern Michigan University	MSN	Waldon University	Nursing Transition Practicum/Capstone
S. Fogarty	2012	BSN	University of Detroit Mercy	MSN	Wayne State University	Community Nursing Health Promotion (recently retired FSU faculty)
M. Doerr	2005	BSN	Ferris State University	MSN	Drexel University	Community Nursing Leadership Capstone
R. Dean	2012	BSN	University of Detroit Mercy	MSN	Michigan State University	Professional Concepts Gerontology

**Table 2.1C
Part-Time Clinical Nurse Faculty Profile Table**

Faculty Name	Date of Initial Appt.	Bachelor Degree	Institution Granting Degree	Graduate Degree Status	Institution Granting Degree	Areas of Clinical Expertise	Clinical Area Teaching
H. Anderson	2012	BSN	Grand Valley State University			PACU OB Neonatal	OB at Spectrum Heath Butterworth
N. Betz	2011	BSN	Grand Valley State University	MSN program starting Fall 2012	Ferris State University	Clinical Psychiatric	Community Nursing
K. Block	2010	BSN	Grand Valley State University	MSN	Walden University	Clinical Psychiatric And OB	Pine Rest Christian Hospital
A. Brown	2012	BSN	University of Phoenix	MSN program starting Fall 2012	Ferris State University	Medical Surgical	Spectrum Health Butterworth, medical surgical and orthopedics
D. Eckelsdafer	2011	BSN	Graceland University	MSN	Graceland University	Psychiatric Orthopedics	Pine Rest Christian Hospital
E. Griffes	2011	BSN	Ferris State University	MSN program starting Fall 2012	Ferris State University	Medical Surgical Emergency	Mecosta County Medical Center
A. Hanna	2008	BSN	Ferris State University	MSN program starting Fall 2012	Ferris State University	Medical Surgical Critical care	Mecosta County Medical Center
J. Haverkamp	2011	BSN	Ferris State University	MSN program starting Fall 2012	Ferris State University	Medical Surgical Critical care	Spectrum Health United Memorial, medical surgical
L. Heyer	2012	BSN	University of Phoenix	MSN	University of Phoenix	Medical Surgical Critical care Leadership	Spectrum Health Blodgett, medical surgical and orthopedics
M. Hockin	2012	BSN	Northwestern Michigan College	MSN in progress	Grand Valley State University	Medical Surgical Critical care Leadership	Munson Medical Center

M. Hollem	2008	BSN	Grand Valley State University	MSN program starting Fall 2012	Ferris State University	Critical Care	Spectrum Health Butterworth
M. Laurino	2012	BSN	Nazareth College			Emergency Pediatric	Helen DeVos Children's Hospital
T. Lobbes	2011	BSN	Calvin College			Critical Care	Spectrum Health Butterworth
K. McElveen	2008	BSN	University of Michigan	MSN program starting Fall 2012	Ferris State University	Critical Care	Spectrum Health Butterworth
V. Mowat	2012	BSN	Indiana Wesleyan University			Critical Care Leadership	Mercy Hospital, Cadillac
D. Powell	2008	BSN	Grand Valley State University	MSN program starting Fall 2012	Ferris State University	Medical Surgical Critical Care Leadership	Spectrum Health Gerber
B. Rogers	2009	BSN	Ferris State University	MSN program starting Fall 2012	Ferris State University	Critical Care Leadership	Spectrum Health Butterworth
K. Seeley	2012	BSN	Spaulding University	MSN	University of Phoenix	Medical Surgical Critical Care Leadership	Spectrum Health Butterworth
A. Slagter	2011	BSN	Chamberlain University	MSN in progress	Chamberlain University	Critical Care	Spectrum Health Butterworth

2.1.2 Rationale is provided for utilization of faculty who do not meet the minimum credential.

As is the case with many nursing programs across the nation, Ferris State University has struggled with the acute shortage of academically qualified faculty. Compounding this issue, the FSU School of Nursing is demographically rural, creating an even more challenging environment for recruiting Master's prepared clinical faculty. One FSU School of Nursing faculty member is currently conducting research, which supports that FSU is located in a region of the state where the proportion of BSN and MSN prepared nurses is very low. Nurses possessing a BSN in Michigan are at approximately 40%, and in most of the counties where students are placed clinically, the rates are even lower. Table 2.1.2A reflects the percentages of nurses with BSN and MSN degrees in these counties. With the exception of the greater Grand Rapids area (Kent County) all other counts fall far below even the state average for BSNs and MSNs. Thus, despite continual efforts to recruit only Master's prepared Clinical Nurse Faculty (CNF)), this standard has been difficult to meet. Currently, the School of Nursing employs 20 adjunct CNF who teach in diverse clinical areas. Six of the 20 are MSN prepared, one is MS prepared, four are currently enrolled in an MSN program, and six have plans to begin MSN programs by fall 2012. Three are currently undecided as to pursuing the MSN degree. Out of necessity, BSN prepared CNF are sometimes used in specialty areas such as pediatrics, when the shortage of MSN prepared faculty in these areas create recruitment challenges.

The School of Nursing continuously and actively searches for additional MSN prepared clinical faculty to meet the standard. In addition, CNF are offered tuition free courses through the FSU MSN program as incentive to continue their education. While the Michigan State Board of Nursing stipulates "every member of the nursing faculty providing didactic instruction shall hold a master's degree, the majority of which shall hold a master's degree with a major in nursing. If the master's degree is not in nursing, the faculty member shall hold a baccalaureate degree in nursing science" (Nursing Education Program Requirements. R.338.0305 Rule 305, Legal and Professional Regulation of Nursing Practice in Michigan, 1999, Michigan Nurses Association). The goal of the School of Nursing is to have all faculty be MSN prepared in both didactic as well as clinical sections of each course to adequately meet the current needs of the baccalaureate nursing program and to ensure compliance with this NLNAC standard.

To summarize, the current faculty have diverse academic and experiential backgrounds to provide instruction in the baccalaureate nursing program. The academic preparation of nursing faculty is also consistent with the requirements of the State Board of Nursing, which is the legal authority for educational programs in Michigan.

Table 2.1.2A
Academic Preparation of Registered Nurses in Counties Where
FSU Students are Placed Clinically

County	% BSN	% MSN
Average for State of Michigan	40%	8%
Mecosta	23.4	9.6
Newaygo	28.8	10.6
Montcalm	26.6	4.2
Kent	47.5	6.0
Wexford	20	3.1
Grand Traverse	34.9	6.8

Criterion 2.2 Faculty (full- and part-time) credentials meet governing organization and state requirements.

The *Administrative Rules of the Michigan Board of Nursing* requires all registered nurse education programs to maintain compliance with the following: “The director of the nursing program shall hold a minimum of a master’s degree with a major in nursing. Every member of the nursing faculty providing didactic instruction shall hold a minimum of a master’s degree, the majority of which shall hold a master’s degree with a major in nursing. If the master’s degree is not in nursing, the faculty member shall hold a minimum of a baccalaureate degree in nursing science. Every member of the nursing faculty who provides instruction in the clinical laboratory or cooperating agencies shall hold a minimum of a baccalaureate degree in nursing science” (R.338.10305).

The FSU School of Nursing is in compliance with the Michigan State Board of Nursing as stated above. All didactic instruction in both the pre-licensure and RN to BSN program is provided by a minimum of an MSN prepared faculty. Faculty academic credentials are reviewed annually, and RN licenses are verified on a yearly basis.

Criterion 2.3 Credentials of practice laboratory personnel are commensurate with their level of responsibilities.

The School of Nursing employs both a laboratory coordinator and a clinical coordinator. The laboratory coordinator is pursuing her RN to MSN degree through the FSU School of Nursing, and will begin MSN courses fall 2012. Her position as laboratory coordinator is one of instructional support, as opposed to direct instruction. A nursing faculty member is assigned to each laboratory section and has oversight of the instruction and evaluation of students. With oversight from the laboratory faculty, the laboratory coordinator is involved in setting up the laboratory for skills check-offs and critical thinking scenarios, running the technology, assisting students with practicing skills, and preparing students for final check-offs. The level of instructional support provided by the laboratory coordinator is commensurate with her educational background and professional experience.

The clinical coordinator holds a BSN and is currently enrolled in the MSN program through the FSU School of Nursing. The clinical coordinator supports faculty by coordinating multiple clinical sites in accordance with multiple consortiums, mediates student assignment and attendance in clinical settings, manages and supports the clinical nurse faculty, ensures compliance of clinical requirements regarding both students and clinical faculty, completes site visits for every clinical site at least once per semester, initiates and maintains communication with stake holders within the clinical settings, assists with simulations to reinforce concepts within the curriculum, provides support to the clinical nurse faculty, works with lead faculty to assure objectives for simulation are met, and maintains and replaces inventory of simulation equipment. The credentials and position descriptions of the laboratory and clinical coordinators are available onsite for review.

Criterion 2.4 The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.

As of fall 2012, there are ten (10) full-time faculty plus two (2) vacant full-time positions, nine (9) part-time or adjunct online faculty, and 19 adjunct clinical nurse faculty in the School of Nursing. The part-time faculty are divided among the BSN program tracks. The 19 clinical adjunct faculty (CNF) are solely dedicated to the pre-licensure track, with only full time faculty delivering didactic instruction. The online faculty are dedicated to the RN to BSN completion track. The growth of the RN to BSN completion program, and the recent move to offering the pre-licensure program on a year round basis with three admission cycles yearly, has created a need for additional faculty to meet programming needs. The number of full time faculty has increased from eight full-time faculty and one part-time faculty in 2005 at the time of the last self-study, to twelve full-time and nine (9) adjunct faculty at the current time.

As noted previously, the complement of full-time faculty is comprised of two categories to include eight (8) who are 9 month tenure track faculty and four (4) who are classified as full-time “temporary” 12 month faculty. The four 12 month full-time faculty were added to the faculty complement in 2008 to address the rapid growth that was occurring in both undergraduate programs as a result of the conversion of the associate degree nursing program to baccalaureate in 2007 and the concurrent offering of the RN to BSN completion program online. These 12 month positions have supported this growth as well as the year around programming for all undergraduate program tracks by assuring that full-time faculty, who are invested in the program are available to provide continuity and help to maintain program integrity. The sustained enrollment of the nursing programs has served to support the continuation of these critical instructional positions.

Full-time faculty load is determined by credit hours, with twelve credit hours per semester or 24 credits per academic year constituting a full teaching load for nine-month faculty. Twelve-month faculty load would be 36 credits per academic year. For example, for a three credit didactic course, such as NURS 440, a faculty would receive three credits of load (25%) for instruction of one course section. A clinical, laboratory, or integration course is calculated as three (3) contact hours per credit, but full time faculty assigned to laboratory courses are still loaded by credit hours. Clinical courses are all taught by adjunct CNF and they are loaded and paid by contact hour.

Full-time faculty members are afforded the opportunity to request an overload teaching assignment prior to utilization of adjunct faculty to instruct additional course sections. Faculty may request a maximum of five additional credits as overload per semester.

The determination of faculty load in the nursing programs is consistent with load determination within the College of Health Professions. All workload policies are derived from the guidelines provided by the Ferris Faculty Association (FFA) Contract, section 7.2, which is available for review on site, and can be accessed at the following link:

<http://www.ferris.edu/HTMLS/administration/president/generalcounsel/documents/2010-2013FFAContract-2.pdf>. The FFA Contract allows faculty who have additional responsibilities outside of teaching, such as program coordination, to elect to be provided release time. It is important to note that the CHP workload policy was reviewed in spring 2011, in preparation for policy revisions in the 2012-2013 academic year to ensure equity and consistency among all programs in the College. As outlined in the working conditions section of the FFA contract (Section 7.1), professional responsibilities such as scholarship, service, practice and advising are expectations of the tenure track faculty role as appropriate within each faculty unit and are not calculated as part of the twelve credit hour faculty load. Faculty load represents teaching assignments and release time for other administrative duties as assigned and agreed upon by the individual faculty member.

The number and type of faculty are adequate to carry out the purposes and objectives of the nursing programs. There are currently twelve full-time faculty positions dedicated to teach the didactic, laboratory, and integration sections offered in the pre-licensure and/or completion BSN programs. Additionally, there are approximately 8-10 adjunct faculty who provide online instruction in the RN to BSN completion track in any given semester and approximately 20 CNF adjuncts that provide clinical instruction in the pre-licensure BSN track. With the support of these adjunct faculty, the full-time faculty number is sufficient to meet the teaching, advising, and program coordination needs of the programs, as well as representation on department, college, and university committees. Specific information related to the pre-licensure program and the RN to BSN completion program is provided below.

Pre-licensure BSN Track: The pre-licensure BSN track admits 32 students in the fall semester and 32 students in the spring semester. In addition, the accelerated second-degree, pre-licensure BSN track admits 24 students in the summer semester. Faculty and student ratios in the classroom and supervised clinical practice are sufficient to ensure adequate teaching, supervision, and evaluation of a program of this size. The School of Nursing also strives to ensure that faculty to student ratios ensure the most favorable learning environments and experiences. The current faculty to student ratio in didactic face-to-face or blended courses is 1:32. The ratio in laboratory settings is 1:8 for the fundamental skills lab, and 1:16 for the assessment lab. The ratio for clinical settings is generally 1:8, but occasionally may be 1:9 at the present time to accommodate students who re-enter the program following a progression or withdrawal issue.

Additional staff members also provide support in the areas of laboratory experiential learning and advising. A full time laboratory coordinator and a full time clinical coordinator support instruction in the technical skills, assessment, and simulation labs. In addition, two pre-nursing advisors in the Dean's office provides advising for the nearly 400 pre-nursing students who are in the process of qualifying for the professional sequence. This allows faculty to serve as advisors once the students enter the professional nursing sequence. This additional staffing support allows faculty to focus on teaching, scholarship, and service responsibilities that ultimately support the attainment of program outcomes.

RN to BSN Completion Track: The number of full-time faculty supports curricular continuity and consistency among on-line course offerings and at different geographic sites where the program is delivered. Fully online courses in the nursing program have a 1:20 ratio. NURS 495 is a four credit leadership clinical practicum course with a cap of 20-24 students. Based on the fact that students in the RN to BSN program are already licensed, the clinical practicum is indirectly supervised by the faculty assigned to the course. Faculty assignments have been determined by faculty to allow for adequate coordination and supervision experiences within the program. Full time faculty assume responsibility for courses in the RN to BSN track in terms of ongoing quality and consistency for delivery by adjunct online faculty in view of the number of sections typically offered for each course each semester. In addition, the RN to BSN coordinator also provides curricular oversight by having each adjunct faculty place her into their respective courses. This allows her to provide both support to the adjunct faculty as well as to assess the delivery of instructional content in accordance with program goals.

There are three support staff in the Dean's office available for the RN to BSN completion track as well as other off-campus programs. These staff consist of two off campus advisors and a clerical staff member who serves as the point person for all off campus student issues. These staff members provide excellent student service and support, allowing faculty to focus on teaching responsibilities that promote attainment of program outcomes. The pre-professional and off-campus advisors positions descriptions and resumes are available for review onsite.

Criterion 2.5 Faculty (full- and part-time) performance reflects scholarship and evidence-based practice.

The School of Nursing revised its vision, mission, and value statements in 2010 to align with those of the University. The value statement related to *Learning* states, "The School of Nursing values education that is learner-centered and incorporates current evidence-based practices in nursing and liberal arts education. The School of Nursing embraces the use of technology in the delivery of instruction to support the patient care environment. Finally, the ideal of lifelong learning is valued as an integral component of professionalism." This statement affirms the faculty support for scholarship and evidence-based practice that guides programmatic work. The School of Nursing value statement related to *Excellence* also helps delineate the significance placed on scholarship. It states, "The cultivation of both scholarship and service among faculty and students that supports the advancement of the profession is highly valued."

The recently revised CHP Policy for Promotion and Merit, which is also reflective of the FFA contract, defines *Scholarly Activity* as “a creative work that is peer reviewed and publicly disseminated. There are several basic forms of scholarship: discovery of new knowledge; development of new technologies, materials or uses; and integration of knowledge leading to new understanding.” The School of Nursing approach to scholarship is consistent with this definition. Faculty members actively participate in a number of scholarly activities on a continuing basis. Several faculty have completed or are currently engaged in research in areas of clinical nursing or issues related to nursing education. Four faculty have had research published or been accepted for publication in peer-reviewed nursing journals.

Of special interest to ongoing emphasis on quality improvement of the nursing programs was one qualitative study on the implementation of the learner-centered philosophy within the School of Nursing, which helped guide faculty direction in this area. A follow-up study is currently planned for the 2013-2014 calendar year that will explore graduating students’ experiences with the learner-centered teaching philosophy used in the School of Nursing. Another faculty completed a study that examined the culture for males in a school of nursing. Again, the work of this faculty member was shared with the School of Nursing, for consideration related to the growing number of male students entering the School of Nursing programs.

Faculty attend conferences throughout the year on a number of topics related to best practice in nursing education, as well as a host of areas related to the nursing practice role. These activities can also be viewed in more detail in faculty curriculum vitas available onsite for review. Faculty share information gleaned from these conferences during program meetings (see BSN program meeting minutes), and also have set up a FerrisConnect Blackboard course specifically for faculty to interact and share information. Two topic areas are the learner-centered teaching philosophy and the QSEN competencies integration that faculty began in fall 2011. While participation in the on-line course has not been significant to date, it is available to faculty and its use continues to grow. Additionally, for the past several years the College of Health Professions (CHP) has held a Best Practices Day in April. Programs throughout the College disseminate research, conference information, or evidence-based practice approaches with colleagues during sessions on a variety of teaching and learning topics. Topics include on-line learning, technologies, diversity, and others as need is determined. Agendas for Best Practices Days are available on-site.

The Faculty Center for Teaching and Learning (FCTL) offer a variety of professional development opportunities throughout the year, and the School of Nursing faculty frequently attend these offerings as noted within their CVs. Additionally, faculty read and share evidence-based literature on best practices and strive to implement these into their practice, both in terms of sharing current findings related to clinical practice with students, and also to inform teaching and curriculum changes. For example, in spring 2012 faculty actively engaged in discussion during BSN program meetings related to updating mathematics for medication tests. Faculty consulted with the Undergraduate Nursing Advisory Board, reviewed current research related to same, and then discussed as a group prior to reaching consensus on how best to adapt the approach to testing.

Five full-time faculty are members of Sigma Theta Tau International, Kappa Epsilon Chapter-at-Large and attend or participate in biannual research events. Students are encouraged to attend these events as part of their research or leadership classes. Two faculty members serve on the Chapter board of STTI as the Vice President and Faculty Liaison for Ferris State University SON. Another faculty member is the current President of the Kappa Epsilon Chapter-at-Large. Many faculty are also members of specialty organizations or serve on boards of professional organizations. Faculty Curriculum Vitas depict participation in these organizations.

Two faculty are certified by the NLN as nurse educators. Others hold specialty certifications in their areas of expertise. These can also be noted in faculty CVs, and speak to the School of Nursing's commitment to scholarship and evidence-based practice. Curriculum Vitas for all faculty members will be available on site for review, along with the CHP Policy for Promotion and Merit to provide more detail related to these scholarly activities.

Criterion 2.6 The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.

The nursing program does not utilize non-nurse faculty in the professional sequence courses; only in the delivery of general education or other support coursework as designated by the program. All non-nurse faculty are hired by other departments or colleges and must meet the credentials established by those respective disciplines. However, it can be noted that faculty who teach the required preparatory arts and science courses are PhD prepared faculty in those areas.

The support of non-nurse faculty and staff are sufficient to achieve the program's goals and outcomes. The School of Nursing has a secretary who provides administrative support within the established departmental policies and procedures. Reporting to the Director of the School of Nursing, she provides routine correspondence to students within all programs; refers or answers inquiries from students, faculty, staff, and the general public; assists students with registration, as well as coordinates specific department functions. A minimum of two years of college and two years of secretarial work are required for this position. A position description for the department secretary is available on site.

As noted previously, the RN to BSN completion track additionally has the support of an off-campus clerical support person located in the College Student Academic Affairs office on campus, who is the initial contact person for students who wish to enroll in the RN to BSN program. This staff member has numerous years of experience in supporting off-campus students from regional offices throughout the state. Two full-time, off-campus advisors also provide critical support by addressing student issues. These advisors have significantly raised student satisfaction levels in the RN to BSN completion track (see RN to BSN Graduate Exit Surveys available onsite). When potential students access the RN to BSN track from the School of Nursing website at <http://www.ferris.edu/htmls/colleges/alliedhe/Nursing/RN-to-BSN/home-rn-to-bsn.htm>, they are provided with information on program requirements, as well as the off-campus support person's contact information. This early and easy access to this key person connects interested nurses to someone who will be able to answer their questions and assist them in the application process.

The College also has two dedicated pre-nursing advisors in the Dean's office, who advise all pre-professional students in the College up to their admission to the professional sequence (see position descriptions onsite). The pre-nursing population is the largest group advised by these individuals within the College.

Criterion 2.7 Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.

Full-Time Faculty: The New Faculty Transition Program is supported by the University's Office of the Vice President for Academic Affairs, College Deans, Department Heads and Chairs, and Program Directors, and is strongly recommended for all new faculty hired to the University. This strong recommendation for participation is based on a belief that all professionals new to an academic community in general and a teaching institution in particular can greatly benefit from engaging in an exploration of teaching and learning in a caring and supportive environment. The New Faculty Transition Program engages new faculty members in meetings twice each month throughout the fall and spring semesters for the first academic teaching year. The topics covered in many of the sessions are focused on the most important aspect of Ferris State University's mission – namely, student learning. Each session is divided into three parts:
Part I: Social time,
Part II: An informal discussion of transition or teaching issues, and
Part III: A presentation followed by discussion of a teaching and learning topic.

It is also the practice of the School of Nursing to assign a mentor to new nursing faculty when hired, to help them acclimate to the School of Nursing. These new faculty are provided adequate time to acclimate to the University and become oriented to the curriculum in the undergraduate nursing programs. This transition period allows for peer mentoring in regard to faculty expectations for undergraduate teaching, scholarship, and service. In addition, the new faculty member begins to discern where their unique credentials can best be utilized in the BSN program, allowing for a more successful transition to instruction in subsequent academic years. Additionally, all faculty teaching in the undergraduate BSN program are encouraged and supported with funding to attend professional development activities. Documentation of these professional development activities can be noted in the faculty curriculum vitas.

Clinical Nurse Faculty: Clinical nurse faculty are mentored in their roles by the Clinical Coordinator as well as the full-time FSU nursing faculty, to assure consistency and quality of clinical instruction. Prior to the start of each semester, four hour orientation sessions are held with all clinical nursing faculty. These sessions provide program updates, evaluation expectations, review of associated theory course, and also provides CNFs a question and answer time. Finally, the FSU School of Nursing holds basic and advanced clinical education workshops yearly or on an as needed basis, to CNFs throughout the region. FSU School of Nursing CNFs are required and paid to attend these workshops provided at no cost to them. Currently, faculty are beginning work on revisions to the workshop to improve the quality and to update the content areas. The Clinical Coordinator and the BSN pre-licensure coordinator recently collaborated to create a more intentional plan to provide improved support for the CNF, as well as opportunity for the CNF to provide input into clinical course outcomes and methods of objectively assessing achievement of same.

On-Line Adjunct Faculty: The RN to BSN program has experienced exponential growth in the last several years, resulting in a need for increased numbers of qualified faculty to meet this growing student demand. Adjunct faculty have been instrumental to program growth. Adjunct faculty hired to teach in the RN to BSN completion program are mentored by a full-time faculty member who is most familiar with the same course or courses assigned to the adjunct faculty. Recognizing a need for improved mentoring of adjunct and in particular online instructors, beginning in the 2011-2012 academic year, a faculty liaison was designated to provide orientation sessions and ongoing guidance to adjunct faculty in the RN to BSN program. This individual has assumed the role of Program Coordinator for the RN to BSN program effective for the 2012-13 AY and in this role, one of her primary responsibilities will continue to be the liaison for online adjunct faculty as a way to assure support for consistency and quality of instructional delivery. Adjunct faculty are informed of programmatic or procedural changes through this venue. Additionally, an electronic *Online Instructor Manual* was developed and is available to adjunct faculty as a quick reference guide. This manual is provided electronically to all adjunct faculty upon hire and is also available on the shared drive for the College.

Criterion 2.8 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.

The evaluation of faculty performance is reflected in several defined processes within the University. These processes are outlined in the Faculty Contract to include Section 3 (Tenure) which outlines the tenure process, in Section 7 (Working Conditions), which outlines performance review, and in Section 15 (Promotion and Merit Increases), which outlines how faculty can undergo a focused peer review to be considered for a promotion in academic rank or a merit increase for outstanding performance. A copy of the current Ferris State University Agreement between FSU, FFA, and MEA-NEA is available onsite for review. Non-tenured faculty members appointed to a tenure-track position are subject to an annual review process by their departmental tenure review committee until the time they are granted tenure. Tenured faculty members are evaluated according to a cycle that is defined by the University's policy on Post-Tenure Review. The Director of Nursing reviews non-tenure track faculty members during the time of their employment with the University. The tenure, post-tenure review, promotion, and merit policies all address the areas of teaching, scholarship, and service. Faculty must prepare an extensive portfolio to reflect their accomplishments in the areas of teaching excellence, scholarship, and service to the university and/or other defined communities. Faculty practice may be reflected within either the areas of service or scholarship. Copies of the CHP Tenure, Promotion, and Merit policies and procedures are available for review on site. The University policy and procedure for Post Tenure Review is available for review on site, or it can be accessed at the following website:

<http://www.ferris.edu/htmls/administration/acameicaffairs/PTR.html>

Teaching excellence is the area of greatest emphasis for the faculty role at Ferris State University. As a result, all faculty members are required to participate in an evaluation process each semester, which is known as the Individual Development and Educational Assessment (IDEA) Student Ratings of Instruction. This process factors out extraneous circumstances, while focusing on student learning specific objectives. The IDEA tailors each report to fit the instructor's selected learning objectives and offers recommendations for improvement based on a

national database. In essence, IDEA builds in objectivity while accommodating the creativity and artistry necessary to facilitate student learning. The IDEA is electronically provided to students through their Ferris email and the results are not shared with faculty until after the semester is completed. The results are returned to the faculty member's department head, who reviews the evaluation data for each course taught by faculty within the department prior to sharing the results with the individual faculty members. Non-tenured faculty members are required to conduct the IDEA for all courses they teach, while tenured faculty may select two courses to be evaluated each fall and spring semester. The IDEA data are required to be submitted by faculty when preparing their portfolios for consideration for tenure, promotion, or merit or the post tenure review process.

Faculty members applying for tenure or being evaluated as part of post-tenure review must demonstrate a certain level of performance in the areas of teaching, scholarship, and service to the university. Faculty who are applying for an increase in academic rank must demonstrate a level of performance that is dictated by the academic rank for which they are making application. Faculty who are applying for a merit increase must demonstrate a level of performance that is dictated by the academic rank they currently hold. In either case, the areas of performance are teaching, scholarship, and service for which the faculty member must demonstrate excellence or competence, depending on the designated academic rank. An on-site review of the guidelines for promotion or merit will illustrate how the faculty member is challenged to demonstrate teaching excellence for both promotion and merit and then to demonstrate excellence or competence in the areas of scholarship and service, depending on the academic rank identified in the process. The Faculty Profile in Tables 2.1A reflects the current academic rank of each nursing faculty member. At the present time within the School of Nursing there is one faculty member who holds the rank of associate professor, four who hold the rank of assistant professor, and four full-time non-tenure track faculty members who do not hold academic rank. In the past year, there were two faculty members who earned tenure and one faculty member who earned a merit increase, reflecting the faculty's commitment to excellence in the areas of teaching, scholarship, and service.

Criterion 2.9 Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.

According to University policy, the secretary of the School of Nursing, the clinical coordinator, and the laboratory coordinator, as members of the Clerical Technical union are evaluated by the Director of the School of Nursing on an annual basis to provide information on accomplishments as well as challenges related to the positions. The evaluation provides a special occasion for the staff and the supervisor to reach or renew their mutual understanding of the objectives of the department and the staff member's role where work standards can be clarified, training needs discussed, or the effects of changes in the work environment can be noted. All completed, signed performance appraisals are sent to the Human Resource Development Office for inclusion in the employee's personnel file.

The off-campus support person, the off-campus advisors, and the pre-nursing advisors are evaluated by the Director of Student Academic Affairs in the College of Healthy Professions on an annual basis. Additional information about CHP off-campus programming can be accessed at the following website: <http://www.ferris.edu/htmls/colleges/alliedhe/Off-Campus-Students.htm>
Performance evaluation forms for staff can be located at:
<http://www.ferris.edu/htmls/administration/adminandfinance/human/Forms/evalforms.htm>

Criterion 2.10 Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.

The Faculty Center for Teaching and Learning provides many resources to assist in the ongoing development and support in delivering online education. Staff and faculty in the Faculty Center for Teaching and Learning are available to support and assist faculty who teach fully online courses by consulting with faculty on an individual basis or in working groups to answer questions related to the design of a course or course plans and effective teaching and assessment methods. The Center has instructional technologists available to assist faculty in using technology tools for teaching in the online course environment. They partner with faculty to research new, innovative technological tools, as well as explore effective uses of current tools. Training courses and training tools for faculty are offered on a regular basis, such as the current various training options that are currently available in both a face to face and online format for faculty who are all expected to transition to the newly updated version of Blackboard Learn by fall 2012. A list of all current instructional technology learning activities that are available to both full and part-time faculty can be accessed at: <http://www.ferris.edu/fctl/>

The University recently facilitated a quality initiative that provides development and support in online teaching and learning, *Quality Matters*, where all faculty, both tenure-track and non-tenure track, are invited to participate. Several of the nursing faculty became a member of this learning community that focuses on a set of 8 general standards used to evaluate the design of online and blended courses. Unique to the Quality Matters Rubric is the concept of alignment. This occurs when critical course components - Learning Objectives, Assessment and Measurement, Instructional Materials, Learner Interaction and Engagement, and Course Technology - work together to ensure students achieve desired learning outcomes. This learning community is part of the University's goals to *become a demonstrable center of excellence in educational quality and student learning* (Strategic Goal 1). The learning community is one means to *support the emphasis on quality performance by faculty, staff, and administration that demonstrably improves student learning* (Strategic Initiative 4, Goal 1).

Standard 3: Students

STANDARD: Student policies, development, and services support the goals and outcomes of the nursing education unit.

Criterion 3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.

The School of Nursing maintains standards and policies that are consistent with University requirements and practiced in a consistent and non-discriminatory manner. Some policies for nursing students do differ from those of the university and are justified by the goals and outcomes of the undergraduate programs in the School of Nursing. Policies and procedures are readily accessible to the public in a variety of mediums within the department, off-campus outreach sites, student manuals, and online through Ferris State University's website. The information provided to the public is reviewed on an annual basis to promote consistency with current practices and used as the framework for student and academic activities within the department. Policies including statements on topics such as: non-discrimination practice, disability services, student requirements for admission, progression, retention, grading policies, dismissal, probation, grievance procedures, rights and responsibilities, and graduation requirements are accessible through multiple sources, such as handbooks, course syllabi, and program literature as well as electronically from multiple websites that can all be accessed through the Ferris State University Student Affairs webpage. FSU's Student Affairs' mission is to promote, support, and complement the academic mission of the institution by working collaboratively with students, faculty, and staff to create and extend student services and student learning opportunities outside the classroom. The Student Affairs web site is located at:

<http://www.ferris.edu/HTMLS/administration/studentaffairs/homepage.htm>

In addition, many of the policies which directly impact students are also linked under *Frequently Asked Questions* via the following web link:

<http://www.ferris.edu/HTMLS/administration/studentaffairs/faq/>

The Code of Student Community Standards contains the overall expectations for students enrolled at the University and can be accessed at the following site:

<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/>. This document provides information on disciplinary procedures, misconduct, administrative policies and housing regulations and standards from an institutional perspective. As an example of how School of Nursing policies might differ from those of the university, the SON recently developed a Code of Conduct for Student Nurses which although aligned with the FSU Code of Student Conduct, expands to include professional behavioral expectations of the professional nursing student as a future member of the discipline of nursing. The SON Code of Conduct can be accessed at this link: <http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/Nursing-Student-Code-of-Conduct.pdf>

The College of Health Professions also posts student policies on the college website which reflect all student academic policies of the university in a site that is more likely to be accessed by CHP students: <http://www.ferris.edu/HTMLS/colleges/alliedhe/Policies.htm>

Students admitted to the university select a program of study at the time of application. In the CHP, students typically are admitted as pre-professional students and must qualify for admission to the health program of their choice, including nursing. This admission policy and procedure is another example a college/program student policy that differs from the admission policy for the university in that the academic requirements typically exceed those for general admission to the university. Each program in the college establishes the admission criteria for entry into the professional sequence. All information regarding admission to clinical programs can be found at this site, which serves as a resource for students who are in the process of qualifying for a CHP clinical program: <http://www.ferris.edu/HTMLS/colleges/alliedhe/Admission-to-the-Clinical-Programs.htm>

Sources of printed information prepared specifically for undergraduate nursing students can be found in the *Handbook for Undergraduate Nursing Students*, which is revised and electronically posted each academic year by the School of Nursing. The current version of this handbook is always available on the BSN website. All nursing students are provided access to an electronic copy of this book during orientation sessions prior to entering the nursing sequence of classes, and are required to sign a statement acknowledging receipt of the handbook. This handbook remains the standard for students during the time of their enrollment in the nursing undergraduate program and can be located at:

<http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/RN-to-BSN/Handbook-for-Undergrad-Nursing-Students-2012.pdf>.

Some of the specific policies and procedures which relate to the academic life of the undergraduate nursing student at Ferris State University that can be found in this handbook are:

- Academic Advising
- Academic Transcripts
- *Admission Criteria: Baccalaureate (RN) Program and (RN to BSN) Program*
- *Confidentiality*
- Credit Hour Definition
- Curriculum Sequence
- Evaluation
- Grading Scale
- Grade of Incomplete
- Graduation
- Plagiarism
- *Progression – Baccalaureate Degree (RN) and (RN to BSN) Program*
- *Repeating Unsuccessful NURS courses*
- *Testing Policy (Pre-licensure)*
- *Transfer Credit – Nursing Courses*
- Withdrawal
- *Writing Style Requirement*
- *Clinical Agency Policies*
- *Clinical Experience and Student Placement BSN and RN to BSN*
- *Dress Code Pre-licensure BSN Program*
- *Equipment Requirements – Pre-licensure BSN Program*
- Injury

- *Pass/Fail Clinical Grading*
- *Post Exposure Statement*
- *Program Requirements to Enroll in Clinical Nursing Courses*
- *Immunizations*
- *Criminal Background Check Requirement*
- *Cardio Pulmonary Resuscitation (CPR)*
- *Service Learning*
- *School of Nursing Code of Conduct*

Policies from this list that would reflect a departure from university policies governing students would include those in *italics* above. Each of these policies specific to the undergraduate nursing programs can be supported by the unique aspects of nursing education in terms of the standard of clinical experiential learning, preparation for national licensure as a registered nurse and finally the accountability to the profession to prepare graduates who will exemplify the professional practice standards of the discipline.

In addition to the *Handbook for Undergraduate Nursing Students* located on the BSN website, information about the BSN tracks including the RN to BSN and accelerated, second-degree track is also located on the website to provide easy access for potential students. Information available via the pre-licensure BSN track webpage includes: Program Costs, Progression Time Line, Requirements for Clinical Courses, BSN Clinical Internship Sites, Qualification and Application Forms for the Traditional BSN track, Progression Policy, Frequently Asked Questions about the BSN program, and Required Courses (linked to the Ferris catalog where students can access course descriptions). The RN to BSN track webpage includes the following additional information: Nursing Elective Option – Study Abroad in Finland or New Zealand, NURS 495 Senior Capstone Leadership Practicum, Off-campus and On-line Student Support, Online Learning Guidelines, RN to MSN Accelerated Opportunity, and Schedule Options.

The *School of Nursing Policy and Procedure Manual*, which will be available onsite for review, is developed, approved, and updated annually by the Director and faculty prior to implementation of any new or revised policy or procedure. The manual provides the guidelines incorporated by the faculty as they engage in departmental and student interactions. The *Undergraduate Nursing Handbook* reflects consistency with these policies and procedures as established in this manual. Each faculty member has immediate access to the manual and updated revisions on the School of Nursing shared drive. The *School of Nursing Policy and Procedure Manual* is organized according to the following sections related to both faculty and student policies:

- Section 1: Structure and Governance of the School of Nursing
- Section 2: Faculty Policies and Procedures
- Section 3: Academic Program Policies and Procedures
- Section 4: Clinical and Experiential Learning Policies and Procedures
- Section 5: Student Policies and Procedures

The *Ferris Catalog* is available from Ferris State University's website in an electronic media format at: <http://www.ferris.edu/HTMLS/fsucatlgl/>. This catalog is intended to provide current and prospective students and families with written information regarding the different colleges, programs, degrees, courses, and student services offered at Ferris State University. Archived editions of the catalog are also available at this site.

Another source of student information is the individual nursing course syllabi, which are developed by course faculty and address required course materials, learner objectives, student requirements and expectations, assessment and evaluation criteria, course grading standards, and faculty contact information. The syllabi are required to contain reference to University statements and policies related to students' rights and responsibilities, Americans with Disabilities Act policies, plagiarism, judicial services, and non-discrimination compliance consistent with Ferris policy. The syllabi for nursing courses can be accessed from the School of Nursing website and will also be available onsite for review. The School of Nursing website is also maintained to provide the student with access to information related to the School of Nursing's framework; the mission, vision, and values of the School of Nursing; the current undergraduate and graduate advisory board members; course and program requirements; faculty and advisor contacts; and other relevant information, such as access to the application for graduation. The School of Nursing website is accessible at:
<http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/homepage.htm>

Criterion 3.2 Student services are commensurate with the needs of students pursuing or completing the baccalaureate program, including those receiving instruction using alternative methods of delivery.

The following specific areas of information that apply to all FSU students can be accessed via the Student Affairs webpage:

- Admissions: <http://www.ferris.edu/admissions/>
- Birkam Health Center: <http://www.ferris.edu/HTMLS/studentlife/HCenter/homepage.htm>
- Dean of Student Life Office:
<http://www.ferris.edu/HTMLS/administration/StudentAffairs/deanofstudents/deanofstudents.html>
- Career Services: <http://www.ferris.edu/careerservices/>
- Commencement Information: <http://www.ferris.edu/HTMLS/current/Commencement/>
- Enrollment Services:
<http://www.ferris.edu/HTMLS/administration/StudentAffairs/enrollmentserv/enrollmentservices.html?ID=4>
- Financial Aid: <http://www.ferris.edu/admissions/financialaid/>
- Institutional Research and Testing: <http://www.ferris.edu/admissions/testing/>
- Multicultural Student Services: <http://www.ferris.edu/HTMLS/studentlife/Minority/>
- Orientation: <http://www.ferris.edu/admissions/orientation/>
- Personal Counseling Center:
<http://www.ferris.edu/HTMLS/studentlife/PersonalCounseling/index.htm>
- Rankin Student Center:
<http://www.ferris.edu/HTMLS/administration/studentaffairs/RC/index.html>
- Records Office: <http://www.ferris.edu/admissions/registrar/index.html>
- Student Conduct:
<http://www.ferris.edu/HTMLS/administration/studentaffairs/judicial/homepage.htm>
- Student Leadership & Activities: <http://ferris.orgsync.com/>
- Student Employment:
<http://www.ferris.edu/admissions/financialaid/employment/index.html>
- University Recreation: <http://www.ferris.edu/HTMLS/studentlife/u-rec/>

For online students, Ferris provides access to the same resources as on-campus students. These student resources can be located via the online link on Ferris's homepage:

<http://www.ferris.edu/HTMLS/online/>. Under the Student Resources button, students can access Academic Policies and the Code of Conduct, Career Services, Disability Services, *MyFSU* and student email, graduation information, the library, textbook information, and access to the Writing Center.

MyFSU is an access platform for all University students, whether on campus or learning online. When students are admitted to the University, they are provided with a student computing ID and initial password (which they can later individualize) so they can access this protected intranet area. On the homepage, students can view University and personal announcements, information from the University President, current University events (e.g., Festival of the Arts), campus updates, classified ads, the campus telephone directory, campus contact information (business office, financial aid office, etc.), a sign-up area for emergency text alerts, as well as additional general information. Under the Academics and Services tab, students can access their online courses, register for courses, learn about financial aid, access the TIMME Center for Student Services (tuition information, paying e-bills online), learn about student employment, as well as other student supportive information. Under the Library tab, students can actively search Ferris's FLITE library services where they can easily access databases to retrieve articles, books, online encyclopedias, dictionaries, etc. Under the University Life tab, students can access information on public safety, arts & entertainment opportunities, obtain access to health and wellness centers, view information on university athletics, as well as other university-specific information. Under the Help tab, students have access to computer support and Microsoft product training.

The Writing Center is a free tutoring service provided by Ferris State University to all students, faculty, and staff. The directive of the Writing Center is to provide support and assistance with all aspects of the writing process, from preliminary brainstorming and outlining, to revising and polishing final drafts. The Writing Center Staff also offer assistance in writing business letters, completing applications, and creating resumes, as well as with spelling, grammar, and sentence structure. For off-campus students such as in the RN to BSN completion program, services are offered online through e-mail tutoring. This has allowed many undergraduate nursing students who take on-line courses, the ability to take advantage of these supportive services.

The Distance Education Library Services provides library support to students, faculty, and staff online. Library support for course work via internet-based classes is also available. There are many resources available to assist students in finding, retrieving, and evaluating information that can be accessed via FLITE's website at: <http://www.ferris.edu/library/>. The current College of Health Professions' Librarian is available to provide face-to-face orientation sessions for students in the pre-licensure BSN programs and generally does at least one session at the beginning of the program for each new cohort of students. She also provides on-line live sessions for RN to BSN completion students as needed. Additionally, she is available to students through email, phone, access in the FerrisConnect courses, and on-site. A curriculum vita for the health sciences librarian will be available onsite for review.

The Birkam Health Center is located on campus at 1019 Campus Drive where staff provide an ambulatory care clinic for students and their families. Information for parents and students is available on-line at: <http://www.ferris.edu/HTMLS/StudentLife/HCenter/>. Online adult students usually seek their own health care services in their respective geographic locations, and as a result do not find the need to avail themselves of this service.

Ferris State University Counseling Center's staff build on the foundation that personal counseling is a therapeutic and educational experience for students in their personal and academic growth. The Counseling Center also assists students who are experiencing more serious forms of stress and disruption to their normal functioning by utilizing a variety of therapeutic interventions. Prevention and educational aspects of a healthy lifestyle are emphasized throughout the counseling process as well as through programs targeted at significant topics for students. The counseling center is located on the 2nd Floor Health Center, 1019 Campus Drive, Big Rapids, MI 49307, 231-591-5968. Information is also available on-line at: <http://www.ferris.edu/htmls/studentlife/personalcounseling/>. Online students typically do not require this service through the University, as they have access to personal counseling services in their respective geographic locations, usually as a benefit of their employment as a registered nurse. In cases where students lack access to required counseling, the Counseling Center will facilitate finding a local resource for them.

The Disabilities Services Center is available to serve and advocate for students with disabilities, empowering them for self-reliance and independence while promoting equal access to educational opportunities and programs. Information, arrangements for reasonable accommodations and counseling are offered to eligible students. Professional development related to disabilities is offered to faculty and staff who might be challenged to address disability issues with students both on and off campus. Information is available on their website at: <http://www.ferris.edu/htmls/colleges/university/disabilities.htm>.

Criterion 3.3 Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, protects the privacy of student education records. It gives students the right to review their educational records, the right to request amendment to records they believe to be inaccurate, and the right to limit disclosure of those records.

In accordance with FERPA, university support staff members may have access to a student's educational records if they have a legitimate educational interest. This means they need the information to fulfill a specific professional duty. Ferris faculty guidelines for management of student records are available at:

<http://www.ferris.edu/htmls/academics/advising/Section1/ferpa.pdf>

Student academic and financial information is maintained on a password-protected database server. Student academic files are managed by the individual faculty advisor and kept in a secure office. Students may obtain a copy of their academic records through *MyFSU* or the academic records office by completing an official request form available from the website or the Center for Student Services located in the Timme building. Financial information may also be also obtained through the Ferris Business Office located on campus.

State and federal laws prohibit discrimination against individuals with disabilities, including students or applicants with disabilities. Ferris State University's Governmental Relations Office which houses the University's General Counsel and coordinates the University's compliance with these state and federal non-discrimination laws, including the federal Vocational Rehabilitation Act of 1973, the federal Americans with Disabilities Act, and the amended Michigan Handicappers Civil Rights Act. If an allegation regarding a violation or potential violation of these state or federal non-discrimination laws has occurred, is occurring, or will occur, faculty, staff and students are referred to the Affirmative Action Office within the Governmental Relations within the Office of the General Counsel, McKessy House, Ferris State University, 120 East Cedar Street, Big Rapids, Michigan 49307-2202, (231) 591-2152. Disability guidelines for faculty are available online at:

<http://www.ferris.edu/HTMLS/colleges/university/disability/faculty-staff/>

Criterion 3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.

Ferris State University complies with all requirements of the Higher Education Reauthorization Act Title IV. Information on Scholarships and Financial Aid can be located via the following link: <http://www.ferris.edu/admissions/financialaid/>. At this location, information is provided on federal loans (e.g., Federal Direct Loans, Federal Perkins Loans, Federal Parents Plus Loans, Federal Graduate Plus Loans, Health Professions Loans, & Nursing Loan), state loans (e.g., Michigan Competitive Scholarship, Tuition Incentive Program, and institutional aid programs (e.g., Athletic Grant, Kendall Art Day Competition, Kendall Scholarship of Merit, Ferris Grant and Scholarships, Native American Tuition Waiver, and Institutional Loans, as well as Alternative Loans that includes a Preferred Lender List. Information is provided on the cost of attendance, billing and payments, as well as budget examples and a net price calculator. Deadlines for priority consideration are provided for new, as well as continuing students. Information on scholarships can be accessed at:

<http://www.ferris.edu/HTMLS/admission/financialaid/scholarship/Scholarship.htm>

Additionally at the Financial Aid website, an overview of the Financial Aid Process provides information on how the aid is determined, the FAFSA application process, how to accept awards, as well as other information related to applying for Financial Aid. Information is also available on refund dates and veteran benefits. All forms are in pdf format and can be downloaded from the website. Frequently asked questions (FAQ's) about financial aid are also posted to review for additional information.

3.4.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

The Financial Aid website, an overview of the Financial Aid Process provides information on how the aid is determined, the FAFSA application process, how to accept awards, as well as other information related to applying for Financial Aid. Information is also available on refund dates and veteran benefits. All forms are in pdf format and can be downloaded from the website. Frequently asked questions (FAQs) about financial aid are also posted to review for additional information.

Students in the pre-licensure BSN program are also provided information on financial aid and loan repayment programs at the program orientation sessions held prior to beginning the nursing program. A representative from the financial aid department is available at these sessions to discuss borrowing and repayment information and respond to student questions and concerns. Additionally, students must complete direct loan entrance counseling prior to obtaining a loan. This link is available at:

<http://www.ferris.edu/HTMLS/admision/financialaid/Loans/DirectLoanCounseling.htm>

3.4.2 Students are informed of their ethical responsibilities regarding financial assistance.

There has been recent concern over the rising cost of higher education, and the average loan debt incurred by students. Ferris State University is responsive to these concerns by providing financial literacy information to students and their families via the website at:

<http://www.ferris.edu/HTMLS/admision/financialaid/FinancialLiteracy/index.htm> The

website states its purpose is to provide “students and parents with tools and information that can help them to minimize student loan debt and to borrow wisely when loans are the only option.” Links are provided to a variety of topics and resources including: Tips To Minimize Loan Debt, the National Student Loan Data System, Borrow Wisely, Loan Calculator, and CashCourse materials. In addition, orientation sessions to the pre-licensure BSN program include a session with a financial aid officer from the university.

Tuition rates for the current 2012-13 academic year can be accessed at the following site:

<http://www.ferris.edu/HTMLS/administration/businessoffice/tuition-rates.htm>, which includes undergraduate student tuition rates, per credit hour and per semester. An On-line Learning Fee is assessed at \$10 per credit hour to all online courses to support online instruction. It should also be noted that most BSN students are in-state students. However, even students who are from outside the state pay in-state tuition for online courses. Undergraduate tuition rates for semester and for the year are based on 15 credit hours per semester. It should also be noted that the yearly tuition rates do not include the summer semester. The School of Nursing is a three semester per year program, so rates would need to be adjusted for the undergraduate pre-licensure program. The accelerated pre-licensure BSN program is a one year program, so tuition rates would need to be doubled to correlate to the accelerated pace of the program.

Criterion 3.5 Integrity and consistency exist for all information intended to inform the public, including the program’s accreditation status and NLNAC contact information.

Information that governs the academic experience of students at Ferris State University and is intended to inform the public are reviewed for integrity and consistency at all levels, including the BSN program, the School of Nursing, the College of Health Professions, and the University.

The School of Nursing has developed and maintained policies and procedures that are specific to the students enrolled in the various nursing programs within the College of Health Professions. These policies address the unique aspects of both graduate and undergraduate nursing education programs. As such, these policies remain consistent with the intent of the University and the College of Health Professions. Nursing course syllabi will typically refer the student to the

policies as outlined on the University's website, but are also located in the *Handbook for Undergraduate Nursing Students*. Differences in the policies developed for the nursing programs in relation to University student policies are primarily directed to address areas that are not typically at issue in an academic program outside of the health professions. All policies, website pages, and handbooks are reviewed on an annual and as needed basis in an effort to maintain currency, integrity, and consistency of the information provided to students and the public.

Information on current accreditation through the NLN, as well information on contacting the NLNAC, can be accessed via the School of Nursing's website at <http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/Accreditation-Information.htm>. This information is also included on the Ferris Catalog webpage for each program. The pre-licensure BSN track webpage can be located at: <http://catalog.ferris.edu/programs/493/>, and the RN to BSN track webpage can be located at: <http://catalog.ferris.edu/programs/494/>.

Criterion 3.6 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

For all of the general policies and procedures that govern both undergraduate and graduate programs within the School of Nursing, the Director of the School of Nursing reviews policies and procedures each year, or as needed, in response to a new professional regulation, guideline, or program initiative. In addition, any faculty member can request a review of a particular policy or procedure when it is determined that a problem exists with an existing policy or procedure. If the Director or a faculty member reviews the policy or procedure and makes a recommendation to change the language or intent of the policy, it is presented to the nursing faculty for discussion and a vote. If the faculty approve the policy or procedure, the document is modified accordingly. In most cases, the implementation date is the beginning of the next academic year to maintain consistency with the intention of the use of the handbooks for graduate and/or undergraduate nursing students, which are updated at the same time for implementation in the following academic year. If the intent of the change is critical and deemed necessary to be implemented immediately, students currently enrolled are provided with an updated written policy or procedure as an amendment to the handbook they received upon program entry. However, if the revision in the policy would disadvantage a student currently enrolled in the program, it would only be implemented for future students and current students would continue to function within the guidelines of the edition of the handbook for nursing students that was provided to them upon entry into the program.

To remain consistent with the procedure outlined above, changes in policies or procedures that have an effect specifically on undergraduate nursing students are typically addressed initially by the Director of the School of Nursing and the Program Coordinators for the BSN program. Changes are then taken to the faculty of the whole for further discussion and approval as outlined above.

Consistent with the date of implementation, all changes are communicated via a change in the information on the websites, in written program literature, in student handbooks, and through the BSN Program Coordinators. Faculty and off campus staff who also serve as advisors to select

cohorts of students are also kept informed on changes so that they can inform students. Throughout the year, students are provided with necessary information for registration and program progression. The Program Coordinators are accessible via phone, email, fax, and a toll-free number. Student feedback and communication is supported and encouraged through engagement with course faculty and the program coordinators.

Criterion 3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

The School of Nursing provides students information related to technology requirements and support at program orientation sessions for new cohorts. Faculty teaching courses in the first semester of the nursing program provide information and support to students as needed, including a session with the health sciences librarian to help them navigate the online library databases, review of Blackboard courses during face to face sessions to help students navigate, and other information as students need. Prior to the fall 2012 update to the Blackboard 9.1 version, nursing students were provided a link in fully on-line, blended, or Blackboard supported courses, that allowed them access to an interactive tutorial that provided a comprehensive and detailed orientation to the online learning platform for the most commonly used tools and processes. Module topics included: *Logging in*, the *Course Homepage*, *Learning Modules*, *Online Discussion*, *Submitting Assignments*, *Assessments*, and the *My Blackboard* page. Each module included a video demonstration and simulation allowing the student to first view the demonstration and then practice them. Students were able to access this tutorial at any time throughout their education at FSU, and often prior to the semester start of any online course, so they could complete the interactive tutorial and become familiar with the structure of this learning platform before they were expected to complete any assignments. The new Blackboard platform will be fully operational in fall 2012, and students are provided support for acclimating to the changes in the system, through both online and face-to-face sessions. The availability of student support can be accessed online at:

http://www.ferris.edu/htmls/mytechsupport/ferrisconnect/student_support/index.htm ,

Additional tutorials are offered through the Ferris Library for Information, Technology and Education (FLITE) that assist students with accessing online library resources and a multitude of other topics. This site can be accessed at <http://www.ferris.edu/library/Instruction/tutorial.html>.

Technological support is provided through *My Tech Support* accessed via the University's homepage. A link is also provided in each online course so students are provided easy access without having to return to the University's homepage. Services for students include technology support 24 hours a day through a toll-free number (or via email for less time-sensitive problems). Remote assistance is provided to Mac and PC computers connected to a high speed Internet connection where they are able to show students how to complete a task on their own computer, get settings adjusted to get their computer working correctly, or even help students install software without them needing to bring their computer to campus. Other services include help via online chat, password assistance, and assistance with PC hardware and software. This site can be accessed at <http://www.ferris.edu/techsupport/>

Criterion 3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

Upon admission to the BSN program, all students are provided with specific technology requirements and policies specific to any online course delivery that occurs in either the pre-licensure BSN tracks or the RN to BSN completion track. Links to this information are provided to students at orientation sessions.

It is explained to incoming students that internet speeds affect the amount of information and the rate the information can be accessed over the Internet. Therefore, a personal computer with fast internet speed, such as DSL or cable connection is recommended. If the incoming student only has access via a dial-up connection, it is noted that uploading and downloading information from the course sites will take substantially longer than over a broadband connection and is not recommended.

It is noted to incoming students that Ferris State University's Standards Committee requires minimum requirements for desktop and laptop computers. Additionally, students are provided with software requirements (e.g., Microsoft Word 2007, Adobe Acrobat Reader (5.0 or higher)). This information is updated on a regular basis as each incoming fall or spring student cohort is admitted. The current information can be located on the *My Tech Support* website, accessed at <http://www.ferris.edu/HTMLS/mytechsupport/servicecat/pchardwareandsoftware/index.htm>.

Information on recommended browsers, such as Mozilla Firefox and Internet Explorer are provided. Incoming students can check their browser's compatibility in FerrisConnect as well as tune-up their browser and access plug-ins for media players, adobe readers, and JAVA software by going to <http://kb.blackboard.com/pages/viewpage.action?pageId=45581177>.

Policies related to Online Learning Guidelines specific to the School of Nursing can be located at <http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/Online-Learning-Guidelines.htm>. These guidelines reflect a student-centered approach to teaching and learning, meaning students must be self-directed and self-motivated to complete their course work. It is suggested that students establish a routine and maintain it throughout the semester. It is also noted that classes officially begin on the first day of FSU's academic calendar; a reasonable turn-around time for course assignments will be communicated by the instructor in the course materials; discussion postings are provided by the instructor and include the times for when the initial posting is to be completed, a date by when any replies should be completed, and when the discussion is closed; e-mail is the lifeline of communication for on-line courses and that it is required that course related e-mails be sent within the FerrisConnect course platform, not to the instructor's direct email address; and that technology is not infallible, so students should appropriate their time wisely and not wait until the last minute to get started on projects, discussions, and assignments. Students are advised to check notices on the Ferris web site and *My FSU* to keep abreast of any FSU downtime.

Standard 4: Curriculum

STANDARD: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

Criterion 4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.

The School of Nursing's BSN Program mission is to "provide innovative and relevant baccalaureate programming that prepare graduates for roles in current professional nursing practice and who can effectively respond and contribute to future changes in the nursing profession and the health care delivery system" (see Appendix A). This mission is reflected in the School of Nursing's vision and underlying value statements that address the faculty's beliefs related to ethical community, collaboration, learning, and diversity. These values direct the content of the BSN curriculum.

The curriculum for the BSN programs is guided by the AACN Essentials for Baccalaureate Education. The mission, vision, and values statements of the School of Nursing incorporate the essentials and competencies and establish the basis for the program outcomes in the BSN program. The curriculum also integrates the ANA's *Scope & Standards of Practice*, Quality and Safety Education for Nurses (QSEN) competencies, and maintains compliance with the Michigan State Board of Nursing's Administrative Rules for the pre-licensure program. The School of Nursing also assimilates concepts of the learner-centered philosophy across the curriculum. The faculty believes that learning is an internal, self-directed, lifelong process that occurs in a variety of settings and results in behavioral change. Teaching methodologies that utilize critical thinking/clinical reasoning, communication, and therapeutic nursing practice skills are applied to assist the nursing student to become a professional practitioner possessing these essential skills. The integration of these various standards and guidelines throughout the curriculum can be noted in Table 4.1B, following Table 4.1A which reflects the program outcomes within the context of the School of Nursing Organizing Framework. The program outcomes are clearly articulated and are also available on the School of Nursing website at the following link to reflect their place within the context of the organizing framework: <http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/SNUR-Organizing-Framework-website.pdf>.

The program outcomes reflect the desired student learning outcomes for the program. The program outcomes are consistent with the mission, vision, and values of the School of Nursing and they provide linkages to the course outcomes and subsequent learning experiences. Within each program outcome is a central curriculum construct that is identified within specific course outcomes at each level of the curriculum. These curriculum constructs embedded within each outcome are:

- Collaborative Leadership (Program Outcome 1)
- Theoretical Base for Practice (Program Outcome 2)
- Generalist Nursing Practice (Program Outcome 3)
- Scholarship for Practice (Program Outcome 4)
- Health Care Environment (Program Outcome 5)
- Professionalism (Program Outcome 6)

Table 4.1A
School of Nursing BSN Program Organizing Framework

PROFESSIONAL ROLES <ul style="list-style-type: none"> • Provider of Care • Designer / Coordinator / Manager of Care • Member of a Profession 	ESSENTIALS OF BACCALAUREATE EDUCATION: CORE KNOWLEDGE & COMPETENCIES <ul style="list-style-type: none"> • Liberal Education for Baccalaureate Generalist Nursing Practice • Basic Organizational and Systems Leadership for Quality Care & Patient Safety • Scholarship for Evidence-Based Practice • Information Management and Application of Patient Care Technology • Healthcare Policy, Finance, and Regulatory Environments • Interprofessional Communication and Collaboration for Improving Patient Health Outcomes • Clinical Prevention and Population Health • Professionalism and Professional Values • Baccalaureate Generalist Nursing Practice 		
FIRST LEVEL OUTCOMES	SECOND LEVEL OUTCOMES	PROGRAM OUTCOMES	
1. Demonstrate the ability to provide direct patient care in the areas of health promotion, risk reduction and disease prevention. (Collaborative Leadership) 2. Demonstrate knowledge of the importance and meaning of nursing theory and the liberal arts as a basis for practice. (Theoretical Base for Practice) 3. Address individual patient differences in providing nursing care. (Generalist Nursing Practice) 4. Identify current nursing literature that is research based and reflective of best nursing practice. (Scholarship for Practice) 5. Demonstrate an understanding of the nursing process as a framework for problem solving and clinical decision making in structured health care settings. (Health Care Environment) 6. Demonstrate an understanding professional nursing standards and ethics as a basis for professional practice. (Professionalism)	1. Demonstrate the ability to coordinate nursing care in the management of a variety of health situations. (Collaborative Leadership) 2. Select approaches to nursing care that reflect best current theoretical practice. (Theoretical Base for Practice) 3. Provide population based nursing care delivered in and to the community. (Generalist Nursing Practice) 4. Analyze nursing research studies to determine their application to nursing practice. (Scholarship for Practice) 5. Use effective clinical reasoning and patient advocacy in a variety of health care settings. (Health Care Environment) 6. Demonstrate a commitment to the advancement of the nursing profession through professional service to the community. (Professionalism)	1. Provide collaborative leadership roles in the provision, delegation and supervision of nursing care while retaining accountability for patient safety and the quality of that care. (Collaborative Leadership) 2. Integrate theories and knowledge from the arts, humanities, sciences and nursing to develop a foundation for nursing practice. (Theoretical Base for Practice) 3. Organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities. (Generalist Nursing Practice) 4. Assimilate current evidence into the practice of nursing. (Scholarship for Practice) 5. Advocate for improving health care within the spheres of political action, which represent the continuum of health care environments. (Health Care Environment) 6. Develop a level of professionalism that is congruent with the inherent values and ethics of the discipline of nursing. (Professionalism)	

There are 26 nursing courses in the pre-licensure BSN track, and a total of 10 nursing courses in the RN to BSN completion track. Each nursing course addresses the curriculum constructs that are relevant to that course so that collectively each construct is addressed at each level, resulting in a cumulative set of program outcomes. For example, not every course specifically addresses collaborative leadership, or generalist nursing practice, so that construct may not be identified for that course. However, every course includes the theoretical base for practice, scholarship for practice, health care environment, and professionalism constructs. The curriculum framework is represented in Figure 4.1 on the following page. The framework is designed to reflect how the curriculum constructs determine the organization of the program outcomes at each level and each course. Tables 4.1A and 4.1B illustrate the program levels, courses, and learning objectives that build upon prior knowledge for the BSN pre-licensure track and the RN to BSN completion track respectively. In addition, curriculum constructs are identified for each learning objective to illustrate how these curriculum themes are addressed in an appropriate developmental process. Each nursing course provides students with the opportunity to examine nursing as a whole or as a particular aspect of the discipline. Tables 4.1B and 4.1C also illustrate the culmination of program outcomes by comparing the objectives of the capstone course, NURS 450 Nursing Capstone, to the curriculum constructs imbedded within the program outcomes.

Figure 4.1
FERRIS STATE UNIVERSITY
SCHOOL OF NURSING
BSN CURRICULUM FRAMEWORK

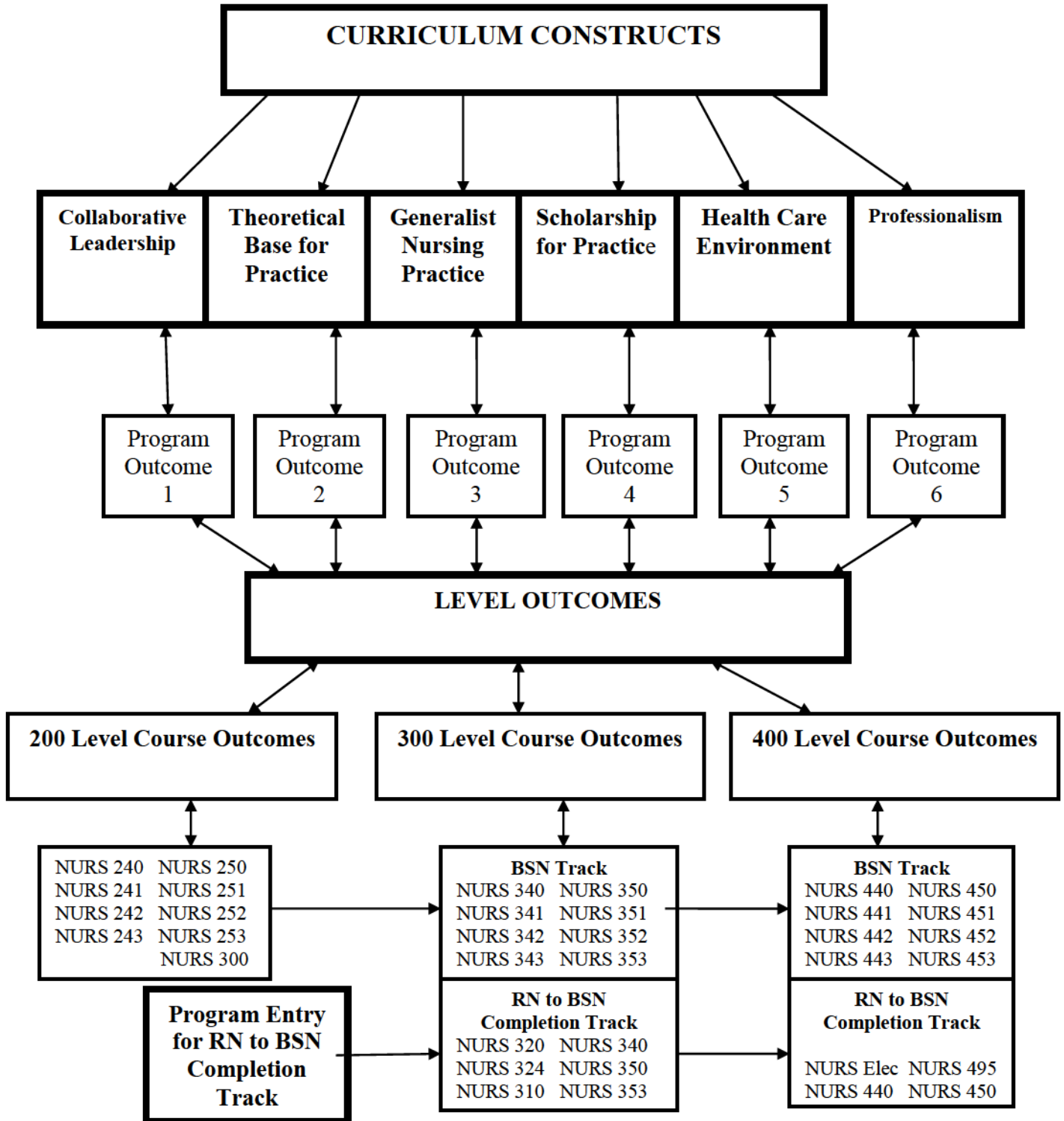


Table 4.1B
Integration of Professional Standards & Guidelines throughout BSN Curriculum

FSU School of Nursing BSN Program Outcomes with selected course learning outcomes	CCNE Essentials	ANA Standards	QSEN Competencies
<p>Program Outcome 1: Collaborative Leadership Provide collaborative leadership roles in the provision, delegation, and supervision of nursing care while retaining accountability for patient safety and the quality of that care.</p>	<p>(Incorporates Essentials II & VI)</p> <p>Identify appropriate, professional communication and collaboration in provision of care. (NURS 240 – Concepts of Professional Nursing)</p> <p>Discuss with healthcare team members care approaches that consider available resources and activities that contribute to health and disease prevention. (NURS 252 – Clinical Foundations 2)</p> <p>Demonstrate the ability to work collaboratively to enhance the health of an identified population. (NURS 340 – Community Nursing)</p> <p>Apply appropriate interpersonal and organizational communication approaches to optimize patient care outcomes across the lifespan. (NURS 341 – Nursing Theory 1)</p> <p>Examine the professional nurse’s application of communication and collaboration in the use of nursing research. (NURS 350 – Research in Nursing)</p> <p>Choose appropriate collaborative care</p>	<p>Define the nursing process as a clinical reasoning framework for the delivery of nursing care. (Nursing 240 – Concepts of Professional Nursing)</p> <p>Explains findings of a holistic health assessment. (NURS 242 – Health Assessment Lab)</p> <p>Describe nurse’s role in the therapeutic use of drug therapy for patients with complex health needs. (NURS 251 – Pharmacology for Nursing)</p> <p>Use quality improvement principles, healthcare policy, and cost effective strategies to support system wide practice improvements in the clinical setting. (NURS 352 – Clinical Nursing 2)</p> <p>Organize client care using concepts of leadership and collaboration. (NURS 442 – Clinical Nursing 3)</p> <p>(S7, 8, 9, Synthesize personal professional development throughout the nursing program that includes an understanding of the positive impact of collaboration, professional communication, and a commitment to lifelong learning on high quality, safe patient care. (NURS 450 – Nursing Capstone)</p>	<p>Demonstrates the ability to provide quality and safe direct patient care in areas that promote health and reduce risk. (NURS 243 – Clinical Foundations 1)</p> <p>Identify the nurse’s role in optimal health promotion in multiple practice settings across the lifespan. (NURS 250 – Health Promotion)</p> <p>Discuss with healthcare team members care approaches that consider available resources and activities that contribute to health and disease prevention. (NURS 252- Clinical Foundations 2)</p> <p>Distinguish safety and quality issues at a complex system level within the clinical setting. (NURS 342 – Clinical Foundations 3)</p> <p>Demonstrate the ability to work collaboratively to enhance the health of an identified population. (NURS 340 – Community Nursing)</p> <p>Apply appropriate interpersonal and organizational communication approaches to optimize patient care outcomes across the lifespan. (NURS 341 – Nursing Theory 1)</p>

	<p>approaches for simulated clients experiencing select medical conditions. (NURS 351 – Nursing Theory 2)</p> <p>Design patient care that incorporates interdisciplinary collaboration from various leadership perspectives. (NURS 441 – Nursing Theory 3)</p> <p>Organize client care using concepts of leadership and collaboration. (NURS 442 – Clinical Nursing 3)</p> <p>Implement nursing care using leadership, communication, and decision making skills to provide safe, quality care as part of an interprofessional team. (NURS 452 – Clinical Nursing 4)</p>		<p>Examine the professional nurse’s application of communication and collaboration in the use of nursing research. (NURS 350 – Nursing Research)</p> <p>Use quality improvement principles, healthcare policy, and cost effective strategies to support system wide practice improvements in the clinical setting. (NURS 352 – Clinical Nursing 2)</p> <p>Examine the selection of leadership strategies necessary to create a culture of quality and safety within healthcare systems. (NURS 440 – Leadership in Nursing)</p> <p>Synthesize personal professional development throughout the nursing program that includes an understanding of the positive impact of collaboration, professional communication, and a commitment to lifelong learning on high quality, safe patient care. (NURS 450 – Nursing Capstone)</p>
FSU School of Nursing BSN Program Outcomes with selected course learning outcomes	CCNE Essentials	ANA Standards	QSEN Competencies
<p>Program Outcome #2: Theoretical Base for Practice Integrate theories and knowledge from the arts, humanities, sciences and nursing to develop a foundation for nursing practice.</p>	<p>(Incorporates Essentials I & III)</p> <p>Explain the relationship between nursing and liberal education theory and research as a foundation for evidence-based nursing practice. (NURS 240 – Concepts of Professional Nursing)</p> <p>Recognize nursing theory as a basis for evidence based nursing skill</p>	<p>Recognize ethical and legal principles to guide clinical practice. (NURS 243 – Clinical Foundations 1)</p> <p>Explain pharmacological principles from a theoretical basis. (NURS 251 – Pharmacology for Nursing)</p> <p>Identify approaches to nursing care of populations that are evidence-based and reflect best current theoretical practice. (NURS 250 – Health Promotion)</p>	<p>Recognize effective communication theories that facilitate a holistic health assessment. (NURS 242 – Health Assessment Lab)</p> <p>Review patient teaching from a theory-based perspective to enhance safe quality health care. (NURS 253 – Foundations Integration)</p> <p>Choose relevant</p>

	<p>performance. (NURS 241 – Technical Skills Lab)</p> <p>Demonstrate awareness of relevant nursing and related theories to health promotion practices. (NURS 250 – Health Promotion)</p> <p>Identify approaches to nursing care of populations that are evidence-based and reflect best current theoretical practice. (NURS 340 – Community Nursing)</p> <p>Select appropriate theoretical support to inform change initiatives. (NURS 343 – Clinical Integration 1)</p> <p>Recognize the symbiotic relationship of research and theory and its impact on the development of the profession. (NURS 350 – Research in Nursing)</p> <p>Analyze leadership roles using relevant theoretical knowledge for nursing and other disciplines. (NURS 440 – Leadership in Nursing)</p> <p>Integrate theoretical concepts from nursing and other disciplines as related to current health care trends or nursing practice issues in diverse settings. (NURS 450 – Nursing Capstone)</p> <p>Select theoretical support from nursing and other disciplines that supports patient-centered, holistic nursing care. (NURS 451 – Nursing Theory 4)</p>	<p>Analyze leadership roles using relevant theoretical knowledge for nursing and other disciplines. (NURS 440 – Nursing Leadership)</p> <p>Justify care for a selected population using evidence based knowledge from theory and research. (NURS 441 – Nursing Theory 3)</p>	<p>theoretical support for identified quality and patient safety initiatives. (NURS 341 – Nursing Theory 1)</p> <p>Select appropriate theoretical support to inform change initiatives. (NURS 343 – Clinical Integration 1)</p> <p>Select quality and safe nursing care supported by theory and best practice. (NURS 351 – Nursing Theory 2)</p> <p>Provide safe quality care to simulated clients across the lifespan in accordance with best practices. (NURS 353 – Clinical Integration 2)</p> <p>Justify care for a selected population using evidence based knowledge from theory and research. (NURS 441- Nursing Theory 3)</p> <p>Select theoretical support from nursing and other disciplines that supports patient-centered, holistic nursing care. (NURS 451-Nursing Theory 4)</p>
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FSU School of Nursing BSN Program Outcomes with selected course learning outcomes	CCNE Essentials	ANA Standards	QSEN Competencies
<p>Program Outcome #3: Generalist Nursing Practice</p> <p>Organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities.</p>	<p>(Incorporates Essentials VII & IX)</p> <p>Adjust skill performance to maintain quality, safety, care, and comfort. (NURS 241 – Technical Skills Lab)</p> <p>Explain need to accommodate individual spiritual, cultural, and lifespan differences when performing holistic health assessments. (NURS 242 – Health Assessment Lab)</p> <p>Recognize lifespan and cultural issues in health promotion. (NURS 250 – Health Promotion)</p> <p>Identify special considerations for diverse patient populations in relation to drug therapy and health care policy. (NURS 251 – Pharmacology for Nursing)</p> <p>Identify the unique etiology, manifestations, and special considerations related to disease occurrence in diverse populations. (NURS 300 – Pathophysiology)</p> <p>Characterize the influence of genetics and genomics on the health, prevention, screening, and treatment selections for individuals and families across the life span. (NURS 341 – Nursing Theory 1)</p>	<p>Discuss the concepts of health promotion, ethics, diversity, lifespan considerations, resources, leadership, and information systems as they relate to the delivery of safe, quality nursing care. (NURS 240 – Concepts of Professional Nursing)</p> <p>Identify individual differences in providing nursing care in a clinical setting. (NURS 243 – Clinical Foundations 1)</p> <p>Recognize the importance of using clinical reasoning within the nursing process framework in the design and implementation of health promotion based nursing care. (NURS 252 – Clinical Foundations 2)</p> <p>Analyze the health status of a population. (NURS 340 – Community Nursing)</p> <p>Select appropriate nursing interventions to manage acute or chronic patient care, and promote health. (NURS 352 – Clinical Nursing 2)</p> <p>Integrate an interdisciplinary approach when assuming a leadership role. (NURS 440 – Leadership in Nursing)</p> <p>Provide patient care using clinical reasoning and ethical judgment that supports a safe standard of care, advocacy for patients, and an improved health care environment. (NURS 442 – Nursing Clinical 3)</p> <p>Assess the health care environment utilizing a systems framework to consider policy, resources, and quality and safety</p>	<p>Discuss the concepts of health promotion, ethics, diversity, lifespan considerations, resources, leadership, and information systems as they relate to the delivery of safe, quality nursing care. (NURS 240 – Concepts of Professional Nursing)</p> <p>Adjust skill performance to maintain quality, safety, care, and comfort. (NURS 241 – Technical Skills Lab)</p> <p>Identify appropriate nursing care reflective of individual patient differences and modifying care appropriately. (NURS 252 – Clinical Foundations 2)</p> <p>Choose patient education approaches that are appropriate for developmental stage, age, and culture. (NURS 352 – Clinical Nursing 2)</p> <p>Organize care for diverse populations experiencing a variety of health states using clinical reasoning skills. (NURS 441 – Nursing Theory 3)</p> <p>Assess the health care environment utilizing a systems framework to consider policy, resources, and quality and safety related to nursing practice settings. (NURS 450 – Nursing Capstone)</p> <p>Create an environment that contributes to safe</p>

	<p>Characterize the influence of genetics and genomics on the health, prevention, screening, and treatment selections for individuals and families across the life span. (NURS 342 – Clinical Nursing 1)</p> <p>Integrate an interdisciplinary approach when assuming a leadership role. (NURS 440 – Leadership in Nursing)</p> <p>Evaluate a plan of coordinated care for diverse populations across the lifespan who have a variety of health states in acute care, long term care and community settings. (NURS 442 – Clinical Nursing 3)</p> <p>Create an interdisciplinary care approach for diverse populations across the lifespan that considers end-of-life and palliative care issues. (NURS 451 – Nursing Theory 4)</p>	<p>related to nursing practice settings. (NURS 450 – Nursing Capstone)</p> <p>Create an environment that contributes to safe care and quality patient outcomes. (NURS 452 – Clinical Nursing 4)</p>	<p>care and quality patient outcomes. (NURS 452 – Clinical Nursing 4)</p>
FSU School of Nursing BSN Program Outcomes with selected course learning outcomes	CCNE Essentials	ANA Standards	QSEN Competencies
<p>Program Outcome #4: Scholarship for Practice Assimilate current evidence into the practice of nursing.</p>	<p>(Incorporates Essentials III & IX)</p> <p>Demonstrate an understanding of evidence-based practice when examining nursing care problems and health care policy. (NURS 240 – Concepts of Professional Nursing)</p> <p>Describe the importance of selecting patient outcomes and nursing interventions from an</p>	<p>Describe the importance of selecting patient outcomes and nursing interventions from an evidence-based perspective. (NURS 241- Technical Skills Lab)</p> <p>Select evidence-based interventions and outcomes in providing health care. (NURS 243 – Clinical Foundations 1)</p> <p>Identify health promotion and risk reduction evidence in relation to nursing practice. (NURS 250 – Health Promotion)</p>	<p>Describe the importance of selecting patient outcomes and nursing interventions from an evidence-based perspective. (NURS 241 – Technical Skills Lab)</p> <p>Select evidence-based interventions and outcomes in providing health care. (NURS 243 – Clinical Foundations 1)</p> <p>Recognize the importance of using most current and</p>

	<p>evidence-based perspective. (NURS 241 – Technical Skills Lab)</p> <p>Select evidence-based interventions and outcomes in providing health care. (NURS 243 – Clinical Foundations 1)</p> <p>Recognize the importance of using most current and evidence-based resources in the determination of nursing interventions related to drug therapy. (NURS 251 – Pharmacology for Nursing)</p> <p>Explain rationale for nursing interventions reflective of current best evidence for practice. (NURS 253 – Foundations Integration)</p> <p>Discriminate credible evidence from interprofessional perspectives to support optimal patient care. (NURS 341 – Nursing Theory 1)</p> <p>Select appropriate research to apply to simulated clinical and community nursing practice. (NURS 353 – Clinical Integration 2)</p> <p>Select current evidence-based research and information management resources to support leadership decisions. (NURS 440 – Leadership in Nursing)</p> <p>Distinguish research gaps related to health promotion or disease prevention at the individual or population level through review of</p>	<p>Recognize the importance of using most current and evidence-based resources in the determination of nursing interventions related to drug therapy. (NURS 251 – Pharmacology for Nursing)</p> <p>Explain rationale for nursing interventions reflective of current best evidence for practice. (NURS 253 – Foundations Integration)</p> <p>Evaluate nursing research for credibility. (NURS 350 – Nursing Research)</p>	<p>evidence-based resources in the determination of nursing interventions related to drug therapy. (NURS 251 – Pharmacology)</p> <p>Explain rationale for nursing interventions reflective of current best evidence for practice. (NURS 253 – Foundations Integration)</p> <p>Discriminate credible evidence from interprofessional perspectives to support optimal patient care. (NURS 341 – Nursing Theory 1)</p> <p>Use credible research to support initiatives to improve patient care and outcomes. (NURS 343 – Clinical Integration 1)</p> <p>Distinguish research gaps related to health promotion or disease prevention at the individual or population level through review of evidence-based nursing literature. (NURS 450 – Nursing Capstone)</p> <p>Assemble credible, valid evidence to support patient care planning. (NURS 453 – Clinical Integration 4)</p>
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	evidence-based nursing literature. (NURS 450 – Nursing Capstone) Assemble credible, valid evidence to support patient care planning. (NURS 453 – Clinical Nursing 4)		
FSU School of Nursing BSN Program Outcomes with selected course learning outcomes	CCNE Essentials	ANA Standards	QSEN Competencies
Program Outcome #5: Health Care Environment Advocate for improving health care across the continuum of health care environments.	(Incorporates Essentials V & VIII) Define the nursing process as a clinical reasoning framework for the delivery of nursing care. (NURS 240 – Concepts of Professional Nursing) Explain all steps of the nursing process in problem-solving and making clinical decisions. (NURS 243 – Clinical Foundations 1) Recognize the use of the nursing process when explaining health promotion principles in simulated settings. (NURS 250 – Health Promotion) Recognize the importance of using clinical reasoning within the nursing process framework in the design and implementation of health promotion based nursing care. (NURS 252 – Clinical Foundations 2) Examine the relationship of healthcare policies and health disparities among populations. (NURS 340	Define the nursing process as a clinical reasoning framework for the delivery of nursing care. (NURS 240 – Concepts of Professional Nursing) Define the nursing process as a clinical reasoning framework for the delivery of nursing care. (NURS 242 – Health Assessment Lab) Use clinical reasoning to provide patient care for individuals and families encountering healthcare disparities. (NURS 342 – Clinical Nursing 1) Explain all steps of the nursing process in problem-solving and making clinical decisions. (NURS 243 – Clinical Foundations 1) Demonstrate the use of the nursing process in simulated situations related to drug therapy. (NURS 251 – Pharmacology for Nursing) Recognize the importance of using clinical reasoning within the nursing process framework in the design and implementation of health promotion based nursing care. (NURS 252 – Clinical Foundations 2) Interpret the impact of multiple	Explain all steps of the nursing process in problem-solving and making clinical decisions. (NURS 243 – Clinical Foundations) Recognize the use of the nursing process when explaining health promotion principles in simulated settings. (NURS 250 – Health Promotion) Use clinical reasoning to provide patient care for individuals and families encountering healthcare disparities. (NURS 342 – Clinical Nursing 1) Analyze the research process as a framework for clinical reasoning to improve quality and safety measures in nursing practice. (NURS 350 – Nursing Research) Interpret the impact of multiple complexities on human health and disease. (NURS 351 – Nursing Theory 2) Propose advocacy positions for improving health care outcomes. (NURS 440 – Leadership in Nursing)

	<p>– Community Nursing)</p> <p>Analyze the impact of select social trends on health policy. (NURS 341 – Nursing Theory 1)</p> <p>Use clinical reasoning to provide patient care for individuals and families encountering healthcare disparities. (NURS 342 – Clinical Nursing 1)</p> <p>Interpret the impact of multiple complexities on human health and disease. (NURS 351 – Nursing Theory 2)</p> <p>Propose advocacy positions for improving health care outcomes. (NURS 440 – Leadership in Nursing)</p> <p>Propose improvements to nursing practice related to a specific health care trend or professional issue using a critical thinking and clinical reasoning framework. (NURS 450 – Nursing Capstone)</p> <p>Choose appropriate interprofessional and intraprofessional resources to address ethical dilemmas and quality and safety issues. (NURS 451 – Nursing Theory 4)</p> <p>Integrate knowledge of regulatory policies, socio-cultural, and political factors in provision of quality care in the clinical setting. (NURS 452 – Clinical Nursing 4)</p>	<p>complexities on human health and disease. (NURS 351 – Nursing Theory 2)</p> <p>Propose advocacy positions for improving health care outcomes. (NURS 440 – Nursing Leadership)</p> <p>Develop clinical reasoning and ethical clinical judgment that reflects safe, quality care. (NURS 441 – Nursing Theory 3)</p> <p>Choose appropriate interprofessional and intraprofessional resources to address ethical dilemmas and quality and safety issues. (NURS 451 – Nursing Theory 4)</p>	<p>Develop clinical reasoning and ethical clinical judgment that reflects safe, quality care. (NURS 441 – Nursing Theory 3)</p> <p>Provide patient care using clinical reasoning and ethical judgment that supports a safe standard of care, advocacy for patients, and an improved health care environment. (NURS 442 – Clinical Nursing 3)</p> <p>Propose improvements to nursing practice related to a specific health care trend or professional issue using a critical thinking and clinical reasoning framework. (NURS 450 – Nursing Capstone)</p> <p>Choose appropriate interprofessional and intraprofessional resources to address ethical dilemmas and quality and safety issues. (NURS 451 – Nursing Theory 4)</p> <p>Integrate knowledge of regulatory policies, socio-cultural, and political factors in provision of quality care in the clinical setting. (NURS 452 – Clinical Nursing 4)</p>
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FSU School of Nursing BSN Program Outcomes with selected course learning outcomes	CCNE Essentials	ANA Standards	QSEN Competencies
<p>Program Outcome #6: Professionalism Demonstrate a level of professionalism that is congruent with the inherent values, ethics, and behaviors of the discipline of nursing.</p>	<p>(Incorporates Essentials IV, VIII, & IX)</p> <p>Identify relevant legal and ethical professional standards in nursing practice. (NURS 240 – Concepts of Professional Nursing)</p> <p>Demonstrate beginning skill in using patient care technology and information systems as a professional practice standard. (NURS 243 – Clinical Foundations)</p> <p>Discuss the nurse’s role as an advocate for social justice. (NURS 250 – Health Promotion)</p> <p>Identify the legal/ethical responsibilities of the nurse in providing safe drug therapy. (NURS 251 – Pharmacology for Nursing)</p> <p>Demonstrate professional accountability in the delivery of quality and safe nursing care. (NURS 252 – Clinical Foundations 2)</p> <p>Demonstrate a commitment to the advancement of the nursing profession through awareness of the nurse’s role in regulation and political involvement for social justice. (NURS 340 – Community Nursing)</p> <p>Analyze personal beliefs and values as they relate to care of vulnerable</p>	<p>Recognize the role of information management and patient care technology as a professional practice standard. (NURS 242 – Health Assessment Lab)</p> <p>Demonstrate beginning skill in using patient care technology and information systems as a professional practice standard. (NURS 243 – Clinical Foundations 1)</p> <p>Discuss the nurse’s role as an advocate for social justice. (NURS 250 – Health Promotion)</p> <p>Identify the legal/ethical responsibilities of the nurse in providing safe drug therapy. (NURS 251 – Pharmacology for Nursing)</p> <p>Integrate credible evidence for application to personal practice which articulates and incorporates professional values, relevant healthcare policy, and availability of resources. (NURS 350 – Research in Nursing)</p> <p>Exhibit accountability and responsibility for personal learning and professional growth. (NURS 351 – Nursing Theory 2)</p> <p>Exhibit accountability and responsibility for personal learning and professional growth. (NURS 353 – Clinical Integration 2)</p> <p>Assess personal growth as a nurse leader based on professional standards and ethical principles. (NURS 440 – Leadership in Nursing)</p>	<p>Identify own accountability in the performance of fundamental cognitive and psychomotor skills. (NURS 241 – Technical Skills Lab)</p> <p>Identify own accountability in the performance of fundamental cognitive and psychomotor skills. (NURS 251 – Pharmacology)</p> <p>Demonstrate professional accountability in the delivery of quality and safe nursing care. (NURS 252 – Clinical Foundations 2)</p> <p>Demonstrate professional accountability and confidence in the delivery of safe quality nursing care through interactive, interdisciplinary training. (NURS 253 – Foundations Integration)</p> <p>Question unsafe or unethical care practices in the clinical setting. (NURS 342 – Clinical Nursing 1)</p> <p>Question unsafe or unethical care practices in the clinical setting. (NURS 442 – Clinical Nursing 3)</p> <p>Propose safety and quality care improvements for a variety of health states. (NURS 451 – Nursing Theory 4)</p> <p>Support the use of safety and quality care</p>

	<p>populations. (NURS 343 – Clinical Integration 1)</p> <p>Integrate credible evidence for application to personal practice which articulates and incorporates professional values, relevant healthcare policy, and availability of resources. (NURS 350 – Research in Nursing)</p> <p>Advocate for empathetic and equitable nursing care for diverse patient populations. (NURS 441 – Nursing Theory 3)</p> <p>Evaluate professional behaviors that reflect core values and an interdisciplinary practice. (NURS 442 – Clinical Nursing 3)</p>	<p>Evaluate professional behaviors that reflect core values and an interdisciplinary practice. (NURS 442 – Clinical Nursing 3)</p> <p>Argue for ethical, safe care practice in a simulated patient situation. (NURS 453 – Clinical Integration 4)</p>	<p>improvements in the clinical setting. (NURS 452 – Clinical Nursing 4)</p> <p>Argue for ethical, safe care practice in a simulated patient situation. (NURS 453 – Clinical Integration 4)</p>
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The pre-licensure BSN track has both first and second level student learning outcomes that lead into the program outcomes for student learning, while the RN to BSN track has second level and program learning outcomes. Each nursing course is designed to support the student’s learning from a developmental perspective, according to the level of the course and its placement in the curriculum. The 200 level courses are designed to provide the theoretical foundation necessary for the student to move to the higher level of clinical reasoning required at the 300 level courses. The 300 level courses provide increasing complexity necessary for successful completion of the 400 level courses and program outcomes. Each of the program outcomes reflects a major professional nursing construct that is addressed at the appropriate level in each nursing course that precedes NURS 450, the final capstone course in the BSN program. These constructs, which are evident in the curriculum framework illustrated in Table 4.1B and Table 4.1C, are identified as corresponding to each program outcome. The increasing complexity of the outcomes from the 200 level courses to the 400 level courses is evident when examining them according to each construct. Finally, the capstone course, NURS 450 Nursing Capstone, illustrates how the program outcomes are met by the end of the program.

The School of Nursing has adopted the American Nurses Association (ANA) *Nursing: Scope and Standards of Practice* (2010) to describe a competent level of nursing care that is provided to all clients in all health care environments. The ANA standards are introduced during the pre-licensure BSN track in NURS 240 Concepts of Professional Nursing, and during the RN to BSN track in NURS 320 RN to BSN Skill Acquisition. The ANA standards are reinforced in all the nursing courses as a basis for maintaining the quality of care during the application of the nursing process.

Criterion 4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.

The nursing faculty are responsible for developing the curriculum, ongoing assessment of the need for curriculum revisions, and ultimately revising and implementing those curriculum changes.

Minutes from the BSN program faculty meetings (available on-site) reflect the many discussions held related to curricular issues. Program faculty utilize a variety of resources to determine the need for curriculum revisions. NCLEX- RN pass rates with associated analysis of specific areas of performance, surveys from both students, alumni, and employers, course and program assessment findings, changes occurring in the nursing profession and the greater healthcare community, feedback from the advisory board, evidence-based literature and conferences, as well as faculty suggestions help inform curriculum change decisions.

Course exams are an additional way faculty determine the need for curriculum modifications in the pre-licensure tracks. The School of Nursing has a standardized Testing Policy in place for the pre-licensure BSN track that maintains consistency in terms of how faculty administer tests in designated classes. The policy addresses how instructor-generated and nationally standardized assessment exams will be administered. It also includes guidelines for cognitive leveling of test questions and recommended parameters for question formats. Finally, the policy states that exams will be assessed with a full-item analysis and provides guidelines for interpretation that determines reliability and validity of the exam questions. This policy provides clear structure and direction for all faculty as they prepare and review tests, as well as a defined process for determining the validity and reliability of the tests they administer. In spring of 2012, an ad hoc committee was formed to review the testing policy. Revisions were made to ensure that the policy reflected the current curriculum. This policy is available onsite for review as an example of this process.

Curriculum revisions were also made to the RN to BSN completion track based on a review of courses to more closely align with the most recent update of the AACN Essentials of Baccalaureate Nursing education as well as a review of course assessments. For example, NURS 325 was a 1 credit course that was intended to introduce the RN to BSN completion track student to the technological skills and learner-centered approach to education. The AACN Essentials placed a greater focus on the need for information literacy and technology to promote quality nursing care. In addition, course assessments revealed that the RN to BSN students were struggling with transitioning to the online and learner-centered educational approach. This resulted in a complete revision of the 1 credit NURS 325 course to a 3 credit NURS 320 course, with increased emphasis in these noted areas to provide greater support for the transitioning student.

In another example of curriculum revisions in the RN to BSN completion track, NURS 450, the capstone course for all tracks, was also revised to include the Quality and Safety Education for Nursing competencies. In addition, program assessments revealed that the expected level of performance for the portfolio was consistently being met at 100%, and yet students continued to struggle in NURS 450 with understanding expectations for completion of the portfolio. The guidelines for the portfolio were revised to clarify expectations, and faculty also agreed to

incorporate checkpoints across the program to ensure students were progressing with the portfolio (see BSN program minutes and the revised Portfolio Guidelines available onsite).

Major curriculum revisions must first be approved through the College Curriculum Committee, but minor revisions can be made at the program level. Faculty are continually assessing for relevance, currency, rigor, and professional appropriateness of the curriculum. There have been several major curriculum changes since our last site visit. First, in fall 2005, the School of Nursing elected to transition from an associate degree to a baccalaureate degree at the pre-licensure level as a way to address the growing demand for bachelor prepared nurses in Michigan. This required strong commitment, as well as exceptional vision and courage on the part of the faculty to undertake such a major curriculum revision. This revision was approved by the University Curriculum Committee and the Michigan State Board of Nursing, and was granted accreditation status by the NLNAC as another track of the BSN program. Alternative models of program delivery were also explored, resulting in a change to a year-round professional sequence schedule in 2009. The pre-licensure BSN program now admits 32 students in both the fall and spring semesters, and 24 accelerated second-degree students in the summer semester. Students are able to complete the professional sequence in two years, ultimately accommodating more students and allowing them to progress at a more rapid pace. A BSN curriculum revision to align with the revised 2008 ACCN's BSN Essentials was completed in the 2010 – 2011 academic year, and implemented in fall of 2011 (see Tables 4.1B and 4.1C). During the revision process, the mission, vision, and values were also extensively reviewed and modified to ensure professional currency and relevancy.

Finally, in fall of 2011 faculty made the decision to modify the approach to course delivery for many of the didactic courses. Didactic course delivery was changed from fully face-to-face, to a blended delivery in an effort to provide greater flexibility for student learning by providing online delivery methods that students can view repeatedly and in a learning environment of their time and choice. This will become effective in fall 2012, when courses will be delivered approximately 50% online and 50% in the face-to-face environment. Prior to meeting in the face-to-face classroom, students will have prepared in the virtual classroom by reading assignments, viewing the material for the assigned day, and completing any pre-class exercises as required. Face-to-face classroom learning will be active with students engaging in a range of activities that afford them the opportunity to apply the material covered.

In fall of 2011, Quality and Safety Education for Nursing (QSEN) competencies were integrated across the curriculum (see Appendix G). Pursuant to attendance at a QSEN conference in spring 2011, two nursing faculty members disseminated information to the faculty whole. Discussion regarding the need to integrate these key QSEN competencies across the curriculum resulted in the formation of a grid that identified competencies and activities that are or will be incorporated into each course, building from basic to complex across the program levels. This integration of the QSEN competencies is an ongoing source of discussion both informally between faculty, and formally during BSN program meetings (see Minutes of BSN Meetings available on-site). Additionally, it is a topic for discussion within the faculty FerrisConnect course, which also provides easy access to QSEN information through links and files.

Faculty strongly support the need for learner-centered approaches that encourage active engagement and empowerment of students, promote critical thinking, and develop the propensity for lifelong learning. Tables 4.3A and 4.3B demonstrate the multitude of learning activities faculty use to promote student learning and achievement of course and program outcomes.

Criterion 4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

The student learning outcomes are provided in Tables 4.3A and 4.3B, which demonstrates the relationship of curriculum levels, constructs, courses, and objectives to the program outcomes. Tables 4.1B and 4.1C also illustrate how the curriculum builds from simple to complex in outcomes and theoretical constructs. The program outcomes are clearly used to organize the curriculum. Faculty members use the outcomes to guide the instruction provided in each course, as well as how those courses lead into higher level courses and content. Level outcomes are intended to ensure that students transition to greater levels of complexity from semester to semester. The constructs behind all level and program outcomes are consistent throughout, assuring continuity and progression of the key concepts throughout the program. Learning activities and assignments are clearly connected to the course objectives, which are based on level and program outcomes (see Table 4.1B and 4.1C). Students' progress in the program is contingent upon successful achievement of the learning outcomes for the courses. Assessment methods reflect the outcome to be achieved, and students are provided clear grading criteria in the syllabi or course materials prior to the assignments. Multiple assessment approaches are used to accommodate varied learning styles.

Quality and safety, service learning, cultural competence, clinical reasoning, current trends in health care, nursing theory, evidence-based practice, and communication are conceptual threads within each of the broad curriculum constructs that are covered in all, or selected courses throughout the program. Table 4.1B demonstrates in which courses the designated knowledge, skills, and values are addressed for the pre-licensure BSN track. Table 4.1C demonstrates this same information for the RN to BSN track. Course outcomes illustrate how these threads are integrated into the course.

One example of how certain concepts are addressed throughout the curriculum is the area of service learning as a program requirement. The School of Nursing faculty believe that a commitment to community service is an essential component of nursing practice, serving as a basis for the development of values of service, ethical practice, and professional accountability. As a result, the faculty have made the commitment to foster an appreciation for this level of professional accountability among all BSN students. Many students in the pre-licensure traditional track BSN have minimal experience in the area of service leadership, while students in the accelerated second-degree pre-licensure track often have participated in service learning activities in prior degrees or life experiences. Students in the RN to BSN track have a range of experience with service learning. Therefore, students in the accelerated, pre-licensure BSN track are not required to complete hands-on service learning hours, but rather are challenged to expand on their understanding of and commitment to leadership in the area of service to communities of need. Students in the RN to BSN track have a less time intensive service learning requirement. Assignments in specific courses in the different tracks are intended to build on prior experience

and knowledge, and result in personal growth and the desire to dedicate their professional service to a community of need. A service learning policy was developed in 2007, and has had several revisions since then to be consistent with other curriculum changes. This policy is available on-site for review.

Nursing course syllabi can be accessed from the School of Nursing website by program track.

The pre-licensure BSN nursing course syllabi can be found via this link:

http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/BSN/BSN_Nursing_Course_Syllabi.htm, and the RN to BSN completion nursing course syllabi can be found via this link:

<http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/RN-to-BSN/RN-to-BSN-Course-Syllabi.htm>. Course syllabi with expanded materials will be available onsite for review.

Table 4.3A
BSN Pre-Licensure Track Course and Program Outcomes & Learning Activities

Pre-licensure BSN Level 1 courses – Semesters 1 & 2 of Professional Nursing Sequence				
	NURS 240 Concepts of Prof Nursing	NURS 241 Technical Skills Lab	NURS 242 Health Assess Lab	NURS 243 Clinical Found 1
Level One Learning Outcomes	This course is an introduction to the concepts of professional nursing practice. Students will develop an understanding of the use of nursing research and theory in the provision of patient-centered care in a complex healthcare environment. Clinical reasoning and systems leadership in provision of safe, quality care, professional standards and values, healthcare policy, and the use of professional communication to promote health and improve patient outcomes will be addressed.	This course is an introduction to the fundamental cognitive and psychomotor skills necessary for quality care and patient safety in clinical nursing practice. Students will develop clinical reasoning and evidence-based technical skill acquisition in laboratory experiences.	This course is an introduction to holistic health assessment of an individual for the purpose of safe patient-centered care. Students will develop interview skills to gather a comprehensive health history, including genetic background, and psychomotor skills to perform a physical examination across the lifespan.	This course provides application of evidence-based health assessments and technical nursing skills in an acute care setting. Students will have clinical experiences that address nursing leadership roles and professional values in the provision of health care.
1. Demonstrate the ability to provide direct patient care in the areas of health promotion, risk reduction and disease prevention. (Collaborative Leadership)	<ul style="list-style-type: none"> Identify appropriate, professional communication and collaboration in provision of care. (Collaborative Leadership) 	<ul style="list-style-type: none"> Demonstrate ability to perform fundamental psychomotor skills using patient care technologies at a manipulation level within the skills lab. (Collaborative Leadership) 	<ul style="list-style-type: none"> Explains findings of a holistic health assessment. (Collaborative Leadership) 	<ul style="list-style-type: none"> Demonstrates the ability to provide quality and safe direct patient care in areas that promote health and reduce risk. (Collaborative Leadership)
2. Demonstrate knowledge of the importance and meaning of nursing theory and the liberal arts as a basis for practice. (Theoretical Base for Practice)	<ul style="list-style-type: none"> Explain the relationship between nursing and liberal education theory and research as a foundation for evidence-based nursing practice. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> Recognize nursing theory as a basis for evidence based nursing skill performance. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> Recognize effective communication theories that facilitate a holistic health assessment. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> Recognize ethical and legal principles to guide clinical practice. (Theoretical Base for Practice)

<p>3. Address individual patient differences in providing nursing care. (Generalist Nursing Practice)</p>	<ul style="list-style-type: none"> • Discuss the concepts of health promotion, ethics, diversity, lifespan considerations, resources, leadership, and information systems as they relate to the delivery of safe, quality nursing care. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> • Adjust skill performance to maintain quality, safety, care, and comfort. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> • Explain need to accommodate individual spiritual, cultural, and lifespan differences when performing holistic health assessments. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> • Identify individual differences in providing nursing care in a clinical setting. (Generalist Nursing Practice)
<p>4. Identify current nursing literature that is research based and reflective of best nursing practice. (Scholarship for Practice)</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of evidence-based practice when examining nursing care problems and health care policy. (Scholarship for Practice) 	<ul style="list-style-type: none"> • Describe the importance of selecting patient outcomes and nursing interventions from an evidence-based perspective. (Scholarship for Practice) 	<ul style="list-style-type: none"> • Identify evidence base practice approaches in the holistic health assessment. (Scholarship for Practice) 	<ul style="list-style-type: none"> • Select evidence-based interventions and outcomes in providing health care. (Scholarship for Practice)
<p>5. Demonstrate an understanding of the nursing process as a framework for problem solving and clinical decision making in structured health care settings. (Health Care Environment)</p>	<ul style="list-style-type: none"> • Define the nursing process as a clinical reasoning framework for the delivery of nursing care. (Health Care Environment) 	<ul style="list-style-type: none"> • Demonstrate the nursing process in the performance of technical skills. (Health Care Environment) 	<ul style="list-style-type: none"> • Demonstrate clinical reasoning in the application of the nursing process in the laboratory. (Health Care Environment) 	<ul style="list-style-type: none"> • Explain all steps of the nursing process in problem-solving and making clinical decisions. (Health Care Environment)
<p>6. Demonstrate an understanding of professional nursing standards and ethics as a basis for professional practice. (Professionalism)</p>	<ul style="list-style-type: none"> • Identify relevant legal and ethical professional standards in nursing practice. (Professionalism) 	<ul style="list-style-type: none"> • Identify own accountability in the performance of fundamental cognitive and psychomotor skills. (Professionalism) 	<ul style="list-style-type: none"> • Recognize the role of information management and patient care technology as a professional practice standard. (Professionalism) 	<ul style="list-style-type: none"> • Demonstrate beginning skill in using patient care technology and information systems as a professional practice standard. (Professionalism)

<p>ASSOCIATED LEARNING ACTIVITIES</p>	<ul style="list-style-type: none"> • Case study – role plays • Evidence based paper & presentation • Clinical reasoning – TRUEPIC assignment • NCLEX test questions • Essay questions • In-class discussions/participation 	<ul style="list-style-type: none"> • Lab skill evaluations by peer and instructor • Critical thinking scenarios with SimMan • Completion of reflective lab self-evaluations • In-class discussions/participation 	<ul style="list-style-type: none"> • Identification and documentation of Gordon’s Functional Health Patterns associated with an associated nursing diagnosis based on Final Head-to-toe assessment findings. • Demonstrate effective communication skill in performing a physical assessment and obtaining the health history of a peer (peer interview). • Self-selected pediatric and geriatric health assessments. • Paper or online discussion evaluating assessment technique evidence-based research articles • Articulation of response to an assessment challenge question in the final head-to-toe check-off. • Online discussion regarding ANA standards of assessment and diagnosis 	<ul style="list-style-type: none"> • Integrate areas of patient assessment, technical skills, and professionalism in post conference discussions. • Conduct clinical procedures after review of hospital policies and procedures for new skills each week. • Conduct focused patient assessments each week. • Focused, brief observational rotations into ancillary departments in hospital to learn about interdisciplinary care teams.
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	NURS 250 Health Promotion	NURS 251 Pharmacology for Nursing	NURS 300 Pathophysiology in Nursing
Level One Learning Outcomes	This course focuses on health promotion concepts, change process, and the health promotion model for individuals, groups, and communities along the lifespan. Students will be introduced to concepts of client education including normal nutrition, exercise, genetics, stress management, social support, and evidence-based complementary healing methods as therapeutic nursing modalities.	This course is an introduction to drug and herbal therapies in the treatment and prevention of illness across diverse populations and the lifespan. Students will be introduced to the major drug classifications and specific medicinal agents in relation to pharmacodynamics, pharmacokinetics, therapeutic uses, adverse reactions, precautions, and related nursing considerations. Health care policy's impact will also be discussed.	This course examines the pathophysiological alterations that can present in patients across the lifespan including genetic, acute, and rehabilitative conditions. Students will be introduced to variables that impact the etiology and the human response to various disease states as well as optimal levels of wellness recognizing that these variables will provide the basis for evidence based nursing care.
1. Demonstrate the ability to provide direct patient care in the areas of health promotion, risk reduction and disease prevention. (Collaborative Leadership)	<ul style="list-style-type: none"> Identify the nurse's role in optimal health promotion in multiple practice settings across the lifespan. (Collaborative Leadership) 	<ul style="list-style-type: none"> Describe nurse's role in the therapeutic use of drug therapy for patients with complex health needs. (Collaborative Leadership) 	<ul style="list-style-type: none"> Explain the human response to disease occurrence from a theoretical perspective. (Theoretical Base for Practice)
2. Demonstrate knowledge of the importance and meaning of nursing theory and the liberal arts as a basis for practice. (Theoretical Base for Practice)	<ul style="list-style-type: none"> Demonstrate awareness of relevant nursing and related theories to health promotion practices. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> Explain pharmacological principles from a theoretical basis. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> Identify the unique etiology, manifestations, and special considerations related to disease occurrence in diverse populations. (General Nursing Practice)
3. Address individual patient differences in providing nursing care. (Generalist Nursing Practice)	<ul style="list-style-type: none"> Recognize lifespan and cultural issues in health promotion. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> Identify special considerations for diverse patient populations in relation to drug therapy and health care policy. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> Report on current evidence based articles related to disease pathophysiology, health promotion, and disease prevention. (Scholarship of Practice)
4. Identify current nursing literature that is research based and reflective of best nursing practice. (Scholarship for Practice)	<ul style="list-style-type: none"> Identify health promotion and risk reduction evidence in relation to nursing practice. (Scholarship for Practice) 	<ul style="list-style-type: none"> Recognize the importance of using most current and evidence-based resources in the determination of nursing interventions related to drug therapy. (Scholarship for Practice) 	<ul style="list-style-type: none"> Discuss the use of the nursing process in simulated patient situations related to the human response to disease states. (Health Care Environment)

<p>5. Demonstrate an understanding of the nursing process as a framework for problem solving and clinical decision making in structured health care settings. (Health Care Environment)</p> <p>6. Demonstrate an understanding of professional nursing standards and ethics as a basis for professional practice. (Professionalism)</p>	<ul style="list-style-type: none"> • Recognize the use of the nursing process when explaining health promotion principles in simulated settings. (Health Care Environment) • Discuss the nurse’s role as an advocate for social justice. (Professionalism) 	<ul style="list-style-type: none"> • Demonstrate the use of the nursing process in simulated situations related to drug therapy. (Health Care Environment) • Identify the legal/ethical responsibilities of the nurse in providing safe drug therapy. (Professionalism) 	
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**ASSOCIATED LEARNING
ACTIVITIES**

- Case Studies/Scenarios
- Group Presentation -Health promotion community plan
- Partner Risk Reduction Paper
- NCLEX –style test questions
- Online Quizzes
- In class/Online Discussion Group
- Reflection Log
- Service Learning Proposal

- Creates a drug guide / teaching plan on an assigned medication.
- Completes a drug history on a clinical patient, family member, or friend of choice.
- In-class discussion
- Case studies.
- Role playing.
- NCLEX-style test questions.

- Creates an evidence-based teaching brochure on an assigned disease.
- In-class discussion.
- Case studies.
- Role playing.

	NURS 252 Clinical Foundations 2	NURS 253 Foundations Integration
Level One Learning Outcomes	This course provides an application of health promotion, human pathophysiology, and pharmacologic concepts using best practice and patient care technologies in an acute care setting. Students will have clinical experiences that will further communication and leadership skills through a collaborative approach in the provision of health care.	This course uses clinical simulation to integrate theoretical knowledge from NURS 250, NURS 251, and NURS 300 with clinical experiences in NURS 252. Students will engage in simulated case studies and high fidelity simulations that allow them to apply theoretical knowledge of health promotion, human pathophysiology, and pharmacology for various patient needs as well as strengthen clinical reasoning, decision making, delegation, and teamwork.
1. Demonstrate the ability to provide direct patient care in the areas of health promotion, risk reduction and disease prevention. (Collaborative Leadership)	<ul style="list-style-type: none"> Discuss with healthcare team members care approaches that consider available resources and activities that contribute to health and disease prevention. (Collaborative Leadership) 	<ul style="list-style-type: none"> Review patient teaching from a theory-based perspective to enhance safe quality health care. (Theoretical Base for Practice)
2. Demonstrate knowledge of the importance and meaning of nursing theory and the liberal arts as a basis for practice. (Theoretical Base for Practice)	<ul style="list-style-type: none"> Identify appropriate nursing care reflective of individual patient differences and modifying care appropriately. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> Explain rationale for nursing interventions reflective of current best evidence for practice. (Scholarship for Practice)
3. Address individual patient differences in providing nursing care. (Generalist Nursing Practice)	<ul style="list-style-type: none"> Recognize the importance of using clinical reasoning within the nursing process framework in the design and implementation of health promotion based nursing care. (Health Care Environment) 	<ul style="list-style-type: none"> Demonstrate professional accountability and confidence in the delivery of safe quality nursing care through interactive, interdisciplinary training. (Professionalism)
4. Identify current nursing literature that is research based and reflective of best nursing practice. (Scholarship for Practice)	<ul style="list-style-type: none"> Demonstrate professional accountability in the delivery of quality and safe nursing care. (Professionalism) 	
5. Demonstrate an understanding of the nursing process as a framework for problem solving and clinical decision making in structured health care settings. (Health Care Environment)		
6. Demonstrate an understanding of professional nursing standards and ethics as a basis for professional practice. (Professionalism)		

<p>ASSOCIATED LEARNING ACTIVITIES</p>	<ul style="list-style-type: none"> • Integrate health promotion, pathophysiology, and pharmacology in post conference discussions. • Focused review of selected patient charts in relation to pathophysiology and pharmacology. • Conduct patient education on health promotion strategies. 	<ul style="list-style-type: none"> • High fidelity simulations on the following disease states: angina and diabetes. • Case scenarios. • Role playing.
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Pre-licensure BSN Level Two Courses – Semesters 3 & 4 of Professional NURS Sequence				
	NURS 340 Community Nursing	NURS 341 Nursing Theory 1	NURS 342 Clinical Nursing 1	NURS 343 Clinical Integration 1
Level Two Learning Outcomes	This course is designed to prepare the baccalaureate nursing student to apply nursing and public health knowledge to population based health care. Students will integrate concepts from epidemiology, public health science, health policy, ethics and social justice in addressing the health status of populations.	This course focuses on acquiring knowledge of human health needs across the lifespan with an emphasis on adaptation to the environment whether in the home, community, or healthcare institution. Students will focus on lifespan concepts that include pediatric considerations, gerontology considerations, mothers and newborns during the pregnancy cycle, human sexuality and reproduction, genomics, and selected health alterations related to men's and women's health.	This course focuses on the application of holistic nursing care to clients experiencing a variety of health states across the lifespan including maternal/neonatal, pediatric, adult, and geriatric clients. Students will participate in clinical experiences in acute care and community settings.	This course uses clinical simulation to integrate theoretical knowledge from NURS 340 and NURS 341 with clinical experiences in NURS 342. Students will demonstrate clinical reasoning in both high fidelity and low-fidelity simulations for health issues across the lifespan, which include concepts of community nursing, obstetrical nursing, pediatric/family nursing, and geriatric nursing.
1. Demonstrate the ability to coordinate nursing care in the management of a variety of health situations. (Collaborative Leadership)	<ul style="list-style-type: none"> Demonstrate the ability to work collaboratively to enhance the health of an identified population. (Collaborative Leadership) 	<ul style="list-style-type: none"> Apply appropriate interpersonal and organizational communication approaches to optimize patient care outcomes across the lifespan. (Collaborative Leadership) 	<ul style="list-style-type: none"> Distinguish safety and quality issues at a complex system level within the clinical setting. (Collaborative Leadership) 	
2. Select approaches to nursing care that are evidence-based and reflect best current theoretical practice. (Theoretical Base for Practice)	<ul style="list-style-type: none"> Identify approaches to nursing care of populations that are evidence-based and reflect best current theoretical practice. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> Choose relevant theoretical support for identified quality and patient safety initiatives. (Theoretical Base for Practice) 		<ul style="list-style-type: none"> Select appropriate theoretical support to inform change initiatives. (Theoretical Base for Practice)

<p>3. Provide population focused nursing care to individuals and communities (Generalist Nursing Practice)</p>	<ul style="list-style-type: none"> Analyze the health status of a population. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> Characterize the influence of genetics and genomics on the health, prevention, screening, and treatment selections for individuals and families across the life span. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> Choose patient education approaches that are appropriate for developmental stage, age, and culture. (Generalist Nursing Practice) 	
<p>4. Analyze nursing research studies to determine their application to nursing practice. (Scholarship for Practice)</p>	<ul style="list-style-type: none"> Select approaches to population based health issues from nursing and public health literature. (Scholarship for Practice) 	<ul style="list-style-type: none"> Discriminate credible evidence from interprofessional perspectives to support optimal patient care. (Scholarship for Practice) 		<ul style="list-style-type: none"> Use credible research to support initiatives to improve patient care and outcomes. (Scholarship for Practice)
<p>5. Use effective clinical reasoning and patient advocacy principles in a variety of acute care and community settings. (Health Care Environment)</p>	<ul style="list-style-type: none"> Examine the relationship of healthcare policies and health disparities among populations. (Health Care Environment) 	<ul style="list-style-type: none"> Analyze the impact of select social trends on health policy. (Health Care Environment) 	<ul style="list-style-type: none"> Use clinical reasoning to provide patient care for individuals and families encountering healthcare disparities. (Health Care Environment). 	
<p>6. Demonstrate a commitment to the advancement of the nursing profession through professional service to the community. (Professionalism)</p>	<ul style="list-style-type: none"> Demonstrate a commitment to the advancement of the nursing profession through awareness of the nurse's role in regulation and political involvement for social justice. (Professionalism) 	<ul style="list-style-type: none"> Deduce the influence of values and attitudes on care of vulnerable populations. (Professionalism) 	<ul style="list-style-type: none"> Question unsafe or unethical care practices in the clinical setting. (Professionalism) 	<ul style="list-style-type: none"> Analyze personal beliefs and values as they relate to care of vulnerable populations. (Professionalism)

<p>ASSOCIATED LEARNING ACTIVITIES</p>	<ul style="list-style-type: none"> ● Case Studies ● Collaborative Group Work ● Community Assessment ● Vulnerable Population Scholarly Paper ● NCLEX Style tests ● Discussion /in class & Online 	<ul style="list-style-type: none"> ● Interview of pregnant woman ● Family Assessment ● Newborn Assessment ● Role plays ● Discussion/in-class & online participation ● NCLEX style tests ● Case studies 	<ul style="list-style-type: none"> ● Incorporation of theory in care/post-conference sharing of same 	<ul style="list-style-type: none"> ● High & Low Fidelity Simulations related to OB, Peds, Geri & Community ● Working as part of a team during simulation ● Utilization of EBP during simulation ● Self-assessment of biases ● Reflection journal ● Service learning journals
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	NURS 350 Research in Nursing	NURS 351 Nursing Theory 2	NURS 352 Clinical Nursing 2	NURS 353 Clinical Integration 2
Level Two Learning Outcomes	This course introduces the role of the professional nurse as a translator of nursing research as a basis for evidence-based practice, within a collaborative, interdisciplinary healthcare environment. Students will engage in critical evaluation of research, the relationship of credible evidence to development of healthcare quality and safety measures, and consideration of healthcare policy and cost effectiveness when incorporating evidence-based changes.	This course focuses on nursing care of clients experiencing a variety of health states across the lifespan. Students will learn concepts which include prevention, promotion, maintenance, and restoration of health related to human body alterations in hemodynamics, nutrition/metabolism, and ventilation/oxygenation.	This course focuses on the application of holistic nursing care and clinical reasoning within collaborative practice settings. Emphasis is placed on the integration of leadership skills and evidence-based nursing interventions. Students will have clinical experiences in acute care and community settings.	This course uses clinical simulation to integrate theoretical knowledge from NURS 350 and NURS 351 with clinical experiences in NURS 352. Students will participate in simulated case studies and high fidelity simulations designed to expand their theoretical knowledge of prevention, promotion, maintenance, and restoration of health related to human body alterations with emphasis on therapeutic communication, clinical reasoning, problem-solving, and self/community awareness.
1. Demonstrate the ability to coordinate nursing care in the management of a variety of health situations. (Collaborative Leadership)	<ul style="list-style-type: none"> Examine the professional nurse's application of communication and collaboration in the use of nursing research. (Collaborative Leadership) 	<ul style="list-style-type: none"> Choose appropriate collaborative care approaches for simulated clients experiencing select medical conditions. (Collaborative Leadership) 	<ul style="list-style-type: none"> Use quality improvement principles, healthcare policy, and cost effective strategies to support system wide practice improvements in the clinical setting. (Collaborative Leadership) 	
2. Select approaches to nursing care that are evidence-based and reflect best current theoretical practice. (Theoretical Base for Practice)	<ul style="list-style-type: none"> Recognize the symbiotic relationship of research and theory and its impact on the development of the profession. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> Select quality and safe nursing care supported by theory and best practice. (Theoretical base for Practice) 		<ul style="list-style-type: none"> Provide safe quality care to simulated clients across the lifespan in accordance with best practices.

<p>3. Provide population focused nursing care to individuals and communities (Generalist Nursing Practice)</p> <p>4. Analyze nursing research studies to determine their application to nursing practice. (Scholarship for Practice)</p> <p>5. Use effective clinical reasoning and patient advocacy principles in a variety of acute care and community settings. (Health Care Environment)</p> <p>6. Demonstrate a commitment to the advancement of the nursing profession through professional service to the community. (Professionalism)</p>	<ul style="list-style-type: none"> • Assess current nursing research findings for applicability to a variety of clinical practice environments and populations. (Generalist Nursing Practice) • Evaluate nursing research for credibility. (Scholarship for Practice) • Analyze the research process as a framework for clinical reasoning to improve quality and safety measures in nursing practice. (Health Care Environment) • Integrate credible evidence for application to personal practice which articulates and incorporates professional values, relevant healthcare policy, and availability of resources. (Professionalism) 	<ul style="list-style-type: none"> • Examine population based nursing care for aggregates and communities. (Generalist Nursing Practice) • Relate role of current research to nursing practice. (Scholarship for Practice) • Interpret the impact of multiple complexities on human health and disease. (Health Care Environment) • Exhibit accountability and responsibility for personal learning and professional growth. (Professionalism) 	<ul style="list-style-type: none"> • Select appropriate nursing interventions to manage acute or chronic patient care, and promote health. (Generalist Nursing Practice) • Demonstrate clinical reasoning in nursing practice with appropriate clinical judgments. (Health Care Environment) • Demonstrate a professional image in the clinical setting by modeling nursing values and attitudes. (Professionalism) 	<p>(Theoretical Base for Practice)</p> <ul style="list-style-type: none"> • Select appropriate research to apply to simulated clinical and community nursing practice. (Scholarship for Practice) • Demonstrate commitment to a selected group through implementation of a community project using best practices. (Professionalism)
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ASSOCIATED LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Critique research articles for clinical problem, literature review, variables, design, procedure, findings, results and conclusions. • Case studies • Debate • Reflection Paper 	<ul style="list-style-type: none"> • Completes an evidence-based practice paper on a disease of choice. • In-class discussion. • Case studies. • Role playing. • NCLEX-style test questions. 	<ul style="list-style-type: none"> • Focused review of selected patient charts in relation to medical-surgical nursing care. • Integrate evidence-based nursing care for various acute/chronic conditions in post conference discussions. 	<ul style="list-style-type: none"> • High fidelity simulations on the following disease states: angina, asthma, diabetes, and PVD. • Case scenarios.
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Pre-licensure BSN Level 3 courses – Semesters 5 & 6 of Professional Nursing Sequence				
	NURS 440 Leadership in Nursing	NURS 441 Nursing Theory 3	NURS 442 Clinical Nursing 3	NURS 443 Clinical Integration 3
BSN Program Outcomes	This course is designed to prepare the future baccalaureate nurse leader to assume a leadership role in the design and delivery of interdisciplinary client care within the complexity of the health care system. Students will compare and contrast effective strategies to manage resources, develop healthcare policy, and adhere to regulatory environments in order to foster a culture of quality and safety.	This course addresses theoretical concepts related to the evidence-based nursing care of clients experiencing a variety of health states across the lifespan. Students will have an opportunity to apply concepts of health promotion and disease prevention, genetics, quality and safety measures, ethical care of diverse client populations, therapeutic communication, advocacy, and healthcare policy to mental health disorders, neurologic and musculoskeletal system problems.	This course prepares students to manage holistic, evidence-based nursing care for clients experiencing a variety of health states. Students will engage in leadership clinical experiences which may occur in acute care, long term care, and other community settings.	This course includes clinical simulation that will integrate theoretical knowledge from NURS 440 and NURS 441 with clinical experiences in NURS 442. Students will engage in simulations that allow them to apply theoretical knowledge of leadership, mental health in community settings, and application of research and clinical reasoning to patient care situations.
1. Provide collaborative leadership roles in the provision, delegation, and supervision of nursing care while retaining accountability for patient safety and the quality of that care. (Collaborative Leadership)	<ul style="list-style-type: none"> Examine the selection of leadership strategies necessary to create a culture of quality and safety within healthcare systems. (Collaborative Leadership) 	<ul style="list-style-type: none"> Design patient care that incorporates interdisciplinary collaboration from various leadership perspectives. (Collaborative Leadership) 	<ul style="list-style-type: none"> Organize client care using concepts of leadership and collaboration. (Collaborative Leadership) 	
2. Integrate theories and knowledge from the arts, humanities, sciences and nursing to develop a foundation for nursing practice. (Theoretical Base for Practice)	<ul style="list-style-type: none"> Analyze leadership roles using relevant theoretical knowledge for nursing and other disciplines. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> Justify care for a selected population using evidence based knowledge from theory and research. (Theoretical Base for Practice) 		<ul style="list-style-type: none"> Integrate theory and evidence-based knowledge in the application of nursing care for clients towards the goals of health promotion, health maintenance, and disease prevention in a variety of settings. (Theoretical Base for Practice)

<p>3. Organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities. (Generalist Nursing Practice)</p>	<ul style="list-style-type: none"> Integrate an interdisciplinary approach when assuming a leadership role. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> Organize care for diverse populations experiencing a variety of health states using clinical reasoning skills. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> Evaluate a plan of coordinated care for diverse populations across the lifespan who have a variety of health states in acute care, long term care and community settings. (Generalist Nursing Practice) 	
<p>4. Assimilate current evidence into the practice of nursing. (Scholarship for Practice)</p>	<ul style="list-style-type: none"> Select current evidence-based research and information management resources to support leadership decisions. (Scholarship for Practice) 	<ul style="list-style-type: none"> Appraise current research for application to nursing practice. (Scholarship for Practice) 		<ul style="list-style-type: none"> Evaluate current research for application to nursing practice (Scholarship for Practice)
<p>5. Advocate for improving health care across the continuum of health care environments. (Health Care Environment)</p>	<ul style="list-style-type: none"> Propose advocacy positions for improving health care outcomes. (Health Care Environment) 	<ul style="list-style-type: none"> Develop clinical reasoning and ethical clinical judgment that reflects safe, quality care. (Health Care Environment) 	<ul style="list-style-type: none"> Provide patient care using clinical reasoning and ethical judgment that supports a safe standard of care, advocacy for patients, and an improved health care environment (Health Care Environment) 	
<p>6. Demonstrate a level of professionalism that is congruent with the inherent values, ethics, and behaviors of the discipline of nursing. (Professionalism)</p>	<ul style="list-style-type: none"> Assess personal growth as a nurse leader based on professional standards and ethical principles. (Professionalism) 	<ul style="list-style-type: none"> Advocate for empathetic and equitable nursing care for diverse patient populations. (Professionalism) 	<ul style="list-style-type: none"> Evaluate professional behaviors that reflect core values and an interdisciplinary practice. (Professionalism) 	<ul style="list-style-type: none"> Assess personal biases that may impact ability to effectively provide quality care. (Professionalism)

<p>ASSOCIATED LEARNING ACTIVITIES</p>	<ul style="list-style-type: none"> • Leadership strategy analysis paper (risk management or QA process) • Interview and analysis of a nurse manager • Advocacy letter • Self-assessment of nursing standards paper 	<ul style="list-style-type: none"> • Research presentation • Role plays • Discussion/in-class & online participation • NCLEX style tests • Essay test questions • Case studies • Evaluation of peer presentations 	<ul style="list-style-type: none"> • Quality and safety competency – med reconciliation exercise • Incorporation of theory in care/post-conference sharing of same • Conduct and/or create education group for mental health setting • Leadership/delegation assignment • Completion of TRUEPIC clinical reasoning on 1-2 patients 	<ul style="list-style-type: none"> • High & Low Fidelity Simulations related to Mental Health and Ortho-Neuro topics • Working as part of a team during simulation • Utilization of EBP during simulation • Self-assessment of biases • Reflection journal • Service learning poster presentation
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	NURS 450 Nursing Capstone	NURS 451 Nursing Theory 4	NURS 452 Clinical Nursing 4	NURS 453 Clinical Integration 4
BSN Program Outcomes	This course focuses on current healthcare trends and issues related to professional nursing practice, nursing research, service learning, and professional development. Students will have the opportunity to synthesize their learning experiences throughout the nursing program to demonstrate personal professional growth and a commitment to professional development.	This course focuses on nursing care of clients experiencing a variety of health states across the lifespan. Students will apply concepts of health promotion and disease prevention, genomics, quality and safety measures, ethical care of diverse client populations, therapeutic communication, advocacy, and healthcare policy to multisystem failure, altered immune responses, cancer, urinary-elimination, integumentary system, emergency and end-of-life care.	This final clinical prepares students to provide holistic patient-centered nursing care for clients experiencing emergency and critical care health disruptions. Students will have the opportunity to practice collaborative leadership skills in the management of complex patient care situations.	This course provides clinical simulation that will integrate theoretical knowledge from NURS 451 with clinical experiences in NURS 452. Students will engage in simulations that allow them to apply research, clinical reasoning and collaborative leadership to the management of complex patient care situations.
1. Perform collaborative leadership roles in the provision, delegation, and supervision of nursing care while retaining accountability for patient safety and the quality of that care. (Collaborative Leadership)	<ul style="list-style-type: none"> • Synthesize personal professional development throughout the nursing program that includes an understanding of the positive impact of collaboration, professional communication, and a commitment to lifelong learning on high quality, safe patient care. (Collaborative Leadership) 	<ul style="list-style-type: none"> • Formulate strategies to incorporate principles of quality improvements and course concepts to improve healthcare delivery systems. (Collaborative Leadership) 	<ul style="list-style-type: none"> • Implement nursing care using leadership, communication, and decision making skills to provide safe, quality care as part of an interprofessional team (Collaborative Leadership) 	
2. Integrate theories and knowledge from the arts, humanities, sciences and nursing to develop a foundation for nursing practice. (Theoretical Base for Practice)	<ul style="list-style-type: none"> • Integrate theoretical concepts from nursing and other disciplines as related to current health care trends or nursing practice issues in diverse settings. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> • Select theoretical support from nursing and other disciplines that supports patient-centered, holistic nursing care. (Theoretical Base for Practice) 		<ul style="list-style-type: none"> • Integrate theoretical support in the design of safe, quality care. (Theoretical Base for Practice)

<p>3. Organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities. (Generalist Nursing Practice)</p>	<ul style="list-style-type: none"> Assess the health care environment utilizing a systems framework to consider policy, resources, and quality and safety related to nursing practice settings. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> Create an interdisciplinary care approach for diverse populations across the lifespan that considers end-of-life and palliative care issues. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> Create an environment that contributes to safe care and quality patient outcomes. (Generalist Nursing Practice) 	
<p>4. Assimilate current evidence into the practice of nursing. (Scholarship for Practice)</p>	<ul style="list-style-type: none"> Distinguish research gaps related to health promotion or disease prevention at the individual or population level through review of evidence-based nursing literature. (Scholarship for Practice) 	<ul style="list-style-type: none"> Defend the use of select evidence-based knowledge in nursing practice. (Scholarship for Practice) 		<ul style="list-style-type: none"> Assemble credible, valid evidence to support patient care planning. (Scholarship for Practice)
<p>5. Advocate for healthcare across the continuum of health care environments. (Health Care Environment)</p>	<ul style="list-style-type: none"> Propose improvements to nursing practice related to a specific health care trend or professional issue using a critical thinking and clinical reasoning framework. (Health Care Environment) 	<ul style="list-style-type: none"> Choose appropriate interprofessional and intraprofessional resources to address ethical dilemmas and quality and safety issues. (Health Care Environment) 	<ul style="list-style-type: none"> Integrate knowledge of regulatory policies, socio-cultural, and political factors in provision of quality care in the clinical setting. (Health Care Environment) 	
<p>6. Demonstrate a level of professionalism that is congruent with the inherent values, ethics, and behaviors of the discipline of nursing. (Professionalism)</p>	<ul style="list-style-type: none"> Evaluate personal commitment to the values inherent to the nursing profession. (Professionalism) 	<ul style="list-style-type: none"> Propose safety and quality care improvements for a variety of health states. (Professionalism) 	<ul style="list-style-type: none"> Support the use of safety and quality care improvements in the clinical setting. (Professionalism) 	<ul style="list-style-type: none"> Argue for ethical, safe care practice in a simulated patient situation. (Professionalism)

ASSOCIATED LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Completion of professional portfolio reflecting achievement of program outcomes • Analysis of issue presentation – one hour seminar • Follow up analysis of issue paper • Creation of poster presentation related to research gap identified • Evaluates peer presentations • Organizes and presents at a service learning fair to introduce first level students to opportunities • Synthesizes service learning experience in presentation to peers • In class participation and discussions 	<ul style="list-style-type: none"> • On-line virtual tours of selected web-sites (i.e. kidney foundation, AACN) • Interdepartmental collaboration/Bio-marker presentation • Case studies • Discussion/in-class & online participation • NCLEX style tests • Essay test questions 	<ul style="list-style-type: none"> • Weekly self-evaluation of learning • Incorporation of theory in care/post-conference sharing of same 	<ul style="list-style-type: none"> • Critical care skills fair: EKG rhythm interpretation, defibrillator, code medications, BLS review. • High fidelity simulations on the following disease states: code blue and acute renal failure • Patient interview: making the argument for safe and ethical care.
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Table 4.3B
RN to BSN Completion Track Course and Program Outcomes & Learning Activities

RN to BSN Track Level 2 Courses		
	NURS 320 RN to BSN Skill Acquisition	NURS 324 Transition to Prof Nursing
BSN Level Two Learning Outcomes	This course is designed to support the registered nurse baccalaureate (RN to BSN) completion student's successful entry into and progression in a learner-centered educational program through the attainment of knowledge and skills in healthcare information literacy and technology which are critical to the delivery of quality nursing care. Students will demonstrate a commitment to the professional development of the baccalaureate prepared nurse through guided activities designed to support their learning.	This course is designed to provide the registered nurse baccalaureate (RN to BSN) completion student with an introduction to the professional nursing role with a focus on nursing and related theories which impact the nursing discipline and practice setting environment. The role of the professional nurse is examined in terms of contemporary role expectations as a foundation for generalist nursing practice.
<ol style="list-style-type: none"> 1. Demonstrate the ability to coordinate nursing care in the management of a variety of health situations. (Collaborative Leadership) 2. Select approaches to nursing care that are evidence-based and reflect best current theoretical practice. (Theoretical Base for Practice) 3. Provide population focused nursing care delivered in and to the community. (Generalist Nursing Practice) 4. Analyze research studies to determine their application to nursing practice. (Scholarship for Practice) 	<ul style="list-style-type: none"> • Utilize information technology to communicate effectively and to collaborate with other health care professionals. (Collaborative Leadership) • Explain the importance of credible sources of information and knowledge. (Theoretical Base for Practice) • Examine current nursing practice using the American Nurses Association (ANA) Scope and Standards of Professional Practice and the IOM competencies for quality and safety as frameworks. (Generalist Nursing Practice) • Use information literacy as an essential component of professional nursing practice. (Scholarship for Practice) 	<ul style="list-style-type: none"> • Examine the leadership role of professional nursing in contemporary interdisciplinary health care systems. (Collaborative Leadership) • Discuss theories and concepts from liberal education and nursing to build an understanding of the human experience as the basis for nursing research and evidence-based practice. (Theoretical Base for Practice) • Describe the leadership role of nursing in providing care to individuals, families, groups, and communities. (Generalist Nursing Practice) • Describe research and evidence based practice as a foundation for identifying health care issues at the local, regional and global levels. (Scholarship for Practice)

<p>5. Use effective clinical reasoning and patient advocacy in a variety of acute care and community settings. (Health Care Environment)</p> <p>6. Demonstrate a commitment to the advancement of the nursing profession through professional service to the community. (Professionalism)</p>	<ul style="list-style-type: none"> • Discuss the variety of practice roles and settings for the baccalaureate prepared nurse. (Health Care Environment) • Examine the ideal of lifelong learning and service to support excellence in nursing practice. (Professionalism) 	<ul style="list-style-type: none"> • Identify the complexities of the contemporary health care environment. (Health Care Environment) • Articulate the value of pursuing practice excellence, lifelong learning and professional engagement (Professionalism)
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<p>ASSOCIATED LEARNING ACTIVITIES</p>	<ul style="list-style-type: none"> • Introduction to the online environment. • Develop a plan of study to complete BSN • Develop an APA template for papers • Write their Service Learning Proposal • Create a presentation on practice standards • Begin their professional portfolio for educational work. • Participate in live online orientation to the library and searching research. • Online review of plagiarism with discussions and a quiz • Online discussion of assorted topics. 	<ul style="list-style-type: none"> • Write a Professional Development Plan • Create an Evidenced-based project for a current practice. • Create a group presentation on a nursing theory. • Reflect on thinking and learning through reflective journals and self-evaluation. • Evaluates own current practice in a written paper. • Online discussions
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	NURS 310 Population Based Health Promotion	NURS 340 Community Nursing	NURS 350 Research in Nursing
BSN Level Two Learning Outcomes	This course introduces the registered nurse baccalaureate (RN to BSN) completion student to health promotion concepts and behavioral change techniques as a basis for clinical prevention and population health in nursing practice. Students will examine health belief and health promotion models and evidence based practice to promote and protect the health of individuals, families, groups, communities and populations.	This course is designed to prepare the baccalaureate nursing student to apply nursing and public health knowledge to population based health care. Students will integrate concepts from epidemiology, public health science, health policy, ethics and social justice in addressing the health status of populations.	This course introduces the role of the professional nurse as a translator of nursing research as a basis for evidence-based practice, within a collaborative, interdisciplinary healthcare environment. Students will engage in critical evaluation of research, the relationship of credible evidence to development of healthcare quality and safety measures, and consideration of healthcare policy and cost effectiveness when incorporating evidence-based changes.
1. Demonstrate the ability to coordinate nursing care in the management of a variety of health situations. (Collaborative Leadership)	<ul style="list-style-type: none"> Examine the role of the nurse as a collaborative partner in health promotion of individuals and aggregates. (Collaborative Leadership) 	<ul style="list-style-type: none"> Demonstrate the ability to work collaboratively to enhance the health of an identified population. (Collaborative Leadership) 	<ul style="list-style-type: none"> Examine the professional nurse's application of communication and collaboration in the use of nursing research. (Collaborative Leadership)
2. Select approaches to nursing care that are evidence-based and reflect best current theoretical practice. (Theoretical Base for Practice)	<ul style="list-style-type: none"> Apply theories and evidence relevant to health promotion. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> Identifies approaches to nursing care of populations that are evidence-based and reflect best current theoretical practice. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> Recognize the symbiotic relationship of research and theory and its impact on the development of the profession. (Theoretical Base for Practice)
3. Provide population focused nursing care delivered in and to the community. (Generalist Nursing Practice)	<ul style="list-style-type: none"> Use concepts of culturally competent care in health promotion for individuals and aggregates. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> Analyze the health status of a population. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> Assess current nursing research findings for applicability to a variety of clinical practice environments and populations. (Generalist Nursing Practice)
4. Analyze nursing research studies to determine their application to nursing practice. (Scholarship for Practice)	<ul style="list-style-type: none"> Review the evidence of population focused strategies to create healthy communities. (Scholarship for Practice) 	<ul style="list-style-type: none"> Select approaches to population based health issues from nursing and public health literature (Scholarship for Practice) 	<ul style="list-style-type: none"> Evaluate nursing research for credibility. (Scholarship for Practice)

<p>5. Use effective clinical reasoning and patient advocacy in a variety of acute care and community settings. (Health Care Environment)</p>	<ul style="list-style-type: none"> • Select clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost effectiveness and equity. (Health Care Environment) 	<ul style="list-style-type: none"> • Examine the relationship of health care policies and health disparities among populations. (Health Care Environment) 	<ul style="list-style-type: none"> • Analyze the research process as a framework for clinical reasoning to improve quality and safety measures in nursing practice. (Health Care Environment)
<p>6. Demonstrate a commitment to the advancement of the nursing profession through professional service to the community. (Professionalism)</p>	<ul style="list-style-type: none"> • Examines health promotion strategies within an ethical framework. (Professionalism) 	<ul style="list-style-type: none"> • Demonstrate a commitment to the advancement of the nursing profession through awareness of the nurse's role in regulation and political involvement for social justice. (Professionalism) 	<ul style="list-style-type: none"> • Integrate credible evidence for application to personal practice which articulates and incorporates professional values, relevant healthcare policy, and availability of resources. (Professionalism)

**ASSOCIATED LEARNING
ACTIVITIES**

- Weekly discussion board postings
- Group leader of a weekly discussion board as assigned
- Completion of a health belief survey
- Completion of a health promotion plan for self, based on survey results
- Research paper on a health promotion / prevention topic.
- Self-assessment of reasoning paper.

- Planned community change project
- Health care policy & healthcare disparities response
- Reflection paper on the nurse's role in leadership in population based health issues
- Critical analysis of group process
- Online discussions

- Critique research articles for clinical problem, literature review, variables, design, procedure, findings, results and conclusions.
- Case studies
- Debate
- Reflection paper
- Online Discussions

RN to BSN Track Level 3 Courses			
	NURS 440 Leadership in Nursing	NURS 450 Nursing Capstone	NURS 495 Senior Capstone Leadership Practicum
BSN Program Outcomes	This course is designed to prepare the future baccalaureate nurse leader to assume a leadership role in the design and delivery of interdisciplinary client care within the complexity of the health care system. Students will compare and contrast effective strategies to manage resources, develop healthcare policy, and adhere to regulatory environments in order to foster a culture of quality and safety.	This course focuses on current healthcare trends and issues related to professional nursing practice, nursing research, service learning, and professional development. Students will have the opportunity to synthesize their learning experiences throughout the nursing program to demonstrate personal professional growth and a commitment to professional development.	This course provides the student with a leadership practicum experience designed in collaboration with a faculty member, clinical representative, and student to be carried out in an appropriate health care or community based care setting. Students will integrate knowledge of evidence based practice, quality and safety initiatives, and leadership to design, implement, and lead an interdisciplinary team project that will improve client outcomes
1. Provide collaborative leadership roles in the provision, delegation, and supervision of nursing care while retaining accountability for patient safety and the quality of that care. (Collaborative Leadership)	<ul style="list-style-type: none"> Examine the selection of leadership strategies necessary to create a culture of quality and safety within healthcare systems. (Collaborative Leadership) 	<ul style="list-style-type: none"> Synthesize personal professional development throughout the nursing program that includes an understanding of the positive impact of collaboration, professional communication, and a commitment to lifelong learning of high quality, safe patient care. (Collaborative Leadership) 	<ul style="list-style-type: none"> Assume a leadership role within a health care or community based care setting to promote a culture of quality and safety. (Collaborative Leadership)
2. Integrate theories and knowledge from the arts, humanities, sciences and nursing to develop a foundation for nursing practice. (Theoretical Base for Practice)	<ul style="list-style-type: none"> Analyze leadership roles using relevant theoretical knowledge for nursing and other disciplines. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> Integrate theoretical concepts from nursing and other disciplines as related to current health care trends or nursing practice issues in diverse settings. (Theoretical Base for Practice) 	<ul style="list-style-type: none"> Synthesize knowledge from nursing and other disciplines to provide a foundation for the nursing leadership role of project manager. (Theoretical Base for Practice)

<p>3. Organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities. (Generalist Nursing Practice)</p>	<ul style="list-style-type: none"> • Integrate an interdisciplinary approach when assuming a leadership role. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> • Assess the health care environment utilizing a systems framework to consider policy, resources, and quality and safety related to nursing practice settings. (Generalist Nursing Practice) 	<ul style="list-style-type: none"> • Utilize interdisciplinary collaboration in planning, implementing, and evaluating a practicum project designed to improve client outcomes. (Generalist Nursing Practice)
<p>4. Assimilate current evidence into the practice of nursing. (Scholarship for Practice)</p>	<ul style="list-style-type: none"> • Select current evidence-based research and information management resources to support leadership decisions. (Scholarship for Practice) 	<ul style="list-style-type: none"> • Distinguish research gaps related to health promotion or disease prevention at the individual or population level through review of evidence-based nursing literature. (Scholarship for Practice) 	<ul style="list-style-type: none"> • Integrate current evidence based practice and information management into practicum project planning, implementation and evaluation. (Scholarship for Practice)
<p>5. Advocate for improving health care across the continuum of health care environments. (Health Care Environment)</p>	<ul style="list-style-type: none"> • Propose advocacy positions for improving health care outcomes. (Health Care Environment) 	<ul style="list-style-type: none"> • Propose improvements to nursing practice related to a specific health care trend or professional issue using a critical thinking and clinical reasoning framework. (Health Care Environment) 	<ul style="list-style-type: none"> • Demonstrate awareness of environment and context of practice in the design and implementation of the practicum project. (Health Care Environment)
<p>6. Demonstrate a level of professionalism that is congruent with the inherent values, ethics, and behaviors of the discipline of nursing. (Professionalism)</p>	<ul style="list-style-type: none"> • Assess personal growth as a nurse leader based on professional standards and ethical principles. (Professionalism) 	<ul style="list-style-type: none"> • Evaluate personal commitment to the values inherent to the nursing profession. (Professionalism) 	<ul style="list-style-type: none"> • Support a commitment to the advancement of the nursing profession through the integration of professional standards and practices while functioning in a leadership role. (Professionalism)

ASSOCIATED LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Leadership Strategy Analysis – Quality Improvement Process Paper • Analyzing a Leader or Manager Role paper using case studies with evidence-based research for information management for leadership decision making • Advocacy Position Letter for nursing • Leadership assignment advocating a position to improve health at global, national, state or local levels • Self-assessment using ANA professional standards and ethical principles within Nursing Leadership • Group Project – Organizational Strategic Plan Project 	<ul style="list-style-type: none"> • Completion of professional portfolio reflecting achievement of program outcomes • Analysis of issue presentation – one hour seminar • Follow up analysis of issue paper • Creation of poster presentation related to research gap identified • Evaluates peer presentations • Organizes and presents at a service learning fair to introduce first level students to opportunities • Synthesizes service learning experience in presentation to peers • In class participation and discussions 	<ul style="list-style-type: none"> • Lead an interdisciplinary team to complete a project to promote health outcomes. • Completion of a Project Scope and Plan, Project Status Reports, and Project Final Report. • Analysis and supporting rationale for team member selection through discussion • Application of project management skills and/or PDSA quality approach • Discussion and application of quality and safety issues as applied to specific projects. • Project presentation • Reflective Leadership Journal
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Criterion 4.4 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.

As stated on the Diversity and Inclusion Office website available at <http://www.ferris.edu/HTMLS/administration/president/DiversityOffice/>, "Ferris State University is committed to transforming into a truly diverse institution." In January 2007, the Diversity Planning Committee began working to create a well-thought out and realistic plan to guide Ferris State University's diversity efforts. In March 2008, the Ferris Board of Trustees approved the University's first diversity plan. In President David Eisler's address, *A Vision for Ferris and Its Future*, the President wrote, "Our society is one that is global, connected, and diverse and our efforts must help foster understanding, tolerance, and acceptance of differences in ethnicity, culture, religion, preference, and abilities. We must look within and honestly assess how we are fulfilling our role as an academy that both values and embraces diversity as it relates to students, faculty, staff, curriculum, and values. As part of this commitment, we need to reexamine our approaches to the recruitment and retention of faculty, staff and students, and determine how we can create a truly diverse campus. In short we must become the model we hope our students will become."

The School of Nursing strives to align the BSN program with the University goals and visions, and also be responsive to the needs of the nursing profession, by integrating the conceptual threads of diversity and cultural competence throughout the curriculum. Tables 4.3A and 4.3B depict how these threads are presented in courses throughout the program. Course exams contain questions that address culture and diversity, both in multiple choice and essay styles. Student assignments reflect faculty commitment to developing student knowledge and experience related to these concepts, and these can be noted in syllabi associated with the courses noted in Tables 4.3B and 4.3C. All nursing course syllabi & corresponding materials will be available for review onsite, but can also be accessed from the School of Nursing website as noted previously.

While the FSU School of Nursing is geographically rural, the inclusion of clinical sites from suburban, urban, and rural locations affords students the opportunity to be exposed to multiple ethnic and racial communities with varied socio-economic levels. Additionally, students who complete service learning hours often select inner city shelters or clinics which offer further exposure to diverse communities. Simulations in integration courses also incorporate cultural, ethnic, or socially diverse concepts and these can be noted in Tables 4.3A and 4.3B.

Two short-term study abroad options are also available to RN to BSN completion track students. Students can elect to take NURS 316, a trans-cultural course offered in a study abroad format with two international partner schools in New Zealand or Finland. There are also numerous general education courses that students can take that provide further opportunities to explore other cultures. Students in the BSN program are required to complete 9 credits of cultural enrichment and 9 credits of social awareness, with at least one course also reflecting the *global consciousness* attribute as a general education requirement. Students in the pre-licensure BSN program often elect to take Spanish as a minor.

One nursing faculty member who retired in May of 2012, served for many years as a member of the University Diversity Action Team, the Diversity Strategic Planning Committee, and the CHP Diversity Committee. While she has retired from the University, the influence of her involvement on these teams and committees resulted in lasting and significant impacts on the School of Nursing programs and overall commitment to ensuring these concepts are clearly incorporated in courses. Finally, one faculty member currently serves as chair of the College Diversity Committee. This committee was formed in 2009, with a purpose to implement the University's Academic Affairs Diversity Plan within the CHP. The plan can be found at: <http://www.ferris.edu/HTMLS/administration/academicaffairs/diversityplan.pdf>

Criterion 4.5 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.

A variety of methods are used to evaluate student learning. The University requires each course to have an assessment plan which clearly outlines the assessment measures and criteria for success for each measure as they pertain to each learning outcome of the course. Course assessment data is tracked in the University TracDat system for the purpose of ongoing course and program evaluation. All nursing courses have carefully constructed assessment plans that have been tracked in this system since 2009, providing an excellent way to assure that student learning outcomes are being met at a satisfactory level of performance. Each course syllabus contains information on what is evaluated and the percent or point value for each piece of the evaluation. All faculty use the Blackboard grade book where students can see their grades for each assignment throughout the semester as well as their grade-to-date. Students' grades can be discussed through face-to-face interactions, phone conversations, emails, or private discussion postings. Samples of TracDat Course Assessment reports that illustrate the relationship between the nursing course learning outcomes and the evaluation methods for each will be available for review onsite. The expanded course syllabi available on-site can also be reviewed to see how evaluation methods are used to determine student grades for each respective course.

Criterion 4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.

Faculty consistently strive to ensure that the curriculum and instructional approaches incorporate educational theory. During curriculum revisions, Bloom's taxonomy of learning domains of knowledge, skills, and attitudes was used to assist with writing of learning outcomes. The School of Nursing embraces the learner-centered teaching philosophy and in particular the work of Maryellen Weimer, *Learner-Centered Teaching: Five Key Changes to Practice* (2002). One faculty member conducted a qualitative research study in 2008-2009 that examined the faculty perceptions of the implementation process to a learner-centered teaching philosophy in the School of Nursing, and findings from this study have served to inform the faculty on areas of strength and weakness. A research article stemming from this study has been accepted for publication in the NLN publication *Education Perspectives*, as a way to disseminate the study findings to other schools who may be attempting to implement such a change. A follow-up study is planned for 2012-13 that will focus on the student perceptions related to the learner-centered approach in the nursing program. This may further inform faculty as to curriculum areas of success or areas needing revision.

Mezirow's (2000) and others Transformative adult learning theory also serves to inform faculty on instructional and curriculum decisions, and is clearly connected to the learner-centered teaching philosophy. The growing concern regarding excessive content in nursing courses, and the need for students to achieve deep learning, makes the transformative learning theory one that is especially helpful to curriculum planning. The recent curriculum decision to move to a blended course delivery in the BSN pre-licensure program was in part guided by the transformative theory that suggests that deep learning occurs with critical reflection, and goes beyond rote memorization and content knowledge acquisition, to an emphasis on contextual understanding and the ability to reason and achieve meaning. One key concept that is shared by both the learner-centered philosophy and the Transformative learning theory is that students need a safe and supportive environment in which to learn. This type of environment is something the faculty strive to develop in their courses, whatever format is used.

There are also several interdisciplinary collaborations in which the faculty and students participate. As noted in Criterion 1.3, the pre-licensure BSN nursing students and faculty have been a part of an interdisciplinary collaboration with the College of Pharmacy and the Michigan College of Optometry in the delivery of care to patients who utilize the FSU Optometry Clinic. In 2004, this project received a national award from the U.S. Secretary of Health and Human Services as an interdisciplinary innovation in health promotion and disease prevention. Another example of interdisciplinary collaboration is the School of Nursing's collaboration with the College of Pharmacy to assist them in developing a clinical simulation for first year pharmacy students. Faculty in the School of Nursing share simulation equipment, technology, and knowledge to aid the College of Pharmacy faculty develop simulations that allow students to learn assessment skills. Finally, faculty members in the School of Nursing have also collaborated with the College of Optometry to teach senior optometry students in an injection skills laboratory. Nursing faculty members have worked in collaboration with optometry faculty to develop a one-credit injection skills course based on the needs of the optometry students. In spring of 2012, several faculty became part of an inter-professional education collaborative team, working with other colleges and universities to develop a plan for inter-professional collaborations in respective institutions that could serve communities of need in the area. These collaborations are intended to generate interdisciplinary experiential learning in the form of clinical practice sites.

Faculty also remain current with best standards of practice and research by attending professional development opportunities including conferences. For example, five faculty members and the clinical coordinator recently attended the Michigan Council of Nursing Education Administrators (MCNEA) conference *Partners in Learning: Influencing the Future of Nursing through Excellent Clinical Instruction & Evaluation*. This conference served to inform on some of the driving forces and changes in the workplace that are affecting clinical instruction, and provided interventions strategies and evaluation methods to address these issues. Faculty were able to take this information, discuss with colleagues, and use this to improve current clinical evaluation tools and teaching approaches. Another example is faculty use of the National League for Nursing's Simulation Innovation Resource Center's eleven learning modules that address best practice in the simulation setting. As the use of simulation has intensified within the SON in the last year, faculty have utilized these modules to improve on approaches used in the simulation laboratory.

Criterion 4.7 Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.

Pre-licensure traditional BSN track: This track requires 122 total program credits, with 50 of those credits being general education credits and 72 credits from the nursing major. See Appendix G for the full curriculum plan for the BSN pre-licensure program. Students must complete 32 pre-requisite credit hours prior to enter the professional nursing sequence of classes. Once admitted to the nursing program, students complete the program in six consecutive semesters, which is offered over two calendar years. The sequence and program length were intentionally designed to allow students to complete the program in the most time efficient manner. Students often wait one to three years for a seat in the professional sequence, and this approach allows them to complete the program as quickly as possible, thus entering the workforce at the earliest possible date. Students who need to repeat a course or drop back for some reason can usually do that with the current course sequence offerings. This was an improvement on the previous format that only accepted students once per year, thus requiring students to stop out for a full year if they encountered a progression or personal issue that did not allow them to progress at some point. Table 4.7A shows the program sequence of professional nursing courses and credit distribution for the BSN pre-licensure traditional track.

Table 4.7A
Sequence of Nursing Courses for Pre-licensure BSN Traditional Track

SEMESTER 1: Fall or Spring	CREDITS
NURS 240 Concepts of Prof. Nursing (4+0)	4
NURS 241 Technical Skills Lab (0+6)	2
NURS 242 Health Assessment Lab (0+3)	1
NURS 243 Clinical Foundations 1 (0+6)	2
TOTAL	9
SEMESTER 2: Spring or Summer	CREDITS
NURS 250 Health Promotion (4+0)	4
NURS 251 Pharmacology for Nursing (3+0)	3
NURS 252 Clinical Foundations 2 (0+6)	2
NURS 253 Clinical Integration Foundation (0+3)	1
NURS 300 Pathophysiology in Nursing (3+0)	3
TOTAL	13
SEMESTER 3: Summer or Fall	CREDITS
NURS 340 Community Nursing (3+0)	3
NURS 341 Nursing Theory 1 (4+0)	4
NURS 342 Clinical Nursing 1 (0+12)	4
NURS 343 Clinical Integration 1 (0+3)	1
TOTAL	12
SEMESTER 4: Fall or Spring	CREDITS
NURS 350 Research in Nursing (3+0)	3
NURS 351 Nursing Theory 2 (4+0)	4
NURS 352 Clinical Nursing 2 (0+12)	4
NURS 353 Clinical Integration 2 (0+3)	1
TOTAL	12
SEMESTER 5: Spring or Summer	CREDITS
NURS 440 Leadership in Nursing (3+0)	3
NURS 441 Nursing Theory 3 (4+0)	4
NURS 442 Clinical Nursing 3 (0+15)	5
NURS 443 Clinical Integration 3 (0+3)	1
TOTAL	13
SEMESTER 6: Summer or Fall	CREDITS
NURS 450 Nursing Capstone (3+0)	3
NURS 451 Nursing Theory 4 (4+0)	4
NURS 452 Clinical Nursing 4 (0+15)	5
NURS 453 Clinical Integration 4 (0+3)	1
TOTAL	13

Total Program Credits = 122 (includes general education requirements)

Professional Sequence = 72 credits

Pre-licensure accelerated second-degree BSN track: This track requires 120 total program credits, with basic general education requirements for the BS degree being met by the first degree. See Appendix H for the full curriculum plan for this track of the BSN program. Students must complete any pre-requisites required for the nursing program specifically prior to admission. These include specified science and math courses as well as the core curriculum health science courses. Once admitted to the nursing program, students complete the program in six double-paced semesters offered over one calendar year. This track is designed to allow students to complete the degree in an accelerated timeframe, which supports entry into the workforce at the earliest possible date for these non-traditional students, most of whom are seeking a second career. Table 4.7B reflects the program sequence of professional nursing courses and credit distribution for the pre-licensure accelerated second-degree BSN track.

Table 4.7B
Sequence of Nursing Courses for Accelerated Second-Degree BSN Track

SEMESTER 1: Summer (2 six week sessions)	CREDITS
<u>Session A</u>	
NURS 240 Concepts of Prof. Nursing (4+0)	4
NURS 241 Technical Skills Lab (0+6)	2
NURS 242 Health Assessment Lab (0+3)	1
NURS 243 Clinical Foundations 1 (0+6)	2
<u>Session B</u>	
NURS 250 Health Promotion (4+0)	4
NURS 251 Pharmacology for Nursing (3+0)	3
NURS 252 Clinical Foundations 2 (0+6)	2
NURS 253 Clinical Integration Foundation (0+3)	1
NURS 300 Pathophysiology in Nursing (3+0)	3
TOTAL	22
SEMESTER 2: Fall (2 eight week sessions)	CREDITS
<u>Session A</u>	
NURS 340 Community Nursing (3+0)	3
NURS 341 Nursing Theory 1 (4+0)	4
NURS 342 Clinical Nursing 1 (0+12)	4
NURS 343 Clinical Integration 1 (0+3)	1
<u>Session B</u>	
NURS 350 Research in Nursing (3+0)	3
NURS 351 Nursing Theory 2 (4+0)	4
NURS 352 Clinical Nursing 2 (0+12)	4
NURS 353 Clinical Integration 2 (0+3)	1
TOTAL	24
SEMESTER 3: Spring (2 eight week sessions)	CREDITS
<u>Session A</u>	
NURS 440 Leadership in Nursing (3+0)	3
NURS 441 Nursing Theory 3 (4+0)	4
NURS 442 Clinical Nursing 3 (0+15)	5
NURS 443 Clinical Integration 3 (0+3)	1
<u>Session B</u>	
NURS 450 Nursing Capstone (3+0)	3
NURS 451 Nursing Theory 4 (4+0)	4
NURS 452 Clinical Nursing 4 (0+15)	5
NURS 453 Clinical Integration 4 (0+3)	1
TOTAL	26

Total Program Credits = 120 minimum (general education from previous degree)

Professional Sequence = 72 Credits

RN to BSN completion track: This track requires 120 total program credits. See Appendix H for the full curriculum plan for this program. Students are admitted at any semester throughout the year, but applicants must have completed English 150, English 250, Math 110 and 7 hours of scientific understanding to begin the professional nursing sequence. Most students prefer the online option, and thus the site-based offerings have been reduced in recent years. Currently there is only one site-based offering, and the rest of the track is delivered in a fully online delivery format. The site-based offering is provided in a blended delivery format where at least 50% of each class is taught online, with the face-to-face classes meeting on one designated evening per week. The fully online option is available for students who are located in geographic regions that are a long distance from a site based program or who prefer the flexibility of an online program. Completion time varies based on student choice. Most students complete the program on a part-time basis with an average length of seven to eight semesters. However, students can complete the program on a full time basis in three to four semesters or may stretch the program out over three to four years. In addition, students in this track have the option to stop out, slow down, or speed up at any time because the majority of courses are offered every semester. This flexibility for working RNs has proven to be one of the most cited strengths of the program. Table 4.7C shows the possible program sequence of courses and the credit distribution for the RN to BSN completion track.

Table 4.7C
Suggested Sequence of Courses for RN to BSN Completion Track with
Full- or Part- time Options

Part-Time Option [7 semesters, 4-7 credits per semester]		Part-Time Accelerated [5 semesters, 7-10 credits per semester]		Full-Time [3 semesters, 12 credits per semester] <i>*Assumes most Gen Ed are complete</i>	
SEMESTER 1	CREDITS	SEMESTER 1	CREDITS	SEMESTER 1	CREDITS
NURS 320	3	NURS 320	3	NURS 320	3
ENGL 321	3	NURS 324	3	NURS 324	3
		ENGL 321	3	ENGL 321	3
				CCHS 315	3
				NURS 310	3
TOTAL	6		9		15
SEMESTER 2	CREDITS	SEMESTER 2	CREDITS	SEMESTER 2	CREDITS
NURS 324	3	NURS 310	3	NURS 350	3
MATH 115 or 117	3 or 4	CCHS 315	3	NURS 340	3
		MATH 115 or 117	3 or 4	NURS Elec	3
TOTAL	6 or 7		9 or 10		9
SEMESTER 3	CREDITS	SEMESTER 3	CREDITS	SEMESTER 3	CREDITS
NURS 310	3	NURS 340	3	NURS 440	3
CCHS 315	3	NURS 350	3	NURS 450	3
		Gen Ed	3	NURS 495	4
				Gen Ed	3
TOTAL	6		9		13
SEMESTER 4	CREDITS	SEMESTER 4	CREDITS		
NURS 350	3	NURS Elec	3		
Gen Ed	3	NURS 440	3		
		Gen Ed	3		
TOTAL	6		9		
SEMESTER 5	CREDITS	SEMESTER 5	CREDITS		
NURS 340	3	NURS 450	3		
NURS Elec	3	NURS 495	4		
		Gen Ed	3		
TOTAL	6		10		
SEMESTER 6	CREDITS				
NURS 440	3				
Gen Ed	3				
TOTAL	6				
SEMESTER 7	CREDITS				
NURS 450	3				
NURS 495	4				
Gen Ed	3				
TOTAL	10				

All of the tracks within the BSN program adhere to a 1 credit to 1 contact hours for didactic courses. For example, for a three credit didactic course, such as NURS 440, instructional delivery would be calculated as 3 hours per week for a total of 45 hours over the 15 week semester. A clinical, laboratory, or integration course is calculated as three (3) contact hours per one (1) credit, so a 2 credit lab course would meet for 6 hours of contact hours of contact time per week or a total of 90 hours over the semester.

Criterion 4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.

The School of Nursing strives to support student success by offering learning environments conducive to active learning and achievement of learning and program outcomes. Each course in the pre-licensure nursing track builds on previous courses, incorporating constructs at higher levels throughout the program. Each clinical course is associated with a theory course, as well as an integration course. The integration courses incorporate simulations that help students to bridge the gap between the theory and the clinical course. Clinical faculty are placed in the FerrisConnect integration course so that they are able to access course information, communicate with theory and integration faculty, and keep abreast of the course progress. The RN to BSN track does not use traditional clinical sites, but incorporates experiential learning in the form of service learning and in the capstone project to build on the previous clinical experience of this student population.

Pre-licensure BSN Track: Clinical sites for pre-licensure students include a variety of acute care and community settings designed to support student learning outcomes. Students in the first two foundational semesters of the traditional track spend one nine hour day per week in a small community hospital located in close proximity to the Big Rapids campus. These sites provide an excellent environment for the acquisition of basic fundamental technical, interpersonal, and safety skills. Once students are ready to progress to the second level of the program, they have the opportunity to care for patients in specialty clinical settings related to family practice, primarily located in a larger metropolitan setting about an hour from the Big Rapids campus. These settings include acute care pediatric, obstetrical, and medical-surgical units. Students also have community based clinical experiences in public health, home care, and other community settings at this level. In the third and final level of the program, students are placed in mental health units, other specialized medical-surgical units, and critical care units.

Pre-licensure Second-degree, Accelerated BSN Track: Students in the second degree accelerated track are placed in one primary acute care setting for the majority of their clinical experiential learning as an intentional way to decrease transition time to a variety of clinical settings during double-paced semesters. They do have occasional clinical experiences at other sites for clinical specialties that are not available at their primary site, but the consistency in placement has proven to be a supportive learning environment for these students as evidenced by informal feedback in discussions with students, as well as feedback on graduate exit surveys related to clinical experiences, which will be available onsite for review.

RN to BSN Completion Track: Students in the RN to BSN completion post-licensure track do not have traditional clinical experiences during the program. However, they do complete a clinical practicum at the end of the program in which they function in the leadership role of a project manager. The course project provides students the opportunity to integrate knowledge of evidence based practice, quality and safety initiatives, and leadership to design, implement, and lead an interdisciplinary team in an effort to improve client outcomes. This practicum experience frequently occurs in the student's place of employment and is considered to be a value-added component of the program from the employer's perspective.

Affiliation agreements are initiated for each clinical site in accordance with the policies of both the university and the clinical agency. All current affiliation agreements are complete and up-to-date for all clinical placements sites and can be viewed on-site. The affiliation agreements with clinical agencies are secured and maintained centrally within the College for all CHP programs, including nursing. These contractual agreements may reflect the FSU boiler plate agreement, but most commonly the clinical sites prefer to use their own template. In either case, the process to approve the affiliation agreement by both parties is very arduous in terms of the reviews by legal staff in each setting. The FSU legal review is designed to inform the health programs of any potential problems that could occur if the agreement is accepted as written. This review then allows the CHP staff member who oversees this process to engage in a dialogue with the agency to reach an agreement that is acceptable for both parties. In agreements negotiated, there is typically a clause that allows the clinical agency to dismiss a student from that setting, but only for due cause which would include an offense such as a serious violation of patient safety or confidentiality standards. This dismissal is not unilateral and it is the Ferris policy and practice to always provide due process for the student. If a student is dismissed from a clinical site, that student's situation is evaluated in accordance with SON progression policies. The outcome of this kind of review could result in failure of the clinical course, which would be a progression issue, or reassignment of the student to another clinical site. Therefore, the rights of the student to due process are always protected from the perspective of the University. The following excerpts from the Ferris agreement template reflect the process in place to protect student placements in the clinical agency:

- (i) No provisions of this Agreement shall prevent the Facility from refusing to accept any student who has previously been discharged for cause as an employee of the Facility, who has been removed from or relieved of responsibilities for cause by the Facility, or who would not be eligible to be employed by the Facility. The Facility shall notify the University in writing of its refusal to accept a student and the basis therefor.
- (ii) The Facility may submit a written request to the University for the withdrawal of any student from the program for a reasonable cause related to the need for maintaining an acceptable standard of patient care, and the University shall immediately comply with such request. The written request from the Facility shall set forth the basis for removal.
- (iii) In the event the University does not agree with the Facility's refusal to accept a student or request for withdrawal of a student, it shall promptly (in any event not later than five working days after receipt of the written notice or request from the Facility) provide the Facility with a written statement setting forth the basis for any such disagreement.
- (iv) The Facility will defend, indemnify and hold the University harmless from any and all claims and costs arising from the Facility's request for the withdrawal of or refusal to accept any student to which the University provided its timely written statement of disagreement, provided that the Facility is determined by a court or administrative agency of competent

jurisdiction to have acted in an unlawful manner in refusing to accept or requesting the withdrawal of a student; and further provided that the University shall promptly notify the Facility of any such claim, provide the Facility with all reasonable assistance, except financial, in making such defense. No settlement of any such claim as it relates to the University shall be effected without the consent of the Facility

In addition, the University maintains liability insurance for all FSU students who are engaged in experiential learning off campus. The affiliation agreements for all clinical sites as well as a copy of the Certificate of Liability Insurance will be available onsite for review.

4.8.1 Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

Student clinical experiences are intentionally designed to provide students with exposure to current best practices nationally established health and safety goals. The School of Nursing attempts to select agencies that exhibit strong role-modeling and mentoring of students by staff. The following link provides access to the listing of all current clinical agencies utilized by the pre-licensure BSN program:

<http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/BSN/Internship-Sites.htm> Websites for each clinical affiliate are included on this page, to view the information that is conveyed to the public. It is significant to note that several of the clinical sites are noted to have been recognized for a variety of impressive awards and accolades. For instance, Mercy Hospital, Gerber Memorial Hospital and Munson Medical Center have all been cited multiple times in one of the “Top 100 Hospitals” recognition program. Munson Medical Center and Spectrum Health Grand Rapids are both Magnet hospitals, reflecting excellence in terms of nursing practice sites. Other hospitals who are current affiliates are also starting the Magnet journey as a way to recruit and retain nurses who are committed to excellence.

Agencies are also selected based on proximity to the University, to minimize excessive drive times for students. While proximity and availability may initially seem to be constraints in terms of the quality of the institutions utilized, the School of Nursing is fortunate to have excellent clinical sites available to students which meet all of these criteria. Table 4.8A on the following page lists all of the clinical sites currently utilized for the pre-licensure BSN program track, which meet the established criteria. The clinical agency must be able to provide a quality learning environment that will allow students to meet course clinical course objectives. Patient acuities, census, and overall agency adherence to regulatory policies is also considered. Agencies are selected that will provide students experience in specialty practice areas such as pediatrics, mental health, oncology, and rehabilitation. Students and clinical faculty evaluations of the agencies also determine future use of the agencies.

**Table 4.8A
Clinical Agencies for Pre-Licensure Student Placements**

Clinical Agency	Address	Clinical Experiences
A.C.E. Home Health Care Services	239 S. Ensley Howard City MI 49329	Homecare
Continue Care of GMHS	231 W. Pine Lake Dr. Newaygo MI 4937	Homecare
District 10 Health Department	10 County Area	Public Health
Helen DeVos Children's Hospital	100 Michigan St. N.E. Grand Rapids MI 49503	Pediatrics PICU NICU/NIM
Mecosta County Medical Center	605 Oak St. Big Rapids MI 49307	Med-Surg
Mecosta County Medical Center Home Health Care	605 Oak St. Big Rapids MI 49307	Homecare
Mercy HomeCare Cadillac	7985 Mackinaw Trail, Suite 100, Cadillac MI 49601	Homecare
Mercy Hospital Cadillac	7985 Mackinaw Trail, Suite 100, Cadillac MI 49601	Med-Surg Accelerated
MidMichigan Home Care Clare	1432 N. McEwan Clare MI 48617	Homecare
Munson Healthcare	1105 6 th St. Traverse City MI 49684	Med-Surg Accelerated
Pine Rest Christian Mental Health Services	300 68 th St. S.E. Grand Rapids MI 49501	Mental-Health
Spectrum Health Blodgett	1840 Wealthy St. S.E. Grand Rapids MI 49506	Ortho/Total Joint
Spectrum Health Butterworth	100 Michigan St. N.E. Grand Rapids MI 49503	Critical Care Ortho Trauma Neuro Heme/Oncology GI/GU OB/L&D Med-Surg
Spectrum Health Gerber	212 S. Sullivan Fremont MI 49412	Med-Surg Accelerated
Spectrum Health Reed City	300 N. Patterson Rd. Reed City MI 49677	Med-Surg
Spectrum Health United Memorial	615 S. Bower St. Greenville MI 48838	Med-Surg

One final variable related to clinical placements is that the School of Nursing is part of several clinical consortia as a part of planning for and ultimately scheduling of clinical sites. Other universities, colleges, and agencies participating as part of the consortium must be considered when selecting clinical agencies. The clinical consortia of West Michigan, the Lakeshore and the Northern region are three of the primary groups the Ferris SON clinical coordinator works with to negotiate clinical placements on an ongoing basis. These collaborative entities work together to assure that all students in the West Michigan region have equitable access to clinical placement sites. These groups meet approximately three times per year to assure that all nursing programs and clinical sites are afforded the same considerations and guidelines related to clinical placements.

It is significant to reiterate that the role of the SON Clinical Coordinator is primarily comprised of organizational responsibilities related to clinical placements to include all logistical aspects of clinical sites and clinical faculty. Any decisions related to clinical sites, personnel oversight and final evaluations are always deferred to the Director of the SON, as the administrator for this academic unit. As a part of this role, the clinical coordinator oversees the evaluation process for clinical sites. This includes regular evaluation by students in terms of end of semester student evaluations of the clinical experience as well as anecdotal feedback from clinical instructors. Clinical instructors readily provide ongoing updates to the clinical coordinator regarding any concerns or issues that may arise at a given agency, which provides a valuable perspective as they observe the day to day operations during a clinical rotation. In addition, the clinical coordinator visits each clinical site each semester during clinical rotations to observe the clinical site “in action”. During these visits she is able to observe interactions between the clinical instructor and the students, between the instructor and the agency staff as well as student-staff interactions. These onsite visits allow her to not only observe the clinical instructors’ teaching approach but also the quality of the agency as a learning environment for students. Finally, she also has the opportunity to build collegial relationships with not only the clinical staff on the units where students are assigned, but she also meets periodically with the administrative staff who oversee the nursing units and work with her to arrange logistical aspects of student placements.

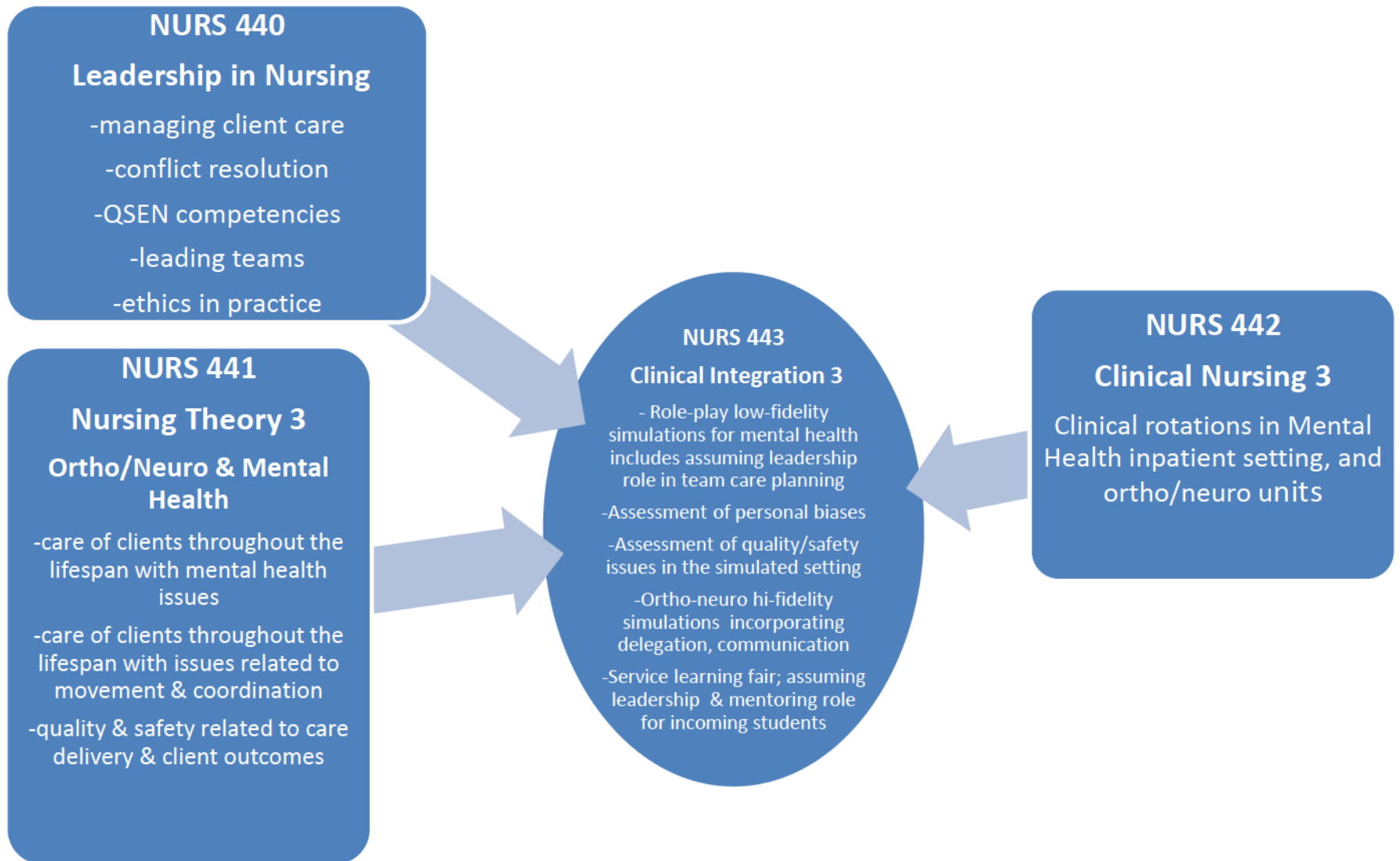
These collective activities have proven to be very effective in terms of ongoing monitoring of quality of student clinical experiences. When issues of concern arise, the Clinical Coordinator meets with the appropriate SON faculty or administrator to address the concern in the most appropriate manner. For instance, if there is a question about an instructional approach of a clinical instructor, she will confer with the nursing faculty member who teaches the concurrent theory component of the clinical course. That faculty member would, in turn, provide the CNF with appropriate feedback and suggestions to improve his or her approach. This would also occur with student issues that might arise in the clinical setting. If the issue expands to the need for disciplinary action, including termination of a CNF or dismissal of a student, the Clinical Coordinator would refer the situation to and work with the Director of the SON to reach a resolution.

Clinical nurse faculty (CNF) are selected for their levels of expertise in the clinical area they will teach. With the adjunct clinical instructor model, preference is also given to qualified clinical faculty who are employed by or familiar with the agency where they will provide instruction. This approach has proven to be a valuable asset, because the CNF are viewed favorably by their peers on the unit and as clinical experts by the students. Additionally, this model has allowed the CNF to serve as more effective advocates for students' experiential learning. CNFs are provided an orientation to the BSN curriculum and specifically to the courses they will be teaching in terms of how it relates to the overall learning outcomes of the program. The Theory faculty design intentional learning activities that are to be incorporated into the clinical rotation to enhance student learning in a meaningful way and to promote successful achievement of clinical course objectives. For example, application of QSEN principles may be tailored to a specific clinical experience. Figure 4.8 on the following page provides an example of one selected theory and clinical course that incorporate bridging activities to integrate QSEN and other principles applicable to the program level.

CNF are mentored by both the clinical coordinator as well as the nursing faculty teaching the concurrent theory course for the duration of the semester, to assure that all components of the CNF role are effectively addressed. Students complete evaluations of the clinical faculty at the completion of each rotation. These evaluations are reviewed by the clinical coordinator and discussed with the clinical faculty to provide constructive feedback in terms of the interpretation of student comments, suggestions to improve or enhance their instructional approaches or to provide a basis for a decision to discontinue employment of a clinical faculty if indicated. As noted previously, decisions regarding hiring or termination of clinical faculty are always discussed with the Director of the School of Nursing so that appropriate processes are followed in accordance with University policy.

Final grades are assigned by the clinical faculty members who have evaluated the students in the clinical setting at both a formative and summative level. As noted previously, students also have community rotations in public health departments and home care settings and these experiences are overseen by agency nurses who serve as preceptors for these rotations.

Figure 4.8
EXAMPLE OF CLINICAL & THEORY BRIDGING IN AN INTEGRATION COURSE



Criterion 4.9 Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

Pre-licensure BSN track: Students in the pre-licensure nursing tracks (traditional and second-degree, accelerated) are provided didactic and some laboratory courses in a blended delivery format. Up to 50% of the course is delivered on-line through the FerrisConnect Blackboard system, and the other 50% is delivered face-to-face. This approach provides students several approaches to learning and offers greater flexibility for students. Learning activities in the online setting are rigorous and require students to complete them prior to the subsequent face-to-face session. Faculty believe that students learn best during active engagement in and application of the content, and active learning is an expectation in the face-to-face session in which students apply content during a variety of learning activities. Students in both the traditional and accelerated pre-licensure tracks use the same texts and course materials.

RN to BSN Completion Track: Students in the RN to BSN completion track have the option of completing through a fully on-line option, or blended delivery as part of the off-campus site. Students in both the fully online and the blended delivery are expected to engage in intensive, rigorous, and active learning assignments that include group discussions, case studies, and collaborative exercises designed to apply course concepts. Table 4.5B demonstrates that the learning assignments, instructional materials, and methods of evaluation are appropriate for the online format and are consistent with achievement of student learning outcomes.

Students in online courses have the same access to university resources as are available for face-to-face or blended delivery courses. FLITE, disability services, writing support services, as well as the Technical Assistance Center are available to students by instant messaging, email, or phone. Students may also elect to use face-to-face services.

Standard 5: Resources

STANDARD: Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

Criterion 5.1 Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.

The fiscal allocation from the institution, not including grants, gifts and other restricted sources, are comparable with similar programs within the College, and sufficient for the program to achieve its goals and outcomes. The Academic Affairs budgeting process evolves from the planning process, which occurs within each level of each institutional unit. Each college develops an annual set of initiatives, which describes how that college will address the strategic directions of the university. The 2011-13 Strategic Planning document for the College of Health Professions is available on site for review. Within the strategic plan are goals, which are supported by more specific objectives for the upcoming year. Each objective has a point person(s) or unit designated to oversee the implementation of the objective. A timeframe for outcome assessment is also included. If the objective requires any additional resources for implementation, that is noted in the plan. In the School of Nursing, the strategic plan for each program is developed collaboratively by the Director and faculty as appropriate for each year. The Dean reviews the plans submitted by each program within each department. The Dean, who has day-to-day oversight responsibility for the budget, works with each Department Head/Director to allocate funds received from central administration to build a budget for the programs for which he/she has oversight. Budget requests made by the Department Heads are approved based on the ability of the Department Heads or Director of the School of Nursing to demonstrate fiscal need and how funds received further the mission of the program, college, and university. The internal determination of budget allocation through a collaborative effort between the Dean and Director of the School of Nursing is effective in linking fiscal resources to strategic goals of the School of Nursing programs.

Although the base supply and expense (S & E) budget for each academic program within the college remains fairly consistent from year to year, the internal allocation of funding supports the opportunity to request additional funds when the need for funding ultimately supports the mission of the University as an institutional priority. While new internal resources have not been allocated recently, it is significant to note that in the 2007-08 AY, the Dean was successful in securing funding for four new nursing faculty positions to support the growing enrollment in the RN to BSN track. These positions were established as full-time temporary 12 month three year continuing positions starting in the 2008-09 AY. These positions were renewed for an additional three years at the end of the 2011-12 AY in view of the sustained enrollment in the RN to BSN completion track, but also to support instructional need in the pre-licensure track as well as the graduate program as needed.

For the BSN program, the base S & E budget is one of several components of the entire budget for the School of Nursing. Within the School of Nursing, there are budget accounts for the administration of the department, as well as for each program. The base budgets for the BSN program reflects a higher S & E allocation due to the high costs of part time instruction and technical instructional support required for the pre-licensure program. By comparison, the MSN program budget reflects lesser instructional costs from either a part-time faculty or technical support perspective.

Table 5.1A identifies the general fund budgets for all of the tracks and programs within the School of Nursing.

**Table 5.1A
School of Nursing Budget Allocations for FY 2012**

Program/Track	Enrollment for Fall 2011	FY 2012 S & E Budget Allocation
BSN Program	Pre-licensure: 130 Post-licensure: 458	\$33,000
MSN Program	87	\$3,600
SON Administration	N/A	\$3,000

Table 5.1B reflects the actual budget for the BSN program tracks for the past three fiscal years, corresponding with academic years 2009-10, 2010-11 and 2011-12. Salaries are not included in these budget reports.

**Table 5.1B
BSN Program Budgets for Past 3 Fiscal Years**

Revenue/Expenses	BSN Pre-licensure tracks		RN to BSN Completion Track		BSN Program (Budgets Merged)
	FY 10 AY 2009-10	FY 11 AY 2010-11	FY 10 AY 2009-10	FY 11 AY 2010-11	FY 12 AY 2011-12
REVENUE SOURCES					
Base S & E Budget	\$8,000	\$11,496	\$18,000	\$33,000	\$33,000
Transfer from Dean's Office:					
• Carry forward	26,784	Transition To merge to one BSN Budget	11,581	16,490	26,884
• Incentive funds					
• Equipment Allocations					
Total Revenue for S & E, Travel & Equipment	\$34,784	\$11,496	\$29,581	\$49,490	\$59,884
SUPPLY & EXPENSE COSTS					
Copy/Fax Costs	346	44	235	1,177	1,667
Books & Subscriptions	503	0	271	455	616
Dues & Memberships (shared with grad)	550	4,925	5,786	2,584	5,341
SUPPLY & EXPENSE COSTS, Cont.					
Travel Expenses	6,539	5,609	1,502	7,314	14,694
Educational Supplies	11,119	0	11,683	31,127	26,183
Equipment / Rental Fees /	217	0	50	117	2,311
Miscellaneous S & E	4,152	720	5,062	6,710	6,889
Total Base S & E Expended	\$23,426	\$11,289	\$24,589	\$49,484	\$57,701

As an off-campus program, any supplemental instruction expenses associated with the RN to BSN completion track in the form of adjunct faculty pay, overload pay for FSU nursing faculty, and all related travel expenses, are paid by the Office of Extended and International Operations (OEIO) for site based program offerings. This arrangement has resulted in a very cost effective program for the College of Health Professions when courses are offered in a face to face format in a geographic location off campus. However, this support has declined over the past few years, as online delivery has substantially increased while face to face delivery has significantly decreased. Online instruction is included in the general instructional budget for faculty positions and supplemental instruction within the College where the program is housed.

In addition to the fact that the OEIO pays for program marketing, supplemental faculty and all travel costs associated with off-campus programming, the units also provide incentive funding to motivate programs to offer off-campus programming. However, incentive funding is no longer provided for online courses, and this has been where most of the enrollment growth for off campus programming has occurred for both the School of Nursing and the College of Health Professions. At the end of each fiscal year, each program, their respective college, and the Vice President of Academics Affairs Office, receive an incentive stipend in a 60-20-20 split respectively, based on the number of student credit hours generated per program for the previous year in face to face or blended off campus programming. Although this is not a part of base funding, and varies year to year, it does provide programs like nursing with additional resources to use for program initiatives and faculty development opportunities.

To identify budget allocations that are comparable to the BSN program in terms of enrollment and S & E budget allocations, please refer to Table 5.1C below. The FY 2012 budget for the BSN program is compared with that of the other programs within the College of Health Professions. Programs are designated as *clinical* or *non-clinical* as a way to distinguish between programs that are more costly in terms of laboratory equipment and/or instructional costs related to clinical supervision. Non-clinical programs do not typically have these added expenditures.

**Table 5.1C
Comparison of S & E Budgets within the CHP for FY 2012**

Program/Track	Enrollment Fall 2011	Type of Program	S & E Base Budget FY 2012
BSN pre-licensure tracks	130	Clinical	\$33,000
RN to BSN completion track	458	Non-clinical	
Dental Hygiene	74	Clinical	\$20,700
Respiratory Care	79	Clinical	\$13,091
Clinical Lab Sciences (AAS/BS)	45	Clinical	\$45,000
Nuclear Medicine (BS)	148	Clinical	\$12,070
Diagnostic Medical Sonography (AAS)	19	Clinical	\$15,500
Radiography (AAS)	62	Clinical	\$23,000
Health Care Systems Administration (HCSA)	340	Non-clinical	\$8,000
Health Information Technology (AAS) and Management(BS)	145	Non-clinical	\$12,000

The Director of the School of Nursing has responsibility for several components of the BSN program budget, which includes assisting with building and managing a line-item S & E, supplemental faculty and incentive budget for each program for which she provides oversight. The S & E budget includes allocation for travel, office and laboratory supplies, minor equipment, testing, telephone, copying, mailing, FAX and printing expenses. The supplemental faculty budget includes allocation for compensation of part-time faculty.

In addition, the Director of the School of Nursing oversees the utilization of the alumni account for the programs within the department. The Director solicits input from the faculty prior to building the base budget's S & E for the School of Nursing programs. In addition, she solicits input regarding the use of alumni and incentive funds. Providing the Director with some discretionary use of these funds allow for one-time expenditures that are not budgeted for in the base budget to be funded as needed.

Following the finalization of the creation of an annual budget, at the start of the fiscal year, the Director of the School of Nursing reviews the annual budget with faculty each fall. The S & E budget does not allow for much discretionary spending, but the additional resources from the carry over or incentive funds does provide an opportunity for faculty to have input in regard to how funds can best be utilized to promote the goals of the nursing programs.

At this time, the resources allocated to the nursing programs from the University through the College of Health Professions, and specifically to the BSN program tracks, are adequate to support the administrative costs of the program. The addition of faculty positions as well as funding for increased adjunct instructional costs related to growth in the RN to BSN completion track have allowed that track of the BSN program to grow significantly in the last four years.

Faculty members also have access to other sources of monetary support for professional development, research, and community and practice opportunities. Several faculty grant sources are available to supplement travel costs for professional development or professional presentations. These include the CHP Faculty Enrichment Grant and the Timme Endowment Grant for professional development. All full-time faculty members are eligible to apply for these funds. In addition, the Faculty Center for Teaching and Learning (FCTL) offers many opportunities for faculty to earn professional development stipends for participation in designated on-campus professional development activities. Furthermore, the opportunity to secure funding for research and other areas of scholarship are also available through the University Faculty Research Grant program, which reviews and recommends funding for a variety of faculty research projects, as well as the Ferris Foundation Exceptional Merit Grant program. Of note is the recent establishment of the University's first dedicated Director of Grants and Research. This office is in the process of establishing policies and procedures related to assisting faculty and staff to identify, write, and administer grants. The School of Nursing has secured three grants sponsored by the State of Michigan to support the training of clinical nurse faculty and simulation for a total of \$441,119.00 from 2005 to 2011.

Finally, faculty members also have the opportunity to apply for a funded sabbatical leave to pursue an area of professional development that will also support the goals of the program. Two nursing faculty have received funded sabbaticals to pursue global initiatives. Susan Fogarty traveled to Finland as a visiting professor and then on to New Zealand to establish a new study abroad site for BSN students in 2005. Most recently, Dr. Marietta Bell-Scriber was selected as a Fulbright scholar and spent the 2011-12 AY in Cyprus as a visiting professor. These experiences have enhanced the global perspective of many students at both the graduate and undergraduate levels.

Criterion 5.2 Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

Faculty and administrative staff consistently assess the classrooms, laboratories, and office spaces in terms of meeting the educational needs of students and teaching needs of faculty. This is done both formally and informally. Graduate exit surveys for on-campus students ask students' perceptions of the classroom and laboratory resources and spaces (available onsite). Faculty informally discuss classroom equipment or space needs, and will make room change requests as necessary to ensure that teaching spaces are adequate for optimal student learning. Additionally, the university has made efforts in recent years to create comfortable learning environments for both faculty and students.

In addition to physical space for learning environments, faculty are also supported in the skills and simulation laboratory settings with laboratory coordinators who provide assistance with instructional activities including oversight of skills practice, set-up of laboratory sessions, and technology assistance during simulations. Additionally, classrooms and laboratories are equipped with computer stations and monitors for instructional delivery. A review of the current status of learning spaces available to undergraduate students and faculty is outlined below.

Victor F. Spathelf (VFS) Building – College of Health Professions

The VFS College of Health Professions was built in 1979, and has been renovated over the years as needed. The College of Health Professions houses not only the School of Nursing, but also programs in Dental Hygiene, Medical Imaging, Clinical Lab Sciences, Respiratory Care, and Health Care Systems Administration. In addition to eight classrooms, the College also accommodates the Dean's office, a conference room, a student lounge, a faculty lounge, and a computer lab.

Classrooms. Over the course of the last five years, all classrooms in the College of Health Professions were renovated. This was in response to the president's initiative to create a learning-centered campus. Academic Affairs collaborated with the Physical Plant to renovate a variety of classrooms around the concept of learner-centered design. In such a classroom, the faculty aims to create an environment where students are active participants in learning, develop themselves independently, and collaborate in ways that support the learning efforts of others. There is a body of empirical research to support both the efficacy of such environments as well

as the specific criteria that foster the creation of such an environment. This literature was reviewed prior to classroom renovations and thus helped guide renovation decisions. Several key elements were addressed in the renovations. Furniture was selected that allowed for small or large group configurations to foster teamwork. SMART classrooms were developed that provide technology enhanced capabilities including computers, projectors, document cameras, SMART Podium interactive pen display, DVD players, and Tegrity lecture capture software. This allows faculty to maximize the learning potential in the classroom and fosters experimentation with technology-enhanced pedagogy. Colors and comfort were considered to align with the concept of the learner-centered spaces. Ergonomically supportive chairs and calming colors were used in classrooms. Finally, the addition of carpet and replacement of ceiling tiles aided in reducing unnecessary and distracting noise in the classrooms. Depending on the classroom, 20 to 60 students can be accommodated in a class.

During this same time period, exterior hallways and restrooms were updated with more current cosmetic improvements to enhance the general aesthetics of the building. The Dean also took the opportunity at this time to renovate several faculty offices, which has been an ongoing project within the building. All laboratory spaces with the exception of the Dental Materials and Nuclear Medicine labs have also been upgraded, including the reallocation of one room to become the new nursing simulation laboratory, which is described below.

While classrooms have been renovated and spaces have been redesigned as classroom or laboratory space, the increased growth in the College of Health Professions has led to challenges in meeting classroom needs for programs. In 2010, the new Michigan College of Optometry building was built adjacent to the College of Health Professions. The addition of this new state-of-the-art facility has provided the nursing program with additional classroom spaces that can be utilized as needed. The College of Pharmacy and the College of Business are also neighbors of the College of Health Professions and classrooms within their buildings are also utilized as necessary to meet the needs of the College of Health Professions programs. The cooperative use of these buildings, in addition to the College of Health Professions provides sufficient space and means to support achievement of student learning and program outcomes for the School of Nursing.

Laboratories. The nursing skills laboratory was created in 2002 and has been updated since that time as necessary to stay current with technology and changes within the profession. A high fidelity human simulator (SimMan) was initially purchased for use in critical thinking simulations in the skills laboratory, as well as a number of lower fidelity manikins. Laptop computers complete with simulated charting software, as well as equipment required to educate students on technical skills required for practice such as intravenous pumps, patient controlled analgesic pumps, and Kangaroo feeding pumps were also supplied in the lab and updated over the last ten years as needed. Four Nursing Ann simulators and SimMan Classic are also located in the nursing skills lab.

In 2011, a second laboratory space was established within the College of Health Professions for use as a nursing simulation lab. The increased need for alternative clinical time resulted in additional high fidelity simulations using the SimMan manikins. This increase resulted in the development of the nursing simulation laboratory in 2010-11. This lab was renovated with funds

from a clinical instruction grant and was equipped using a generous allocation of close to \$200,000 of one-time equipment funding from the Provost's office. A grant written by a nursing faculty member provided an additional \$151,000 to purchase additional human simulators as well as provide clinical nurse faculty support in the simulation lab during the 2011-2012 academic year. Currently, the simulation laboratory equipment includes 5 high fidelity simulators: SimMan3G, SimJr, SimBaby, SimNewB and Nursing Ann. These simulators are used with over 20 simulations in different clinical integration courses during the nursing program. The addition of this laboratory space has greatly enhanced the ability of faculty to provide valuable learning opportunities to students at all levels of the BSN pre-licensure program.

The skills laboratory can seat 24 students safely, but generally the skills lab has 8 to 12 students per session if the students are actively practicing or checking off on skills. The assessment lab sessions generally have 12 to 16 students during practice or check-off times. The simulation laboratory seats 8, with generally 8 to 16 students being in the lab at any given time. Again, the number of students is contingent upon the type of simulation activity being conducted and the number of students that can be accommodated safely and optimally at any time.

A computer laboratory is available for faculty to reserve for special testing or activities requiring a computer, and accommodates approximately 24 students. In addition, multiple computer labs can be reserved at the FLITE library for use in testing. Students also have access to computers at the FLITE library for study purposes. Graduate exit surveys ask students' perceptions of the availability of computers and technology required to complete coursework, and the majority of students feel that current availability of computer and technology equipment sufficiently meets their needs.

Offices. The full-time faculty and staff in the School of Nursing are provided individual office space that is more than sufficient to meet their needs. Faculty individual office spaces afford students the ability to meet with their instructors or advisors in an environment that is private and quiet, as might be needed for situations such as testing, remediation, or student issues. Faculty are provided office computers, printers, and on-campus technology support for any issues that may arise either with equipment in their office or in the classroom setting. Desks, filing cabinets, bookshelves, chairs, and other needed furnishings or equipment. Part-time faculty have the use of a shared office that they may utilize when on-campus. Faculty who teach at a distance for the on-line or blended delivery courses have the same access to technology support as on-campus faculty through live on-line chats, phone, or email.

Criterion 5.3 Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

Faculty and students review learning resources and technology on a regular basis. The graduate exit surveys contain questions related to learning resources and the use and availability of technology. The information gleaned from these surveys as well as informal feedback from students via class or one-to-one discussions, or formal feedback via the IDEA form serves to inform faculty on the selected textbooks, technology used in the classroom, or other learning

resources. Additionally, School of Nursing faculty review and discuss any textbook changes in a very deliberate manner prior to making changes. New texts are reviewed and discussed at faculty meetings, readability tests on new texts are completed as indicated, and student input is considered when considering new texts (see BSN program minutes available onsite).

Technology in the School of Nursing is current and accessible to faculty and students. Faculty were key to informing the purchase of new laboratory equipment in the 2010-11 fiscal year. As noted in Criterion 5.2, the skills and simulation labs have been recently updated with several new Laerdal manikins, laptop computers and simulation software. The simulation laboratory is available to nursing faculty for use in simulations throughout the semester. Faculty reserve the room and times by making a request to the department secretary, as well as the clinical and simulation coordinator, who collaboratively identify the needed simulation, equipment, and staff needed. Clinical nurse faculty and the clinical/simulation coordinator assist as necessary to ensure adequate support for an optimal learning environment.

As noted in Criterion 5.2, classrooms in the College of Health Professions are equipped as SMART classrooms and include computer technology that allows for projection of presentations, document camera, and Tegrity lecture capture software. Faculty are provided training to classroom technology at orientation, and also ongoing assistance or training sessions as technology is updated. Faculty are asked for input by the Director of the School of Nursing, and also make requests or suggestions for technology or other learning resources through formal and informal communication methods including email, face to face discussions, and during School of Nursing meetings.

The Ferris Library for Information, Technology, and Education (FLITE) was opened in 2001 and is a state of the art facility offering 173,484 gross square feet with 60 study rooms for private or group study, 10 seminar rooms, two multimedia labs, an adaptive technologies lab, a distance learning room, a darkroom, and a graphics studio. Additionally, FLITE offers students and faculty 300 networked computers with Internet access and 1,200 installed computer jacks, electronic databases, microfiche readers and printers, fax machines, color and black & white printing. It has a capacity for 440,000 print materials. FLITE offers numerous tutorials and support materials for students and faculty on topics related to research, databases, plagiarism, and more. They also provide services to faculty including providing information literacy sessions to students in the classroom setting, media production, writing assistance, and interlibrary loans.

The School of Nursing has a FLITE health sciences librarian who is available to assist faculty and students with accessing library resources, creating library class help pages, working with students related to research needs, and identifying with faculty input needs for program specific texts or reference materials for the library. The health sciences librarian spends one hour per week in the computer lab for the purpose of assisting students with research or information literacy questions. The health sciences librarian's CV will be available onsite for review.

Criterion 5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.

The fiscal, physical, technological, and learning resources for the online RN to BSN completion track, and for blended delivery courses is sufficient to meet faculty and student needs, and to ensure the achievement of student learning outcomes and program outcomes. Adequate numbers of adjunct and full-time faculty are employed to support the growing number of RN to BSN completion students, while maintaining ratios of a maximum of 24 students to 1 instructor in on-line courses. This ratio has shown to be adequate for assuring quality of instruction. Faculty members were provided six hours of training in Blackboard for online course delivery with the recent upgrade to BB 9.1, with additional one to one training available as needed. There is also a plethora of evidence based supportive material and literature on online teaching and learning available on the Faculty Center for Teaching and Learning website. New faculty to the School of Nursing who may be unfamiliar with online teaching are mentored by faculty who are familiar with and proficient with online instruction.

The School of Nursing makes every effort to afford online and blended delivery students the same access to resources as face-to-face students. Students are provided the same access to the FLITE library online resources, health sciences librarian, and support services as traditional face to face students. Students are able to access the FLITE databases at <http://library.ferris.edu/proxysetup.html>. The Distance Education Library Services provides library support to Ferris students, faculty, and staff at extension sites. They also provide library support for clinical work off-site and Internet-based classes. This site can be accessed at <http://www.ferris.edu/library/distanced/homepage.html>. Students may also take advantage of these services face to face if they choose.

Additionally, two full-time off-campus support staff are available in the Dean's office and include a student support staff and an off-campus advisor. A second full-time off campus advisor is located in the Flint office. These staff members collectively provide RN to BSN student's assistance with the application process, registration, and follow-up advising as needed. The addition of these staff members in 2008 significantly improved student satisfaction with academic advising and general support during their enrollment in the program. These staff also support the off campus/online programs offered by the College of Health Professions, but the RN to BSN completion program is the largest program with which they deal.

Ferris State University recently moved to the Blackboard WebCT to support the FerrisConnect Learn to upgrade to the latest supported platform available. Support for FerrisConnect is available at <http://www.ferris.edu/ferrisconnect/> and provides information to both faculty and students related to compatible browser and Java versions, as well as a host of other technical support issues. Technical support staff are also available to off-campus and online students in a variety of ways, including live chat, email, telephone, or face-to-face. The Technology Assistance Center (TAC) can be accessed at <http://www.ferris.edu/HTMLS/mytechsupport/factachome.htm>. This service is available 24 hours a day, 7 days a week unless noted otherwise, and offers students and faculty assistance with a multitude of technology issues including those that may be interfering with a class or submission of assignments, virus and security issues, and information on software and hardware requirements.

SECTION THREE: STANDARD 6 OUTCOMES

Standard 6: Outcomes

STANDARD: Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

Criterion 6.1 The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.

Increasing global and career complexity is causing Ferris State University to be responsive to changing stakeholder expectations of graduates. Ferris State University has committed to improving assessment practices and recently implemented a comprehensive, value-adding assessment plan institution wide. The School of Nursing is fully committed to this change process and strives to ensure that all of its programs and courses provide students with the best learning experiences in order to be successful in their careers and lives. To assure delivery of optimal educational experiences, the School of Nursing is dedicated to continually gathering and evaluating evidence of student learning. Academic Affairs provides extensive support to faculty to continuously expand their knowledge and assist with developing assessment plans. The Academic Assessment plan and assessment support can be accessed at <http://www.ferris.edu/htmls/administration/academicaffairs/assessment/plan.htm>.

The School of Nursing has a systematic plan in place for assessing and evaluating student learning and achievement of program outcomes. This plan was developed based on NLNAC standards and criterion, AACN Essentials of Baccalaureate education, and Quality and Safety Education for Nurses' competencies. A structured procedure for both program and course assessment was developed in 2010 to facilitate the process of ongoing assessment in the School of Nursing. These procedures are available onsite for review to reflect how the systematic plan for evaluation is actually carried out. The assessment and evaluation plan is housed in the University's TracDat system. TracDat is a product of Nuventive, and provides a coordinated institution wide system that supports strategic planning, assessment, quality improvement, and accreditation. The TracDat system, implemented in 2009 for the School of Nursing, has provided a more efficient method of managing assessment and improvement strategies. Course assessment data is entered every semester, and program assessments are updated every academic year. The TracDat assessment plans for the pre- and post- licensure BSN tracks that incorporate the identified criterion from NLNAC as well as other sources that informed the design of the plan are found in Appendices J and K. This assessment plan is the guide for the program and drives the curricular decisions that are made. The full data set for the systematic evaluation plan is available on site for review. Course assessments of learning outcomes are completed each semester in every course and submitted to the program coordinators for their review. Faculty include recommendations or notes that speak to any outcome that was not met at the established level, or to outcomes that consistently are met at 100% as these may indicate need for change in the evaluation method or the expected level. The program coordinator reviews the aggregate data, and shares results with faculty during program meetings (see BSN program minutes available onsite). Once feedback from faculty is obtained, the data is entered into the TracDat system. Any changes related to particular course outcomes that are planned or in process are

noted within the system for tracking purposes. Program outcomes are entered on an annual basis based on aggregate data. Data results are consistently shared with faculty and advisory board members to demonstrate achievement of course and program outcomes, or to demonstrate a possible need for revisions to courses or curriculum. Course and program assessments are completed in the same manner for both the pre-licensure BSN track and the RN to BSN completion track, as well as face-to-face, online, and blended delivery courses. The pre-licensure BSN data is separated by traditional and second-degree accelerated tracks to better differentiate and understand the data. The full assessment reports for both the pre- and post-licensure BSN program tracks as well as courses will be available onsite for review.

Criterion 6.2 Aggregated evaluation findings inform program decision making and are used to maintain or improve student learning outcomes.

BSN program minutes (available on-site) reflect the ongoing discussions related to assessment and evaluation of student learning and program outcomes. Course assessments, which are completed on every course in all tracks of the BSN program, are reviewed at BSN faculty meetings at the end of each semester and as needed throughout the academic year. These assessments serve to inform faculty as to concerns or issues with assignments, content, or course materials that may be influencing assessment outcomes. Revisions or modifications are made as necessary in a continuing effort to improve student and program learning outcomes. Examples of these revisions and/or modifications can be viewed in the TracDat reports available onsite.

The aggregated BSN program assessment findings are reviewed with faculty throughout the academic year during BSN program meetings. In addition, faculty are provided NCLEX-RN pass rates quarterly as well as a full annual report for the academic year from the National Council of State Boards of Nursing. Data related to Assessment Technologies Institute (ATI) comprehensive predictor results is provided. Graduate exit surveys are conducted in the capstone course of all tracks in the BSN program. Additionally, one-year alumni surveys are sent to all BSN program graduates. Employer surveys are sent based on information provided in the alumni surveys, and serve to further inform faculty on achievement of program outcomes. All of this data serves to inform faculty on areas of concern, and guides curriculum decisions. If any areas of concern are found in review of the data, revisions or modifications may be made to course or program assessment measures. These planned changes are noted in the TracDat system and are monitored over time. See the TracDat reports available onsite for examples of these changes.

Criterion 6.3 Evaluation findings are shared with communities of interest.

The advisory board for the BSN program is provided information on program assessment and evaluation findings at biannual meetings, at which time members are asked for their input as to any issues associated with these findings. Any curricular changes that are considered are presented to the advisory board and discussed. The School of Nursing strives to give consideration to advisory board input and suggestions, and to incorporate these suggestions into any curricular or program changes that are made. Minutes from advisory board meetings that reflect these discussions are available on-site.

Assessment information in regard to NCLEX-RN pass rates is also available on the SON website for review by the general public, including potential students and their families who often ask for this information as they consider different nursing programs. The School of Nursing participates in multiple annual surveys from a variety of national constituents including the National League for Nursing (NLN), the NLNAC, and the American Association of Colleges of Nursing (AACN). These surveys request a variety of data related to program enrollment, completion rates, NCLEX-RN pass rates, as well as other demographic student data which contributes to a national database of baccalaureate nursing programs.

Criterion 6.4 Graduates demonstrate achievement of competencies appropriate to role preparation.

The School of Nursing strives to prepare graduates who will be able to practice to the fullest level of their role preparation. The ability of students to demonstrate achievement of competencies is assessed in part by achievement of student learning and program outcomes (see TracDat report available onsite). In addition to the standard academic assessment methods, the program also gathers data from a number of surveys as well as the student portfolio that is completed throughout the program and evaluated during the capstone course.

Students complete a graduation exit survey during their final semester in the BSN program in their capstone course NURS 450. Students are asked to respond to a series of questions pertaining to their perceived readiness for practice and overall achievement of individual program outcomes. The majority of respondents rate their achievement on each of these questions as progressing toward the outcome, meeting the outcome, or exceeding the outcome. Survey results for the past five years are available onsite.

An employer survey is also utilized to determine satisfaction by this stakeholder group with the School of Nursing BSN program in terms of student preparation for practice and achievement of program outcomes. Questions on the survey request information related to graduates' ability to demonstrate achievement of program outcomes in the practice setting. Response rates for these graduate and employer surveys has been quite limited in recent years, and this has caused discussion among faculty and the advisory board as to how to increase response rates (see Advisory board meeting minutes available onsite). These surveys are sent electronically to employers who are cited on the Alumni Survey, thus indicating their permission to contact their current employer. To date the response rate has been very disappointing. The limited data received from employers seems to indicate that overall employers are satisfied with the level of preparation of graduates, and supports unsolicited anecdotal comments from clinical setting staff and members of the advisory board. An example comment from the 2010 survey stated, "*All RN to BSN students from the top notch colleges, including Ferris, are very well prepared, energized and do a great job in the field.*" The employer survey is available onsite for review, and a summary of the limited results from the last four years is available in Table 6.4A and in the TracDat program assessment report available onsite.

**Table 6.4A
Employer Survey Summary**

Employer Survey Results	2009	2010	2011
Satisfaction with pre-licensure BSN Program	100% rated Very Satisfied (1 of 1)	NA	100% rated Somewhat Satisfied to Very Satisfied (1 of 1)
Satisfaction with RN to BSN Completion Program	NA	100% rated Very Satisfied (4 of 4)	NA

Alumni of the program are asked to complete a survey one year post graduation that asks them to assess their readiness for practice and ability to demonstrate competencies appropriate to their level of role preparation. The majority of students in all tracks of the BSN program note that they are satisfied to very satisfied with their level of preparation. A summary of results for the previous four years is noted in Table 6.4B and is also available in the TracDat program assessment report available onsite. As noted in the discussion regarding employer survey results, the response rates from alumni have been low since data has been solicited for the current BSN program tracks. These program tracks were implemented in 2007, so the first data set was intended to be recorded is in 2009 for the 2008 graduates. Unfortunately, no data is evident as it appears that the 2008-09 graduates were captured in the 2010 survey. Initially it was determined that alumni surveys would be completed every other year, but that timeline was changed in 2010 when an annual survey was established as the guideline. This change in procedure resulted in some confusion as to when to initiate the alumni surveys, hence several missing data sets in Table 6.4B.

**Table 6.4B
Alumni Survey Summary**

Alumni Survey Results	2009	2010	2011	2012
Job Placement Results	Pre-licensure BSN: NA	Pre-licensure BSN: NA	Pre-licensure BSN: 83.3% Full Time 16.7% Part Time	Pre-licensure BSN: Pending
	RN-BSN Completion: NA	RN-BSN Completion: 100% employed as nurses with 52% reflecting a change in role with BSN	RN-BSN Completion: NA	RN-BSN Completion: Pending
Satisfied with Level of Preparation	Pre-licensure BSN: NA	Pre-licensure BSN: NA	Pre-licensure BSN: 83.3% Somewhat Satisfied	Pre-licensure BSN: Pending
	RN-BSN Completion: NA	RN-BSN Completion: 88.2% Somewhat to Very Satisfied	RN-BSN Completion: NA	RN-BSN Completion: Pending

Additionally, students complete a professional portfolio throughout the program, which is submitted in its final form in NURS 450 Capstone course. This portfolio is intended to demonstrate students' achievement of program outcomes and must include evidence of same in the form of completed assignments, presentations, clinical evaluations, or other supportive documentation. The portfolio is evaluated by faculty, and used by students as a tool for employment purposes. Informally, students have identified the portfolio as a helpful tool during job interviews, and employers have recognized the portfolio of FSU School of Nursing students as a useful tool to evaluate student achievement in specific areas. This portfolio is used as a tool for evaluating student achievement of program outcomes and results are noted in the TracDat assessment report available onsite. Students have consistently demonstrated that they meet the program outcomes related to the competencies of collaborative leadership, theoretical base for practice, generalist nursing practice, scholarship for practice, health care environment, and professionalism. Examples of students' portfolios are available onsite for review.

Criterion 6.5 The program demonstrates evidence of achievement in meeting the following program outcomes:

- ***Performance on licensure exam***
- ***Program completion***
- ***Program satisfaction***
- ***Job placement***

6.5.1 The licensure exam pass rates will be at or above the national mean.

Licensure pass rates for Ferris State University School of Nursing BSN graduates are presented in Table 6.5A. Table 6.5B reflect pass rates specific to the accelerated pre-licensure track cohorts for each year. NCLEX-RN pass rates have generally met or exceeded state and national rates over the last five years. In a couple instances, rates fell just short of the state and national rates. Faculty discussed this in BSN program meetings (see minutes on-site). The program coordinator suggested that this may be attributed to major changes taking place within the program. For instance, the program transitioned from an associate degree program to a baccalaureate degree program in 2007-2008. The same pool of applicants who had been waiting for entry to the nursing program were admitted to the first BSN cohort. Pursuant to the creation of the baccalaureate pre-licensure track, a complete curriculum revision to align with the new AACN BSN essentials occurred during 2010-2011. The interval between the inception of the BSN pre-licensure track and the implementation of the curriculum revisions reflecting the new essentials of BSN education may also have been a contributing factor to slightly lower NCLEX-RN pass rates. Finally, during informal discussions with students in the classroom settings, it was determined that students were not taking the Assessment Technologies Institute (ATI) testing program seriously as a supportive instructional tool. In an effort to address NCLEX-RN performance, changes were made regarding the way the ATI testing program is administered to address issues with the lack of appropriate use of this instructional support by students. A greater emphasis with increased instruction and rationale is provided on ATI testing in each course throughout the program. Course syllabi reflect the expectations for the comprehensive predictor exam that is taken during the capstone course. These changes were implemented in fall 2011, so while the data is encouraging that this may be contributing to improvements in NCLEX-RN pass rates, the data continues to be tracked.

**Table 6.5A
NCLEX-RN Pass Rates for BSN Graduates**

	Oct 1, 2008- Sep 30, 2009	Oct 1, 2009- Sep 30, 2010	Oct 1, 2010- Sep 30, 2011	Oct 1, 2011- Sep 30, 2012
FSU-SON Combined Totals	93.75% (15 of 16)	82.69% (43 of 52)	89.28% (75 of 84)	Pending
Michigan	88.86%	88.34%	88.32%	Pending
National	88.42%	87.56%	87.81%	Pending

**Table 6.5B
NCLEX Pass Rates for Accelerated Track Graduates**

	Cohort Year 2008	Cohort Year 2009	Cohort Year 2010	Cohort Year 2011
FSU-SON Combined Totals	94.73% (18 of 19)	94.4% (17 of 18)	100% (17 of 17)	100% (16 of 16)
Michigan	88.86%	88.34%	88.32%	NA
National	88.42%	87.56%	87.81%	NA

6.5.2 Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.

Attrition rates for the **pre-licensure track** of the BSN program are differentiated by traditional and accelerated tracks, and these are noted in Table 6.5.2A for the previous five years. The goal for the pre-licensure track BSN is that 90% of students will graduate within the designated program timeframe (2 calendar years or 6 consecutive semesters for the traditional track, and 1 calendar year or 3 consecutive double-paced semesters for the accelerated second-degree track).

**Table 6.5.2A Program Completion Rates
for BSN Pre-Licensure Tracks**

	Program Start Year	Program Length	# of Students Admitted	# of Students Graduated/ % Retained	Attrition Rate
BSN Pre-Licensure Traditional Track (Transitioned to a 2 calendar year sequence in FA 10)	FA 2007	3 years	40	36 = 90%	10%
	FA 2008	2-3 years*	50	49 = 98%	2%
	FA2009	2-3 years*	50	49 = 98%	2%
	FA 2010	2 years	32	29 – 91%	9%
	SP 2011	2 years	32	FA 2012 - NA	NA
BSN Pre-Licensure Accelerated Track	SP 2008	1 year	20	19 – 95%	5%
	SP 2009	1 year	20	18 – 90%	10%
	SP 2010	1 year	20	17 – 85%	15%
	SU 2011	1 year	24	22 – 92%	8%
	SU 2012	1 year	24	SP 2013 - NA	NA

*Students in these cohorts were given the option to accelerate or stay with original 3 year plan.

This data indicates that attrition rates for the pre-licensure and accelerated second-degree tracks are minimal, and are within the goal established by the School of Nursing, with the exception of one accelerated group which had a 15% attrition rate. No immediate actions are indicated, but the nursing faculty will be reviewing program admission criteria for all undergraduate programs in the 2012-13 academic year as a part of a College-wide review. The slightly higher attrition rates in the accelerated track may suggest that a more rigorous set of admission standards may be indicated for this student population given the intensity of this option.

Attrition rates for the **RN to BSN** track are more complex in terms of measurement and analysis. The RN to BSN completion track goal is also that 90% of students will graduate within four years of starting the program. This goal was established for consistency across all BSN program tracks as of 2007 when the pre-licensure tracks were added, in spite of the fact that this program track has always had significantly higher attrition rates historically. Prior to the addition of the pre-licensure program tracks, the goal was that at least 70% of the students starting the RN to BSN program would graduate within seven years of starting the program. The graduation rates were based at that time on students who had completed the first nursing course of the professional sequence and it is noted that at the time all RN to BSN students were in a cohort based model of program delivery, allowing a much more accurate tracking as a cohort was designed to be completed in an established number of semesters.

In spite of this structure, the last NLNAC self-study still reflected that the RN to BSN program track was not consistently meeting this goal due to the complexity of variables that impact students in this program. This population tends to be less stable in view of the flexibility that the program offers for students to proceed at their own pace, especially when external variables impact their progression, such as family demands or job changes. In essence students frequently leave the program for a variety of reasons that don't typically occur in a pre-licensure program that does not have the flexibility to allow them to later rejoin if necessary. In addition, attainment of an advanced degree reflects a lower stakes program investment than a pre-licensure program which provides entry to the professional role and initial employment. For these reasons, the faculty are evaluating the current graduation rate criteria for the RN to BSN program.

When the RN to BSN option moved to a predominately online delivery, the ability to track students by geographic cohort was replaced by the less specific measure of the semester the students started the program. Given the flexibility of the program, students complete the program within a variety of different timeframes. In addition, the online format inadvertently contributed to program attrition as it became apparent that many students found that they were not comfortable in an e-learning environment in spite of their initial perception that it would be easier or more suited to their lifestyle. This phenomenon has gradually decreased as online delivery has grown in terms of user-friendliness and access, but is still a factor in terms of student persistence to some degree.

Given the complexity of tracking this student population and determining reasons for high attrition rates, the School of Nursing in collaboration with the College began to explore possible solutions based on student feedback. It was noted that students were reporting very low satisfaction levels with academic advising for this program. It was determined from student feedback that many students left the program due to frustrations related to lack of access to a knowledgeable advisor, incorrect or inconsistent information or the perception that advisors were not invested in student success. These findings prompted the hiring of two full-time dedicated off-campus support staff in 2008 to assist with advising students and providing ongoing student support throughout the program. In 2009, the advisors in collaboration with the program coordinator began offering multiple orientation sessions in different geographic sites to all new students prior to the fall and spring semesters in an effort to better prepare students for the demands of an upper division online professional program. While not all students attended these sessions, it was anecdotally noted that those who did find them to be very helpful in preparing them for the expectations of the program.

In 2010, attrition rates were again reviewed by one of the advisors and one of the significant findings was that an average of 12% of students drop out after the first semester (see Table 6.5.2B), suggesting that there was an opportunity for intentional interventions at or before this point. These findings prompted a curriculum review and subsequent changes to the RN to BSN completion track in the 2010-11 academic year. These revisions included a more intensive introductory course (NURS 320) that addressed an identified need for greater focus on students' transition to online learning, as well as support for students' successful entry to the baccalaureate level program. This

NURS course was increased from a one credit course to a three credit course effective fall 2011, with a greater focus on information literacy and technology support. Additionally, students are now required to take English 321 as a pre- or co-requisite to first semester course NURS 320, whereas previously students took this course at any point in the program. This change was intended to be responsive to students who struggled with writing assignments after returning to school after sometimes many years away from the educational setting.

As Table 6.5.2B indicates, attrition rates have been reduced since the addition of these staff and support services, and attrition rates since the curriculum revisions took effect in fall 2007 have decreased significantly. A review of graduates from the fall 2010, spring 2011 and summer 2011 demonstrates that a total of 85 students graduated from the RN-BSN program in over that calendar year. Of those 85 graduates, 75 (or 88%) graduated within 4 years. This is the best outcome noted for this program track since its inception. Analysis of data from the 2011-12 academic year is in process, but it seems clear that the graduation rates are improving for this program track. It is further noted that the outcome for this track may need to be adjusted to more accurately reflect the unique attributes of this student population. This outcome will be re-evaluated as the data continues to be reviewed following the recent curricular and support service changes intended to address this challenge.

Table 6.5.2B reflects the analysis of RN to BSN retention and attrition data to reflect the complexity of determining graduation rates for this student population. It is interesting to note that the majority of students who do complete the program do so in two to three years.

**Table 6.5.2B
Program Graduation Rates for RN to BSN Completion Track**

	SP 07	FA 07	SP 08	FA 08	SP 09	FA 09	SP 10	FA 10	SP11
New Students Enrolled	41	50	54	147	51	155	82	182	82
Graduation Rates / cohort as of 2011	64%	64%	39%	42%	16%	6%	0%	1%	0%
Persisting In 2011	2%	6%	19%	16%	27%	53%	58%	70%	74%
Changed to RN to MSN	0%	2%	1%	0%	0%	1%	2%	0%	0%
Total Attrition/ Cohort As of 2011	34%	28%	41%	20%	57%	40%	40%	30%	26%
Attrition after 1st Semester	5%	8%	15%	12%	31%	18%	22%	21%	22%
Average # of years it took students to graduate	2.5	2.3	2.7	2	2	1.3	N/A	N/A	N/A

6.5.3 Program satisfaction measures (qualitative and quantitative) address graduates and their employers.

The School of Nursing administers a graduate exit survey to all students in the BSN program during their capstone course in the final semester of the program. The pre-licensure and RN to BSN completion have distinct surveys specific to their unique tracks. These survey results are available onsite. In addition to a general question asking students to rate their level of satisfaction with the nursing program at FSU, students are also asked to respond to a variety of questions related to aspects of the overall program. The results of these surveys for the previous four years are available on site, and Table 6.5.3A notes results for the question related to overall satisfaction with the program for the previous five years.

**Table 6.5.3A
Graduate Exit Survey Summary of Satisfaction with Program**

Graduate Exit Survey Results	2009	2010	2011	2012
Pre-licensure BSN Satisfaction with Program Overall	90% Satisfied to Very Satisfied 10% Somewhat Dissatisfied	55.5% Satisfied to Very Satisfied 38.9% Somewhat Dissatisfied 5.6% Very Dissatisfied	76.5% Satisfied to Very Satisfied 17.6% Somewhat Dissatisfied 5.9% Very Dissatisfied	To date: 75 % Satisfied 12.5% Somewhat Dissatisfied 12.5% Very Dissatisfied
RN-BSN Completion Satisfaction with Program Overall	93.4% of respondents indicate they are satisfied or highly satisfied with the program	100% of respondents indicate they are satisfied or highly satisfied with the program	90% of respondents indicated they were satisfied or highly satisfied with the program.	To date: 89.5% Satisfied to Very Satisfied 10.5% Somewhat Dissatisfied

The employer survey discussed in Criterion 6.4 also provides valuable data as to overall satisfaction with the BSN program in terms of preparing students for the practice setting in the areas related to program outcomes. The School of Nursing strongly values the input from this stakeholder group, and questions on the survey seek employers' input on students' achievement of program outcomes, as well as ability to communicate, critically think, delegate, and utilize information technology. Additionally, employers are asked to respond in narrative form to questions asking perceptions of graduates' strengths, as well as areas in need of improvement. As noted earlier, the employer response to these surveys have been very limited in recent years, and the School of Nursing is attempting to improve this response rate by providing follow-up reminders, and encouraging graduates to provide employer information by sharing rationale for how this is used to improve the BSN program. The minimal data received to date indicates that employers are very satisfied with the BSN program and its graduates. The employer survey results are available onsite, and the limited results from the last four years are available in the TracDat program assessment report also available onsite.

6.5.4 Job placement rates are addressed through quantified measures that reflect program demographics and history.

Job placement rates are determined by use of an Alumni survey administered one year following graduation from the program (see Alumni surveys available onsite). Table 6.5B demonstrates job placement results for the previous 4 years based on the alumni survey. During the last two years, some alumni from the pre-licensure program have reported increasing challenges with securing nursing positions within the first few months following graduation. This trend is reflective of the current economic environment in the state and nation. Students in the RN to BSN program are typically already employed when they enter and complete the program. However, this group is surveyed to ascertain advancement in professional position as a result of earning the BSN degree.

6.6 The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.

The systematic plan for evaluation is utilized in an identical manner for all types of course delivery, including blended and online courses and tracks. While there are some courses that are shared in the pre-licensure and RN to BSN completion tracks, there are some different courses with associated different course outcomes in the RN to BSN completion track. Students must meet the expected course outcomes, as well as the program outcomes. Program outcomes for the pre-licensure and RN to BSN completion tracks are identical. Results for online or off campus sites are documented in the TracDat system in the same manner as face-to-face courses.

SECTION FOUR: APPENDICES

Appendix A
Ferris State University School of Nursing Organizing Framework

VISION

The Ferris State University School of Nursing’s vision is to be recognized as a leader in innovative and scholarly nursing education at the undergraduate and graduate levels with programming that is evidence-based and globally focused in design while remaining responsive to the diverse needs of the student population, the profession of nursing and an evolving health care delivery system.

UNDERGRADUATE MISSION

The mission of the undergraduate program in nursing is to provide innovative and relevant baccalaureate programming that prepares graduates for roles in current professional nursing practice and to effectively respond and contribute to future changes in the nursing profession and health care delivery system.

GRADUATE MISSION

The mission of the graduate program in nursing is to provide an innovative curriculum that prepares graduates for leadership in specialty areas of practice that directly and indirectly influence health care outcomes and advance the nursing profession.

BSN Program Outcomes

1. Provide collaborative leadership roles in the provision, delegation and supervision of nursing care while retaining accountability for patient safety and the quality of that care. **(Collaborative Leadership)**
2. Integrate theories and knowledge from the arts, humanities, sciences and nursing to develop a foundation for nursing practice. **(Theoretical Base for Practice)**
3. Organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities. **(Generalist Nursing Practice)**
4. Assimilate current evidence into the practice of nursing. **(Scholarship for Practice)**
5. Advocate for improving health care within the spheres of political action representing the continuum of health care environments. **(Health Care Environment)**
6. Develop a level of professionalism that is congruent with the inherent values and ethics of the discipline of nursing. **(Professionalism)**

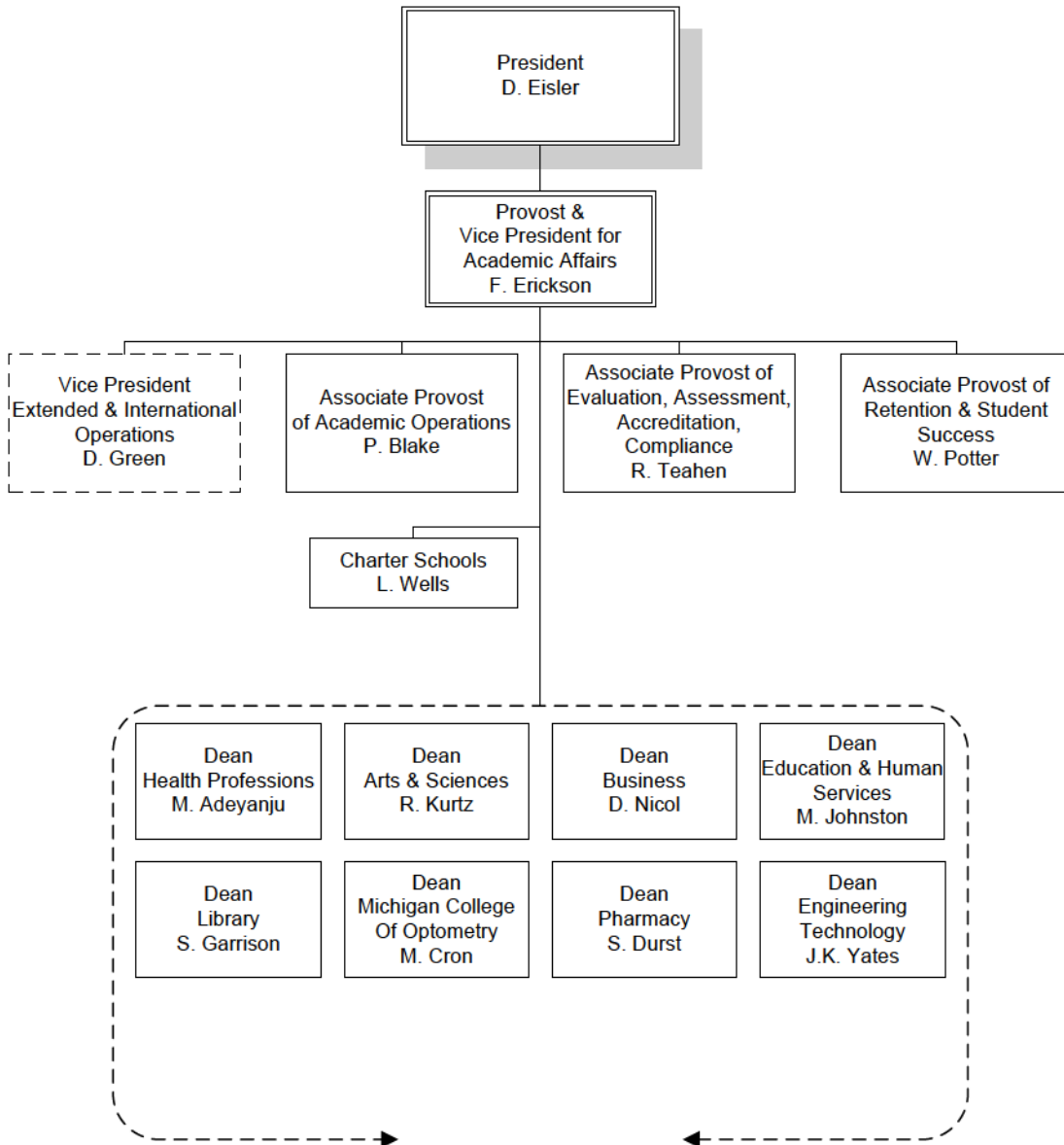
MSN Program Outcomes*

1. Assume a leadership role within a selected specialty area of practice with the goal of improving health care and advancing the nursing profession. **(Nursing Role Development)**
2. Apply advanced knowledge synthesized from nursing and related disciplines in a specialized area of practice. **(Theory & Evidence Base for Practice)**
3. Directly influence care rendered to diverse populations by other registered nurses in complex health care delivery systems. **(Context for Nursing Care)**
4. Synthesize scholarly inquiry and scientific thinking to address issues central to the profession of nursing and delivery of health care. **(Research/Scholarly Endeavors)**
5. Engage with multidisciplinary teams in ethical decision-making and effective problem-solving related to issues and concerns affecting specialty role practice and health services. **(Cognitive Growth)**
6. Demonstrate a commitment to the advancement of the profession by sharing scholarly work in a public arena **(Advancement of the Profession)**

***Note: Currently under revision to align with the newly revised BSN Program Outcomes and curricular constructs**

Appendix B
FSU Academic Affairs Organizational Chart

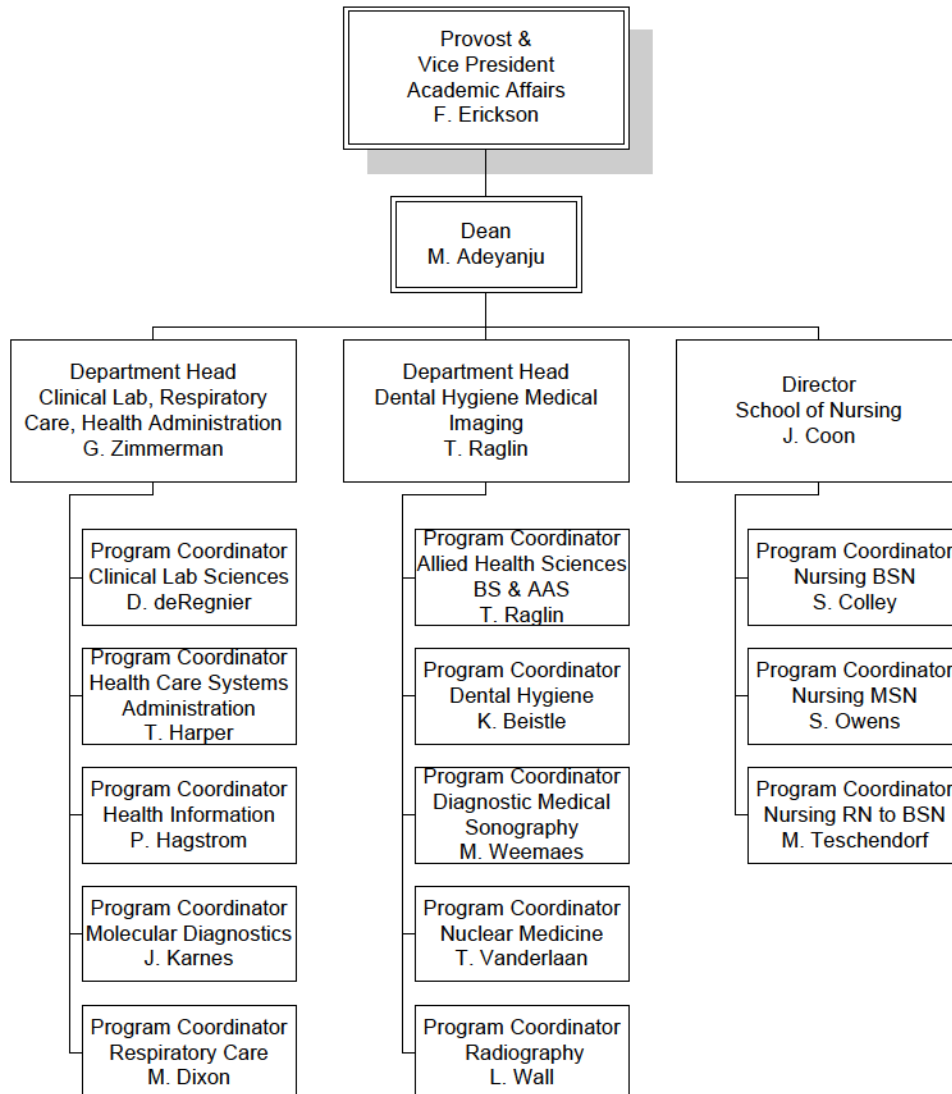
FERRIS STATE UNIVERSITY
ACADEMIC AFFAIRS DIVISION



Appendix C
College of Health Professions Organizational Chart

FERRIS STATE UNIVERSITY
ACADEMIC AFFAIRS DIVISION

COLLEGE OF HEALTH PROFESSIONS



Appendix D
Resume for Dr. Julie Coon, Director of the School of Nursing

Julie A. Coon, Ed.D, MSN, RN

EDUCATION

Professional Degrees:

Grand Valley State Colleges: BS in Nursing - 1975
Wayne State University: MS in Nursing – 1982
Western Michigan University: Ed.D in Educational Leadership - 1997

PROFESSIONAL EXPERIENCE

Clinical Nursing Appointments:

1975-77: Mercy Hospital: Obstetrical Staff Nurse
1977-81: Mercy Hospital: Clinical Manager, Obstetrics
1982-84: Medical Arts Group: Clinical Nurse Specialist in Women's Health

Academic Appointments:

1982-84: Kirtland Community College – Nursing Instructor
1984-01: Ferris State University – Faculty: Promoted from Assistant to Full Professor
1998-01: Ferris State University – Program Coordinator for ADN and BSN programs
2001-2005: Ferris State University – Department Head for Nursing & Dental Hygiene
2005-present: Ferris State University – Director, School of Nursing
2010-12: Interim Dean, College of Allied Health Sciences

SCHOLARSHIP

Research Interests: Critical Thinking Attributes in Nursing Students and Nursing Faculty

Professional Presentations: Multiple presentations, papers and workshops on Critical Thinking in Nursing Practice and Education at local, state and national levels from 1994 to present.

Professional Awards:

Michigan Professor of the Year – Carnegie Foundation for the Advancement of Teaching & the Council for the Advancement and Support of Education 1994
Who's Who in American Nursing - 1997

Professional Memberships

Phi Kappa Phi
Sigma Theta Tau – National Honor Society for Nurses
National League for Nursing
American Nurses Association
Michigan Association of Colleges of Nursing (MACN) – President 2009-10
Past Chair of the MCNEA/MACN/MONE State Task Force to Increase BSN Prepared RNs
West Michigan Advisory Council – Chair for 2008-09
Coalition of Michigan Organizations of Nursing (COMON)

Appendix E
Position Description for the Director of the School of Nursing

FERRIS STATE UNIVERSITY
OFFICE OF HUMAN RESOURCES
POSITION DESCRIPTION

POSITION TITLE:	Director – School of Nursing	Page <u>1</u> of <u>3</u>
SUPERSEDES:	Nursing & Dental Hygiene Dept. Head 06/03; Nursing Dept. Head 5/97 and Allied Dental Department Head, 5/97	
EFFECTIVE DATE:	July 1, 2005	
DEPARTMENT(S):	College of Allied Health Sciences, Academic Affairs Division	
F.L.S.A.:	Exempt	
GROUP:	Administrative (At Will)	

- I. SUMMARY OF FUNCTION: Administer the academic affairs of the department. Assure that the academic needs of the students are served in an effective manner including preparation for professional registry/certification and employment. Oversee curricular and pedagogic currency so that programs meet accreditation requirements and expectations of employers. Maintain adequate student enrollment, retention, and graduation numbers as prescribed by program quotas and/or accreditation standards. Supervise and evaluate faculty, staff, and other employees. Oversee the budget of programs within the department.
- II. CHARACTERISTIC DUTIES include the following. Other duties may be assigned.
- Essential
1. Work with faculty, staff, and other administrators to implement to foster student learning.
 2. Oversee the recruitment, orientation, and evaluation of a diverse faculty and staff.
 3. Encourage professional growth and development and evaluate faculty and staff in conjunction with expectations for tenure and/or other forms of evaluation.
 4. Prepare class schedules that meet the needs of varying student audiences.
 5. Determine workload for faculty and staff.
 6. Work with program coordinator and faculty to ensure curricular and pedagogic currency to satisfy accreditation standards, meet the needs of employers, and stay of abreast of industry trends and standards.
 7. Maintain effective communication and establish quality relationships with students, faculty, staff, and other outside professional entities including accreditation bodies, program advisory committees and clinical affiliates where students are placed for internship.
 8. Work with program coordinators and Admissions to formulate annual student recruitment activities and meet projected enrollment goals congruent with that outlined within the program's annual strategic plan.
 9. Work with program coordinators and the Educational Counselor(s) to formulate student retention activities and meet retention goals congruent with accreditation standards and that outlined within the program's annual strategic plan.

10. Implement an effective academic advising program that meets the needs of a diverse student population.
 11. Work with faculty and the dean to develop an annual strategic plan for each program within the department that outlines goal, objectives, and action plans that align with the strategic vision of the University and College.
 12. Collaborate with the dean to create an annual budget for programs within the department that corresponds with the annual strategic plan.
 13. Create long- and short-term goals as part of the strategic planning process for procurement of technical equipment and other educational resources, funding of professional development activities for faculty and staff, and funding of research or service learning projects through internal and external resources so that instructions is congruent with industry standards.
 14. Provide oversight of purchases and expenditures to assure that programs within the department remain at least revenue neutral at year-end.
 15. Perform all other duties as assigned.
- III. **RESPONSIBILITIES:** Reports directly to the Academic Dean. Responsible for maintaining the confidentiality of designated information. Performs all duties in compliance with applicable University policies and procedures and state and federal requirements.
- IV. **SUPERVISORY RESPONSIBILITIES:** Supervises faculty and staff. Carries out responsibilities in accordance with University policies and applicable law.
- V. **REQUIRED QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Any equivalent combination of education, training and experience, which provides the required knowledge, abilities and skills, may be considered. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education/Skills

Minimum: Current RN license in the State of MI, Master of Science in Nursing and a Doctorate in Nursing or related field. Demonstrated ability to supervise and establish a collaborative working relationship with a diverse workforce and external constituency. Must possess comprehensive administrative skills in the areas of communication, supervision, collaboration, and budget management; strong interpersonal and organizational skills with attention to detail and accuracy; and qualities of integrity and industriousness.

Preferred: Demonstrated academic accomplishment commensurate with senior faculty rank.

Work Experience

Minimum: Five years of demonstrated work experience in higher education to include teaching and administrative responsibilities.

Preferred: Three years of demonstrated work experience in higher education to include teaching and administrative responsibilities.

- VI. This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit or in any way to modify the right of any supervisor to assign, direct and control the work of employees under his/her supervision. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

APPENDIX F
Position Description for Program Coordinator for the
College of Health Professions

POSITION TITLE: Program Coordinator

EFFECTIVE DATE: May 14, 2012

FSLA: Exempt

GROUP: Faculty

1. SUMMARY OF FUNCTION: Provides oversight to assure quality of specific educational programs within disciplinary area of expertise.

2. CHARACTERISTIC DUTIES:

A. Oversees Curriculum & Program Compliance Issues & Processes

1. Accreditation Oversight

- a. Completes annual reports for accreditation agency and/or national surveys
- b. Coordinates preparation of accreditation site visit report & arrangements for the visit and follow up (Additional Release Time or compensation)

2. Academic Program Review Oversight

- a. Serves as chair during Academic Program Review when scheduled (Additional Release Time or Compensation)

3. Curriculum Oversight

- b. Prepares curriculum documents for submission to College and University Curriculum Committees for minor curricular revisions & clean-ups
- b. Coordinates comprehensive curriculum revisions or the creation of a new program: UCC Category 1. (Additional Release Time or Compensation)

4. Assessment Oversight

- a. Collects program assessment data according to established program assessment plan
- b. Enters program assessment data & results into TracDat
- c. Collects & analyzes aggregated course assessment data from all program faculty
- d. Enters course assessment data into TracDat
- e. Leads faculty review of assessment data & records actions in TracDat
- f. Maintains TracDat Currency (edits, upload program documents, etc.)

B. Maintains relations with internal and external entities.

- a. Answers inquiries about the program and its curriculum from both inside and outside the University
- b. Coordinates & Chairs advisory committees meetings
- c. Works with external professional groups to promote the program
- d. Monitors and updates program materials including program's website, catalog pages and printed materials
- e. Coordinates & Chairs program meetings
- f. Represents program at CAHS Leadership council
- g. Meets with the Department Head on a regular basis

C. Other Program Specific Activities – Defined by Program

a. Examples may include but not be limited to:

- Accreditation Reports / Surveys
- Program Orientations
- Representation at University scheduled recruitment activities
- Equipment & Inventory oversight
- Credentialing application verification forms
- Contact with accreditation agencies
- Medical Director communications
- Off campus activities
- Coordination of Standardized or Credentialing testing for program
- Graduate applications review
- Group advising
- Student issues
- Course equivalency reviews
- Continuing Education offerings
- Working with adjuncts / orienting new faculty
- Special Projects – as assigned or negotiated with Department Head

APPENDIX G
Curriculum Plan for BSN Pre-Licensure Program Traditional Track

BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM
FOR REGISTERED NURSING
Curriculum Guide for Students in Traditional Track

REQUIRED		COURSE TITLE – PRE/CO-REQUISITES IN ()	CRED	GRADE	MET
<i>NURSING MAJOR: 72 CREDITS REQUIRED</i>					
NURS	240	Concepts of Professional Nursing (Pre: NURS Status)	4		
NURS	241	Technical Skills Lab (Pre: NURS Status)	2		
NURS	242	Health Assessment Lab (Pre: NURS status)	1		
NURS	243	Clinical Foundations 1 (Pre: NURS status)	2		
NURS	250	Health Promotion in Nursing (Pre: NURS 240, 241, 242, 243)	4		
NURS	251	Pharmacology in Nursing (Pre: NURS 240, 241, 242, 243)	3		
NURS	252	Clinical Foundations 2 (Pre: NURS 240, 241,242,243)	2		
NURS	253	Clinical Integration Foundation (Pre: NURS 240, 241,242,243)	1		
NURS	300	Pathophysiology for Nursing (Pre: NURS 240, 241,242,243)	3		
NURS	340	Community Nursing (Pre: NURS 250, 251, 252, 253,300)	3		
NURS	341	Nursing Theory 1 (Pre: NURS 250, 251, 252,253,300)	4		
NURS	342	Clinical Nursing 1 (Pre: NURS 250, 251, 252, 253, 300)	4		
NURS	343	Clinical Integration 1 (Pre: NURS 250, 251, 252, 253,300)	1		
NURS	350	Research in Nursing (Pre: NURS 340, 341, 342, 343)	3		
NURS	351	Nursing Theory 2 (Pre: NURS 340, 341, 342, 343)	4		
NURS	352	Clinical Nursing 2 (Pre: NURS 340, 341, 342, 343)	4		
NURS	353	Clinical Integration 2 (Pre: NURS 340, 341, 342, 343)	1		
NURS	440	Leadership in Nursing (Pre: 350, 351,352, 353)	3		
NURS	441	Nursing Theory 3 (Pre: NURS 350, 351, 352, 353)	4		
NURS	442	Clinical Nursing 3 (Pre: NURS 350,351,352, 353)	5		
NURS	443	Clinical Integration 3 (Pre: NURS 350,351,352, 353)	1		
NURS	450	Nursing Capstone (Pre: NURS 440, 441, 442, 443)	3		
NURS	451	Nursing Theory 4 (Pre: NURS 440, 441, 442, 443)	4		
NURS	452	Clinical Nursing 4 (Pre: NURS 440, 441, 442, 443)	5		
NURS	453	Clinical Integration 4 (Pre: NURS 440, 441, 442, 443)	1		
<i>PROGRAM CORE & BS DEGREE REQUIREMENTS – 50 CREDITS REQUIRED</i>					
Communication Competence – 12 Credits Required					
ENGL	150	English 1 (none)	3		
ENGL	250	English 2 (ENGL 150)	3		
COMM		Choose one: COMM 105, COMM 121 or COMM 221 (none)	3		
ENGL	321	Advanced English Composition (ENGL 250)	3		
Scientific Understanding – 12 Credits Required					
BIOL	108	Medical Microbiology (None)	3		
CHEM	114	Intro to General Chemistry (HS Chemistry or CHEM 103)	4		
BIOL	205	Anatomy and Physiology (CHEM 114)	5		
Social Awareness – 9 Credits Required					
ELEC		Foundation Course: PSYC 150 , SOCY 121 or ANTH 122 recommended	3		
ELEC		Social Awareness Elective	3		
ELEC		Social Awareness Elective – 200 level or higher	3		
Cultural Enrichment – 9 Credits Required					
ELEC		Cultural Enrichment Elective	3		
ELEC		Cultural Enrichment Elective - PHIL 220 or 320 Recommended	3		
ELEC		Cultural Enrichment Elective – 200 level or higher	3		

CAHS Core Curriculum Requirements – 8 Credits Required					
CCHS	101	Orientation to Health Care (none)	3		
CCHS	102	Safety Issues in Health Care (none)	1		
MRIS	102	Orientation to Medical Vocabulary (none)	1		
CCHS	315	Epidemiology & Statistics (none)	3		
		Computer Competency – course or proficiency demonstrated			
Quantitative Skills – Proficiency or Course Required					
		ACT – Math score of 24 or higher or MATH 115 or 117 –Grade B-			
GENERAL EDUCATION REQUIREMENTS FOR BS DEGREE					MET
COMMUNICATION COMPETENCE – 12 CREDITS REQUIRED: <i>Met In Program Core</i>					
SCIENTIFIC UNDERSTANDING – 7-8 CREDITS REQUIRED: <i>Met In Program Core</i>					
SOCIAL AWARENESS – 9 CREDITS REQUIRED: <i>Met in Program Core</i>					
CULTURAL ENRICHMENT – 9 CREDITS REQUIRED: <i>Met in Program Core</i>					
QUANTITATIVE SKILLS – PROFICIENCY OR COURSE REQUIRED <i>Program Admission Requirement</i>					
GLOBAL CONSCIOUSNESS – 1course selected from Cultural or Social Electives <i>Met in Program Core</i>					
RACE/ETHNICITY/GENDER – 1course selected from Cultural or Social Electives <i>Met in Program Core</i>					
CAHS CORE CURRICULUM REQUIREMENTS – 8 CREDITS REQUIRED: <i>Met In Program Core</i>					

NURSING PROGRAM REQUIREMENTS FOR PROGRESSION & GRADUATION					MET
<ul style="list-style-type: none"> Total Program Credits = 122 					
<ul style="list-style-type: none"> A minimum of 40 credits are required at the 300 level or above for the BS degree 					
<ul style="list-style-type: none"> A grade of 2.7 or “B-” is required for all MATH, BIOL & CHEM courses. <i>These courses may only be repeated once. Two (2) Unsuccessful attempts will result in dismissal from the nursing program.</i> 					
<ul style="list-style-type: none"> A grade of 2.0 or “C” is required for all NURS courses. <i>Two unsuccessful (less than C) attempts in any NURS course(s) will result in dismissal from the nursing program.</i> 					
<ul style="list-style-type: none"> A grade of 2.0 or “C” is required for all CAHS Core Curriculum Courses: ENGL 150, 250 & 321, COMM foundation course and CCHS 101, 102, CAHS 315 and MRIS 102 					
<ul style="list-style-type: none"> Professional Portfolio 					
<ul style="list-style-type: none"> Service Learning Project 					
<ul style="list-style-type: none"> Students who return to the University after an interrupted enrollment (not including summer semester) must meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted 					

APPENDIX H
Curriculum Plan for BSN Pre-Licensure Program Accelerated Track

BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM
FOR REGISTERED NURSING
Curriculum Guide for Students in the Accelerated 2nd Degree Track

REQUIRED		COURSE TITLE – PRE/CO-REQUISITES IN ()	CREDITS	GRADE	MET
<i>NURSING MAJOR: 72 CREDITS REQUIRED</i>					
NURS	240	Concepts of Professional Nursing (Pre: NURS Status)	4		
NURS	241	Technical Skills Lab (Pre: NURS Status)	2		
NURS	242	Health Assessment Lab (Pre: NURS status)	1		
NURS	243	Clinical Foundations 1 (Pre: NURS status)	2		
NURS	250	Health Promotion in Nursing (Pre: NURS 240, 241, 242, 243)	4		
NURS	251	Pharmacology in Nursing (Pre: NURS 240, 241, 242, 243)	3		
NURS	252	Clinical Foundations 2 (Pre: NURS 240, 241,242,243)	2		
NURS	253	Clinical Integration Foundation (Pre: NURS 240, 241,242,243)	1		
NURS	300	Pathophysiology for Nursing (Pre: NURS 240, 241,242,243)	3		
NURS	340	Community Nursing (Pre: NURS 250, 251, 252, 253,300)	3		
NURS	341	Nursing Theory 1 (Pre: NURS 250, 251, 252,253,300)	4		
NURS	342	Clinical Nursing 1 (Pre: NURS 250, 251, 252, 253, 300)	4		
NURS	343	Clinical Integration 1 (Pre: NURS 250, 251, 252, 253,300)	1		
NURS	350	Research in Nursing (Pre: NURS 340, 341, 342, 343)	3		
NURS	351	Nursing Theory 2 (Pre: NURS 340, 341, 342, 343)	4		
NURS	352	Clinical Nursing 2 (Pre: NURS 340, 341, 342, 343)	4		
NURS	353	Clinical Integration 2 (Pre: NURS 340, 341, 342, 343)	1		
NURS	440	Leadership in Nursing (Pre: 350, 351,352, 353)	3		
NURS	441	Nursing Theory 3 (Pre: NURS 350, 351, 352, 353)	4		
NURS	442	Clinical Nursing 3 (Pre: NURS 350,351,352, 353)	5		
NURS	443	Clinical Integration 3 (Pre: NURS 350,351,352, 353)	1		
NURS	450	Nursing Capstone (Pre: NURS 440, 441, 442, 443)	3		
NURS	451	Nursing Theory 4 (Pre: NURS 440, 441, 442, 443)	4		
NURS	452	Clinical Nursing 4 (Pre: NURS 440, 441, 442, 443)	5		
NURS	453	Clinical Integration 4 (Pre: NURS 440, 441, 442, 443)	1		
<i>PROGRAM CORE & BS DEGREE REQUIREMENTS – 50 CREDITS REQUIRED</i>					
<i>Communication Competence – 12 Credits Required</i>					
ENGL	150	English 1 (none)	3	BS Degree	x
ENGL	250	English 2 (ENGL 150)	3	BS Degree	x
COMM		Choose one: COMM 105, COMM 121 or COMM 221 (none)	3	BS Degree	x
ENGL	321	Advanced English Composition (ENGL 250)	3	BS Degree	x
<i>Scientific Understanding – 12 Credits Required</i>					
BIOL	108	Medical Microbiology (None)	3		
CHEM	114	Intro to General Chemistry (HS Chemistry or CHEM 103)	4		
BIOL	205	Anatomy and Physiology (CHEM 114)	5		
<i>Social Awareness – 9 Credits Required</i>					
ELEC		Foundation Course: PSYC 150 , SOCY 121 or ANTH 122 recommended	3	BS Degree	x
ELEC		Social Awareness Elective	3	BS Degree	x
ELEC		Social Awareness Elective – 200 level or higher	3	BS Degree	x
<i>Cultural Enrichment – 9 Credits Required</i>					
ELEC		Cultural Enrichment Elective	3	BS Degree	x
ELEC		Cultural Enrichment Elective - PHIL 220 or 320 Recommended	3	BS Degree	x
ELEC		Cultural Enrichment Elective – 200 level or higher	3	BS Degree	x

CAHS Core Curriculum Requirements –8 Credits Required					
CCHS	101	Orientation to Health Care (none)	3		
CCHS	102	Safety Issues in Health Care (none)	1		
MRIS	102	Orientation to Medical Vocabulary (none)	1		
CCHS	315	Epidemiology & Statistics (none)	3		
		Computer Competency – course or proficiency demonstrated			
Quantitative Skills – Proficiency or Course Required					
		ACT – Math score of 24 or higher or MATH 115 or 117 –Grade B-			
GENERAL EDUCATION REQUIREMENTS FOR BS DEGREE					Requirement Met
COMMUNICATION COMPETENCE – 12 CREDITS REQUIRED: <i>Met In Program Core</i>					Met with BS Degree
SCIENTIFIC UNDERSTANDING – 7-8 CREDITS REQUIRED: <i>Met In Program Core</i>					
SOCIAL AWARENESS – 9 CREDITS REQUIRED: <i>Met in Program Core</i>					Met with BS Degree
CULTURAL ENRICHMENT – 9 CREDITS REQUIRED: <i>Met in Program Core</i>					Met with BS Degree
QUANTITATIVE SKILLS – PROFICIENCY OR COURSE REQUIRED <i>Program Admission Requirement</i>					
GLOBAL CONSCIOUSNESS – 1course selected from Cultural or Social Electives <i>Met in Program Core</i>					Met with BS Degree
RACE/ETHNICITY/GENDER – 1course selected from Cultural or Social Electives <i>Met in Program Core</i>					Met with BS Degree
CAHS CORE CURRICULUM REQUIREMENTS – 8 CREDITS REQUIRED: <i>Met In Program Core</i>					

NURSING PROGRAM REQUIREMENTS FOR PROGRESSION & GRADUATION	Requirement Met
<ul style="list-style-type: none"> Total Program Credits = 122 	
<ul style="list-style-type: none"> A minimum of 40 credits are required at the 300 level or above for the BS degree 	Met with BS Degree
<ul style="list-style-type: none"> A grade of 2.7 or “B-” is required for all MATH, BIOL & CHEM courses. <i>These courses may only be repeated once. Two (2) Unsuccessful attempts will result in dismissal from the pre-nursing major.</i> 	
<ul style="list-style-type: none"> A grade of 2.0 or “C” is required for all NURS courses. <i>Two unsuccessful (less than C) attempts in any NURS course(s) will result in dismissal from the pre-nursing major.</i> 	
<ul style="list-style-type: none"> A grade of 2.0 or “C” is required for all CAHS Core Curriculum Courses: ENGL 150, 250 & 321, COMM foundation course and CCHS 101, CCHS 102 & CCHS 315 	
<ul style="list-style-type: none"> Professional Portfolio 	
<ul style="list-style-type: none"> Students who return to the University after an interrupted enrollment (not including summer semester) must meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted 	

APPENDIX I
Curriculum Plan for RN to BSN Completion Program Track

FERRIS STATE UNIVERSITY
RN to BSN COMPLETION PROGRAM CURRICULUM GUIDE

PREFIX	NUM	COURSE TITLE – PRE-REQUISITES IN ()	CRED	AAS Degree	RN to BSN Degree	REQ. MET
NURSING MAJOR: 68 CREDITS REQUIRED						
		Admission Requirements: <ul style="list-style-type: none"> • ADN or Diploma – GPA of 2.0 • Completion of all AAS General Education Requirements (*) • Current RN license 	40	AAS Degree	---	
NURS	320	RN to BSN Skills Acquisition (Admission to RN to BSN Program)	3			
NURS	324	Transition into Professional Nursing (NURS 320, ENGL 321)	3			
NURS	310	Population Based Health Promotion (NURS 324)	3			
NURS	340	Community Nursing (NURS 324, NURS 310, CCHS 315)	3			
NURS	350	Research in Nursing (NURS 324, CCHS 315)	3			
NURS	ELEC	Select from NURS 300,314,315, 316,317,318 or 319 (NURS 324)	3			
NURS	440	Leadership in Nursing (NURS 340, NURS 350)	3			
NURS	450	Nursing Capstone (NURS 440)	3			
NURS	495	Senior Capstone Leadership Practicum (NURS 440)	4			
COMMUNICATION COMPETENCE – 12 CREDITS REQUIRED						
COMM		Select from COMM 105, 121, 221, or 251	3	AAS	--	
*ENGL	150	English 1 (none)	3	AAS	--	
*ENGL	250	English 2 (ENGL 150)	3	AAS	--	
ENGL	321	Advanced English Composition (ENGL 250)	3			
SCIENTIFIC UNDERSTANDING – 7 Minimum CREDITS REQUIRED						
*ELEC		Includes lab	4	AAS	--	
*ELEC			3	AAS	--	
QUANTITATIVE SKILLS – 3 CREDITS OR PROFICIENCY REQUIRED						
MATH	115 117	MATH 110 or MATH ACT score of 19 or higher as pre-requisite Intermediate Algebra (*MATH 110) or Contemporary Math (*MATH 110) or *Math ACT score of 24 or higher	(3)	AAS	--	
*SOCIAL AWARENESS – 9 CREDITS REQUIRED						
Select 3 courses from at least two of the approved areas. See website for current list.						
*ELEC		Social Awareness Foundation Course	3	AAS	--	
ELEC		Social Awareness Elective	3			
ELEC		Social Awareness Elective (200 level or higher)	3			
*CULTURAL ENRICHMENT – 9 CREDITS REQUIRED						
Select 3 courses from at least two of the approved areas. See website for current list						
*ELEC		Cultural Enrichment Elective	3	AAS	--	
ELEC		Cultural Enrichment Elective	3			
ELEC		Cultural Enrichment Elective (200 level or higher)	3			

CAHS CORE CURRICULUM REQUIREMENTS – COURSE OR PROFICIENCY						
*CCHS	101	Orientation to Health Care (none) or RN license	3	AAS	--	
*CCHS	102	Safety Issues in Health Care (none) or RN license	1	AAS	--	
CCHS	315	Epidemiology & Statistics	3			

*OTHER / ELECTIVE CREDIT	
*One course must meet the GLOBAL CONSCIOUSNESS Requirement – from Social Awareness or Cultural Enrichment	
Course meeting global conscious (from one of above categories)	
Elective courses not meeting other requirements – total credits	
Total credits at 300 level or higher (40 minimum required)	
Total FSU Credits (30 minimum required)	
Total Program Credits (120 needed for BS Degree)	
Service Learning Project Complete	
Grade of 2.0 or “C” in all NURS courses	
NURSING PROGRAM REQUIREMENTS FOR PROGRESSION / GRADUATION	
•Students who return to the University after an interrupted enrollment (not including summer semester) must meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted	

Program J
Systematic Plan for Evaluation of BSN Pre-Licensure Track

Assessment Plan
 Ferris State University
 Program - Nursing (B.S.N)

Program - Nursing (B.S.N)

Mission Statement: The undergraduate program in nursing is designed to provide innovative baccalaureate programming that prepares graduates for roles in current professional nursing practice and to effectively contribute to future changes in the nursing profession and health care delivery system

Advisory Board/Committee Meetings: Twice per year

Next FSU Academic Program Review: 2016-2017

Accreditation Body: National League for Nursing Accreditation Commission (NLNAC)

Academic Year of Next Accreditation: 2012-2013

Review:

College: CAHS

Outcome: The BSN program will meet accreditation standards as defined by the National League for Nursing Accrediting Commission (NLNAC): NLNAC Required Outcomes

CAHS & SON Outcome: Specialized Accreditation

NLNAC Required Program Outcomes: Licensure examination pass rates, program completion rates, program satisfaction and job placement rates

Outcome Type: Other
Start Date: 01/08/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Pass rates for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students are compared to the State and National averages each quarterly testing period. Assessment Method Category: Certification Exam	NCLEX-RN pass rates for FSU graduates who are testing for the first time will meet or exceed state and national averages for the same testing period.	Data collected each semester and entered in the fall for the AY.	Yes
Annual Alumni Survey - Employment Rate Assessment Method Category: Survey - Alumni (after one year)	95% of graduates will report that they are employed as Registered Nurses within 1 year of program completion.	Alumni Surveys sent 2 years post-graduation in the Spring; results reported in Fall.	Yes
Annual Alumni survey - Preparation for Employment Assessment Method Category: Survey - Alumni (after one year)	90% of graduates who respond to the survey report that they were well prepared to assume the practice role of the Registered Nurse.	Surveys sent 2 years post-graduation in the Spring; results reported in Fall.	Yes
Annual Alumni Survey will request the graduate to provide a survey to their employer. Assessment Method Category: Survey - Employer	90% of employers who respond to the survey rate FSU nursing graduates' performance as average or above average.	Surveys sent 2 years post-graduation in the Spring; results reported in Fall.	Yes
Student Satisfaction with BSN Program Assessment Method Category: Survey - Graduate (Current Year)	80% of students completing the graduate survey will report that they are satisfied or highly satisfied with their educational experience in the BSN program.	Surveys administered each semester to graduating cohort. Data entered in Fall for AY	Yes
Program retention & Graduation Rates Assessment Method Category: Survey - Students	90% of students who are admitted to the nursing program will graduate at the end of their cohort cycle.	Data collected for each cohort during the AY year. Data entered in Fall for AY.	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Graduate survey report of lifelong learning activities that exceed maintaining licensure as a Registered Nurse. Examples include: 1) Advanced Certifications, 2) Enrollment in a graduate program or 3) other. Assessment Method Category: Survey - Alumni (after one year)	80% of graduates who respond to the survey report that they have engaged in ongoing professional development outside of routine licensure CE.	Surveys sent 2 years post-graduation in the Spring; results reported in Fall.	Yes
Student Diversity - demographic data for all students enrolled in the program related to gender and ethnicity. Assessment Method Category: Survey - Students	At least 10% of the students enrolled in the BSN program in each academic year will represent gender or ethnic diversity.	Data collected & reported each fall for previous AY.	Yes

Outcome: The BSN Program will maintain standards related to the National League of Nursing Accreditation

Commission: Standard 1 Mission & Administrative Capacity

SON & CAHS Outcome: Specialized Accreditation

NLNAC Standard 1: The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of the identified outcomes.

Outcome Type: Other

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Review of Mission / Philosophy / Outcomes of the School of Nursing for ongoing congruency with Ferris State University. Assessment Method Category: Z - Other - specify	The mission/philosophy and outcomes of the School of Nursing are congruent with those of the University.	The SON Mission/Philosophy and outcomes will be reviewed for congruency whenever there is a change at the University level.	Yes
Annual Faculty Activity Reports: Review of appointments to Department, College and University Committees or other governance activities. Assessment Method Category: Z - Other - specify	Representation of the SON faculty and administration is evident at all levels of governance activities with the Department, College and University as appropriate.	Committee representation is reviewed annually when new appointments are made at each level.	Yes
Review the undergraduate Advisory Board membership. Assessment Method Category: Survey - Advisory Board	The Undergraduate Advisory Board will reflect communities of interest and expertise in the areas of clinical practice settings and career mobility for BSN prepared nurses.	The Advisory Board membership is reviewed annually prior to the first meeting in the fall semester.	Yes
Ongoing review of clinical and other partnerships with the SON. Assessment Method Category: Z - Other - specify	Partnerships exist that promote excellence in nursing education, enhance the profession and benefit the community.	Ongoing with the opportunity for new partnerships as appropriate or indicated.	Yes
Review of the Position Description of the Director of the School of Nursing and the Organizational chart of the Academic Affairs Division. Assessment Method Category: Z - Other - specify	The nursing program is administered by a doctorally prepared nurse who has the authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.	The Position Description is reviewed whenever there is a vacancy and subsequent search for this position. The Organizational Chart is updated by the University each year.	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Review of the SON and BSN Program Supply & Expense Budgets. Assessment Method Category: Z - Other - specify	With faculty input, the Director of the School of Nursing has the authority to prepare and administer the program budget and advocates for equity among units within the College and University.	The S & E Budgets are allocated at the beginning of each FY (July 1) and are reviewed by the SON faculty and administration at the beginning of the fall semester.	Yes
Review of the SON Policy and Procedure Manual. Assessment Method Category: Z - Other - specify	Policies of the SON are comprehensive, provide for the welfare of faculty and staff and are consistent with those of the University; differences are justified by the goals and outcomes of the SON.	All policies of the SON are reviewed over the course of three years, with 1/3 of the policies reviewed each year unless there is an indication to review additional policies.	Yes
Review of program complaints and grievances. Assessment Method Category: Z - Other - specify	Records reflect that program complaints and grievances receive due process and include evidence of resolution.	Program complaints are logged for ongoing review as indicated.	Yes

Outcome: The BSN Program will maintain standards related to the National League of Nursing Accreditation Commission: Standard 2 Faculty & Staff

SON & CAHS Outcome: Specialized Accreditation

NLNAC Standard 2: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Review of faculty CVs for academic credentials. Assessment Method Category: Survey - Faculty	Faculty are credentialed with a minimum of a Master's degree in nursing. A minimum of 25% of full-time faculty hold earned doctorates.	Reviewed Annually.	Yes
Review of faculty assignments for the BSN program. Assessment Method Category: Survey - Faculty	The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved. Faculty are oriented and mentored in their areas of responsibility.	Assignments are reviewed on an annual basis prior to the start of the AY.	Yes
Review of Annual Faculty Activity Records and CVs. Assessment Method Category: Survey - Faculty	Faculty (full- and part-time) performance reflects scholarship and evidence-based practice. Faculty demonstrate that they are maintaining expertise in their areas of teaching responsibility.	Reviewed annually.	Yes
Tenure track faculty are reviewed in accordance with the College Tenure Policy and/ or the University Post Tenure Review Policy. Non tenure track faculty are reviewed annually by the Department Head or Program/Clinical Coordinator as appropriate.	Tenure Track faculty successfully attain tenure and are subsequently able to demonstrate ongoing satisfactory performance in accordance with	Annual evaluations for Tenure track and non-tenure track faculty. Tenured faculty are reviewed every 5 years in accordance with the PTR policy.	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Assessment Method Category: Data Analysis	PTR guidelines. Non tenure track faculty demonstrate ongoing satisfactory teaching performance for reappointment year. Systematic assessment of all faculty (full- and part-time) demonstrates competencies that are consistent with program goals and outcomes.		
Nursing staff and non-nurse faculty performance review. Assessment Method Category: Z - Other - specify	Credentials of practice laboratory personnel are commensurate with their level of responsibilities: Instructional support for skills, assessment and simulation labs. Laboratory/Clinical Coordinators and SON clerical staff are reviewed in accordance with University policies.	All administrative staff are evaluated on an annual basis in June.	Yes

Outcome: The BSN Program will maintain standards related to the National League of Nursing Accreditation Commission: Standard 3 Students

SON & CAHS Outcome: Specialized Accreditation

NLNAC Standard 3: Student policies, development and services support the goals and outcomes of the nursing education unit.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
All policies related to students are reviewed to include: School of Nursing Policy & Procedure Manual and the Undergraduate Handbook for Student Nurses. Assessment Method Category: Z - Other - specify	Student policies of the SON / BSN program are congruent with those of the University, are publicly accessible on the website and are non-discriminatory and consistently applied. Differences are justified by the goals of the BSN program. Changes in policies, procedures and program information are clearly and consistently communicated to students in a timely manner.	All documents are reviewed annually.	Yes
Annual Student Satisfaction Survey to include a review of student services for BSN students. Assessment Method Category: Survey - Students	Student services are commensurate with the needs of students completing the BSN degree.	Survey is administered annually.	Yes
Ongoing observance of practices related to student educational and financial records. Assessment Method Category: Z - Other - specify	No violations of FERPA or the Higher Education Reauthorization Act Title IV eligibility and certification requirements are identified.	Ongoing.	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Review of School of Nursing and BSN program websites and printed materials. Assessment Method Category: Visual Displays (e.g. webpage, film, Concept maps, graphics, etc.)	Integrity and consistency exist for all information intended to inform the public, including the program' accreditation status and NLNAC contact information.	Reviewed annually.	Yes
Annual Student survey regarding student perceptions about technology orientation and support for alternative methods of delivery, i.e., web-enhanced and online learning. Assessment Method Category: Survey - Students	Students report that orientation to technology is provided and technological support is available to them as needed.	Annual survey.	Yes

Outcome: The BSN Program will maintain standards related to the National League of Nursing Accreditation Commission: Standard 4 Curriculum

SON & CAHS Outcome: Specialized Accreditation

NLNAC Standard 4: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Faculty review of the BSN curriculum: Program Outcomes & Course Assessment Plans Assessment Method Category: Data Analysis	Program outcomes are consistent with the AACN Essentials of Baccalaureate Nursing Education, the SON curriculum framework and are determined to be of appropriate rigor and currency. Student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities and evaluate student progress.	Program outcomes are reviewed every two years or at the time of a curriculum revision.	Yes
Faculty review of the BSN Curriculum: Cultural, ethnic and socially diverse concepts. Assessment Method Category: Data Analysis	The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national or global perspectives.	Reviewed every two years.	Yes
Faculty review of the BSN Curriculum: Evaluation (Assessment) Methodologies Assessment Method Category: Data Analysis	Evaluation methodologies are varied, reflect established professional and practice competencies (AACN Essentials, ANA Standards) and measure the achievement of student learning and program outcomes.	Reviewed every two years.	Yes
Faculty Review of BSN Curriculum: Instructional processes Assessment Method Category: Data Analysis	The BSN curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research and best practice standards while allowing for innovation, flexibility and technological advances.	Reviewed every two years.	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Review of BSN Curriculum: Program Length Assessment Method Category: Data Analysis	The program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards and best practices.	Reviewed at the time of a curriculum review and revision.	Yes
Faculty Review of BSN Curriculum: Practice Learning Environments Assessment Method Category: Data Analysis	Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students. Student clinical experiences reflect current best practices and nationally established patient health and safety goals.	Reviewed annually.	Yes

Outcome: The BSN Program will maintain standards related to the National League of Nursing Accreditation Commission: Standard 5 Resources

SON & CAHS Outcome: Specialized Accreditation

NLNAC Standard 5: Fiscal, physical and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

Outcome Type: Learning
Outcome: Active
Status:

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
SON Director review of the School of Nursing and BSN program supply & expense (S&E) budgets. Assessment Method Category: Data Analysis	Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the University.	Annually at the start of the fiscal year.	Yes
Ongoing review of physical resources: classrooms, laboratories, offices. Assessment Method Category: Data Analysis	Physical resources are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff and students.	Ongoing as needed - notably when new space or resources are required.	Yes
Ongoing evaluation of learning resources and technology Assessment Method Category: Survey - Faculty	Learning resources and technology are selected by the faculty are comprehensive, current, accessible to faculty and students, including those engaged in alternative methods of delivery, i.e., web-enhanced or online.	Ongoing.	Yes

Outcome: Perform collaborative leadership roles in the provision, delegation, and supervision of nursing care while retaining accountability for patient safety and the quality of that care.

CAHS Outcome: Knowledge & Professional Competency

SON Outcome: Collaborative Leadership

Outcome Type: Learning

Start Date: 01/08/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Professional portfolios are prepared during the program to reflect attainment of designated learning outcomes and are presented in the capstone course, NURS 450 for evaluation. Assessment Method Category: Portfolio/E-Portfolio	100% of students completing the professional portfolio will earn a grade of 85% or higher on the portion of the portfolio which reflects Collaborative Leadership.	Data collected each semester; entered every year in the fall for AY.	Yes
Students are evaluated in the clinical setting each semester in regard to their progressive role development. Students must earn a mean score of 3 or higher to reflect a satisfactory performance for each clinical competency. Assessment Method Category: Observations (e.g. Clinical or Field)	100% of students completing the program will earn a mean score of 3 or higher in the nursing role development clinical competency by the last year of the program.	Data Collected each semester and entered in Fall Semester for AY.	Yes

Outcome: The BSN Program will maintain standards related to the National League of Nursing Accreditation Commission: Standard 6 Outcomes

SON & CAHS Outcome: Specialized Accreditation

NLNAC Standard 6: Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Ongoing BSN Program Assessment & Documentation in TracDat Assessment Method Category: Data Analysis	The BSN Program Assessment Plan is ongoing and findings demonstrate the achievement of student learning and program outcomes of the School of Nursing and NLNAC standards as evidenced by the documentation in the TracDat Assessment system.	Annual and ongoing	Yes
BSN Program Assessment: Use of Assessment Findings Assessment Method Category: Data Analysis	Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.	Annual and ongoing.	Yes
BSN Program Assessment: Sharing of Evaluation Findings Assessment Method Category: Data Analysis	Evaluation findings are shared with communities of interest to include: College & University Assessment Committees, BSN Advisory Board and program faculty.	Annual and ongoing.	Yes
BSN Program Assessment for achievement of NLNAC essential outcomes: Performance on licensure exam, program completion, program satisfaction, job placement. Assessment Method Category: Data Analysis	The BSN program demonstrates achievement in meeting the program outcomes as evidenced in TracDat. See Program Outcome # 1.	Reviewed annually.	Yes

Outcome: Integrate theories and knowledge from the arts, humanities, sciences, and nursing to develop a foundation for nursing practice.

CAHS Outcome: Knowledge & Professional Competency
SON Outcome: Theoretical Base for Practice

Outcome Type: Learning
Start Date: 01/08/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students prepare a professional portfolio organized by competency area, which is presented for final grading in the Nursing Capstone NURS 450. Assessment Method Category: Portfolio/E-Portfolio	100% of students who complete the portfolio will earn a grade of 85% or higher on the section relating to Theoretical Base for Practice.	Data collected each semester and entered in fall for AY.	Yes

Outcome: Organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups, and communities.

CAHS Outcome: Communication
SON Outcome: Generalist Nursing Practice

Outcome Type: Learning
Start Date: 01/08/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students prepare a professional portfolio with one section reflecting the variety of patient care experiences over the course of the program. The portfolio is presented for grading in NURS 450 Nursing Capstone. Assessment Method Category: Portfolio/E-Portfolio	100% of students completing the portfolio will earn a satisfactory (passing) grade for the section of the portfolio pertaining to Generalist Nursing Practice during the program.	Data collected each semester and entered in the fall for the AY.	Yes
Students are evaluated for a clinical competency in all areas of patient care. Students must earn a average rating of 3 or higher to pass the clinical competency. Assessment Method Category: Observations (e.g. Clinical or Field)	100% of students completing the program will earn a mean rating of 3 or higher in this competency for all clinical courses.	Data collected each semester and entered in the fall for the AY.	Yes

Outcome: Assimilate current evidence into the practice of nursing.

CAHS Outcome: Critical Thinking & Problem Solving
SON Outcome: Scholarship for Practice

Outcome Type: Learning
Start Date: 01/08/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students compile a professional portfolio during the program with one section that reflects the research utilization competency. The portfolio will contain samples of assignments which required the student to critique research for its application in a variety of practice situations. The portfolio is presented for grading in NURS 450 Nursing Capstone. Assessment Method Category: Portfolio/E-Portfolio	100% of students who complete the portfolio will earn a grade of 85% or greater in the section of the portfolio pertaining to Scholarship for Practice.	Data collected each semester and entered in the fall for the AY.	Yes

Outcome: Advocate for healthcare across the continuum of health care environments.

CAHS Outcome: Critical thinking & Problem Solving

SON Outcome: Health Care Environment

Outcome Type: Learning
Start Date: 01/08/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students are evaluated in the clinical setting in regard to their ability to demonstrate this competency during patient care situations and in simulation exercises. Students must earn an average rating of 4 or higher to be deemed satisfactory in the clinical setting by the last year of the program. Assessment Method Category: Observations (e.g. Clinical or Field)	100% of students completing the program will earn a mean score of 3 or higher on all clinical evaluations relating to this competency.	Data collected each semester and entered in the fall for the AY.	Yes
Students complete a professional portfolio during the program which has one section designated to this competency. Students will include their clinical evaluations and other assignments related to this competency. Assessment Method Category: Portfolio/E-Portfolio	100% of students completing the portfolio will earn a grade of 85% or greater on the section of the portfolio pertaining to Health Care Environment.	Data collected each semester and entered in the fall for the AY.	Yes
ATI comprehensive exam - administered in the final semester of the program. A score of 90% or higher is predictive of success on the licensure exam (NCLEX-RN). Assessment Method Category: Test - External - Post or Pre/Post	100% of students taking the ATI comprehensive exam will score 90% or higher.	Data collected each semester and entered in the fall for the AY.	Yes

Outcome: Demonstrate a level of professionalism that is congruent with the inherent values, ethics, and behaviors of the discipline of nursing.

CAHS Outcome: Professional & Ethical Behavior

SON Outcome: Professionalism

Outcome Type: Learning
Start Date: 01/08/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students participate in a service learning project during the program. The project is presented as a graded assignment in NURS 450 Nursing Capstone. Assessment Method Category: Service Project/Service Learning	90% of the students who complete the Service Learning Project will earn a grade of 75% or higher on the presentation of the project.	Data collected each semester and entered in the fall for the AY.	Yes
Students prepare a professional portfolio during the program with one section dedicated to this competency, reflecting assignments which represent the student's learning in this area. The Portfolio is submitted in NURS 450 Nursing Capstone for evaluation. Assessment Method Category: Portfolio/E-Portfolio	100% of students completing the portfolio will earn a grade of 85% or greater on the section of the portfolio pertaining to Professionalism.	Data collected each semester and entered in the fall for the AY.	Yes

Appendix K
Systematic Plan for Evaluation of RN to BSN Program Post-Licensure Track

Assessment Plan
Ferris State University
Program - Nursing (RN to BSN)

Program - Nursing (RN to BSN)

Mission Statement: The undergraduate program in nursing is designed to provide innovative baccalaureate programming that prepares graduates for roles in current professional nursing practice and to effectively contribute to future changes in the nursing profession and health care delivery system

Advisory Board/Committee Meetings: Twice per year

Next FSU Academic Program Review: 2016-2017

Accreditation Body: National League for Nursing Accreditation Commission

Academic Year of Next Accreditation Review: 2012-2013

College: CAHS

Outcome: Provide collaborative leadership roles in the provision, delegation, and supervision of nursing care while retaining accountability for patient safety and the quality of that care.

CAHS Outcome: Knowledge & Professional Competency

SON Outcome: Collaborative Leadership

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Professional portfolios are prepared during the program to address program learning outcomes and are presented in NURS 450 Nursing capstone for evaluation. Assessment Method Category: Portfolio/E-Portfolio	100% of students completing the professional portfolio will earn a grade of 85% or greater on the component of the portfolio that reflects Collaborative Leadership.	Data collected each semester and reported in fall for AY.	Yes
Students assume the role of team leader for a project for the capstone clinical practicum in NURS 495. Assessment Method Category: Project/Model/Invention	100% of the students who complete the practicum project will earn a grade of 85% or higher.	Data collected each semester and reported in fall for AY.	Yes
Graduates report work setting parameters related to leadership roles assumed within 1 year of graduation. Assessment Method Category: Survey - Alumni (after one year)	90% of graduates will report that they have assumed additional leadership responsibilities since completion of the program.	Surveys sent 2 years post-graduation each spring. Results reported in Fall.	Yes

Outcome: Integrate theories and knowledge from the arts, humanities, sciences and nursing to develop a foundation for nursing practice.

CAHS Outcome: Knowledge & Professional Competency

SON Outcome: Theoretical Base for Knowledge

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students prepare a professional portfolio during the program which reflects each learning outcome as a separate section. Students present the portfolio for evaluation in NURS 450 Nursing Capstone. This section will include a variety of directed assignments which require the demonstration of a theory based approach to nursing care. Assessment Method Category: Portfolio/E-Portfolio	100% of the students who present the professional portfolio will earn a grade of 85% or greater on the section which addresses Theory Base for Knowledge.	Data collected each semester and reported in fall for AY.	Yes

Outcome: Organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities.

CAHS Outcome: Communication

SON Outcome: Generalist Nursing Practice

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students prepare a professional portfolio during the program which is organized by learning outcome and reflects selected assignments which demonstrate learning in the specified area. Assessment Method Category: Portfolio/E-Portfolio	100% of students completing the portfolio will earn a grade of 85% or greater on the section of the portfolio related to assignments reflecting Generalist Nursing Practice.	Data collected each semester and reported in fall for AY.	Yes

Outcome: Assimilate current evidence into the practice of nursing.

CAHS Outcome: Critical Thinking & Problem Solving

SON Outcome: Scholarship for Practice

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students demonstrate this competency in a variety of NURS courses during the program, with selected assignments to be included in the professional portfolio that is presented for evaluation in NURS 450 Nursing Capstone. Assessment Method Category: Portfolio/E-Portfolio	100% of students who complete the professional portfolio will earn a grade of 85% or greater on the section of the portfolio which reflects the learning outcome of Scholarship for Practice.	Data collected each semester and reported in fall for AY.	Yes

Outcome: Advocate for improving health care across the continuum of health care environments.

CAHS Outcome: Critical Thinking & Problem Solving

SON Outcome: Health Care Environment

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students compile a professional portfolio during the program to address each professional competency. This portfolio is presented in NURS 450 Nursing Capstone for evaluation of learning and will include a variety of assignments which require the student to perform analytic thinking. Assessment Method Category:	100% of students completing the professional portfolio will earn a grade of 85% or greater on the section of the portfolio which reflects Health Care Environment.	Data collected each semester and reported in fall for AY.	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Portfolio/E-Portfolio			

Outcome: Demonstrate a level of professionalism that is congruent with the inherent values, ethics, and behaviors of the discipline of nursing.

CAHS Outcome: Professional & Ethical Behavior
SON Outcome: Professionalism

Outcome Type: Learning
Start Date: 01/08/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students complete a service learning project during the program, which is presented in a public forum in NURS 450 Nursing Capstone, as well as part of the professional portfolio which is also evaluated in NURS 450. Assessment Method Category: Service Project/Service Learning	100% of students will receive 85% or greater on the Service learning presentation.	Data collected each semester and reported in fall for AY.	Yes
Graduate survey report of lifelong learning activities that exceed the maintenance of licensure. Examples include: 1) Advanced Certifications, 2) Enrollment in a graduate program or 3) Other: specify. Assessment Method Category: Survey - Alumni (after one year)	80% of graduates who respond to the survey report that they have engaged in ongoing professional development activities.	Surveys administered 2 years post-graduation every spring with results reported every fall.	Yes
Students compile a professional portfolio during the program to address each professional competency. This portfolio is presented in NURS 450 Nursing Capstone for evaluation of learning and will include a variety of assignments which require the student to perform analytic thinking. Assessment Method Category: Portfolio/E-Portfolio	100% of students completing the professional portfolio will earn a grade of 85% or greater on the section of the portfolio which reflects Professionalism.		Yes

Outcome: The RN to BSN program will meet accreditation standards as defined by the National League for Nursing Accreditation Commission: Required Program Outcomes

CAHS & SON Outcome: Specialized Accreditation
NLNAC Required Program Outcomes: Program Completion Rates, Program Satisfaction and Job Placement Rates

Outcome Type: Other
Start Date: 01/08/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Program retention and graduation rates Assessment Method Category: Survey - Graduate (Current Year)	90% of students who are admitted to the nursing program will graduate within 4 years of the completion of NURS 324.	Data collected every year for students in rolled in NURS 324 4 years previously. Reported in fall.	Yes
Student Diversity - Demographic data for all students enrolled in the program each year - attained from Institutional Research report. Assessment Method Category: Survey - Students	10% of the students enrolled in the BSN program each year will reflect ethnic or gender diversity.	Data collected and reported every fall.	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Student Satisfaction with the Program Assessment Method Category: Survey - Graduate (Current Year)	80% of students completing the survey will indicate that they are satisfied or highly satisfied with the program.	Data collected each semester in NURS 450 survey and reported in fall for AY.	Yes
Graduate Employment Survey regarding level of leadership role acquisition within 1 years of program completion Assessment Method Category: Survey - Alumni (after one year)	90% of graduates will report that they have assumed additional leadership responsibilities since completion of the program.	Surveys are administered 1 year post-graduation with results reported in fall.	Yes

Outcome: The BSN Program will maintain standards related to the National League of Nursing Accreditation

Commission: Standard 1 Mission & Administrative Capacity

SON & CAHS Outcome: Specialized Accreditation

NLNAC Standard 1: The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Review of Mission / Philosophy / Outcomes of the School of Nursing for ongoing congruency with Ferris State University. Assessment Method Category: Z - Other - specify	The Mission/ Philosophy / Outcomes of the SON will reflect congruency with those of the University	Reviewed every two years or when a change occurs at the University or program level.	Yes
Annual Faculty Activity Reports: appointments to Department, College and University Committees or other governance activities. Assessment Method Category: Z - Other - specify	Review of Representation of the SON faculty and administration is evident at all levels of governance activities with the Department, College and University as appropriate.	Reviewed annually each spring when Activity Reports are submitted.	Yes
Review the undergraduate Advisory Board membership. Assessment Method Category: Z - Other - specify	The Undergraduate Advisory Board will reflect communities of interest and expertise in the areas of clinical practice settings and career mobility for BSN prepared nurses.	Reviewed annually.	Yes
Ongoing review of clinical and other partnerships with the SON. Assessment Method Category: Z - Other - specify	Partnerships exist that promote excellence in nursing education, enhance the profession and benefit the community.	Reviewed on an ongoing basis.	Yes
Review of the Position Description of the Director of the School of Nursing and the Organizational chart of the Academic Affairs Assessment Method Category: Z - Other - specify	The nursing program is administered by a doctorally prepared nurse who has the authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities. Criterion Met Action:	Reviewed at the time of a vacancy or if indicated by administrative structure changes within the division of Academic Affairs.	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Review of the SON and BSN Program Supply & Expense Budgets. Assessment Method Category: Z - Other - specify	With faculty input, the Director of the School of Nursing has the authority to prepare and administer the program budget and advocates for equity among units within the College and University.	Annually	Yes
Review of the SON Policy and Procedure Manual Assessment Method Category: Z - Other - specify	Policies of the SON are comprehensive, provide for the welfare of faculty and staff and are consistent with those of the University; differences are justified by the goals and outcomes of the SON.	Reviewed annually or as issues arise that indicate a need for policy change.	Yes
Review of program complaints and grievances. Assessment Method Category: Z - Other - specify	Records reflect that program complaints and grievances receive due process and include evidence of resolution.	Ongoing	Yes

Outcome: The BSN Program will maintain standards related to the National League of Nursing Accreditation

Commission: Standard 2 Faculty and Staff

SON & CAHS Outcome: Specialized Accreditation

NLNAC Standard 2: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Review of faculty CVs for academic credentials. Assessment Method Category: Survey - Faculty	Faculty are credentialed with a minimum of a Master's degree in nursing. A minimum of 25% of full-time faculty hold earned doctorates.	Reviewed annually and as faculty vacancies arise.	Yes
Review of faculty assignments for the RN to BSN program. Assessment Method Category: Survey - Faculty	The number and utilization of faculty (full and part-time) ensure that program outcomes are achieved. Faculty are oriented and mentored in their areas of responsibility.	Reviewed annually as assignments are made.	Yes
Review of Annual Faculty Activity Records and CVs. Assessment Method Category: Survey - Faculty	Faculty (full- and part-time) performance reflects scholarship and evidence-based practice. Faculty demonstrate that they are maintaining expertise in their areas of teaching responsibility.	Annually	Yes
Tenure track faculty are reviewed in accordance with the College Tenure Policy and/ or the University Post Tenure Review Policy. Non tenure track faculty are	Tenure Track faculty successfully attain tenure and are subsequently able to demonstrate ongoing satisfactory	Tenure track and non-tenure track faculty are evaluated annually. Post Tenure Review is a 5 year cycle.	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Reviewed annually by the Department Head or Program/Clinical Coordinator as appropriate. Assessment Method Category: Data Analysis	Performance in accordance with PTR guidelines. Non tenure track faculty demonstrate ongoing satisfactory teaching performance for reappointment year. Systematic assessment of all faculty (full & part-time) demonstrates competencies that are consistent with program goals and outcomes.		
Nursing staff and non-nurse faculty performance review. Assessment Method Category: Z - Other - specify	SON clerical staff member is reviewed in accordance with University policies.	Performance reviews are annual.	Yes

Outcome: The BSN Program will maintain standards related to the National League of Nursing Accreditation

Commission: Standard 3 Students

SON & CAHS Outcome: Specialized Accreditation

NLNAC Standard 3: Student policies, development and services support the goals and outcomes of the nursing education unit.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
All policies related to students are reviewed to include: School of Nursing Policy & Procedure Manual and the Undergraduate Handbook for Student Nurses. Assessment Method Category: Z - Other - specify	Student policies of the SON / BSN program are congruent with those of the University, are publicly accessible on the website and are non-discriminatory and consistently applied. Differences are justified by the goals of the BSN program. Changes in policies, procedures and program information are clearly and consistently communicated to students in a timely manner.	All policies and public materials are reviewed annually.	Yes
Annual Student Satisfaction Survey to include a review of student services for RN to BSN students. Assessment Method Category: Survey - Students	Student services are commensurate with the needs of students completing the BSN degree.	Annually	Yes
Ongoing observance of practices related to student educational and financial records. Assessment Method Category: Z - Other - specify	No violations of FERPA or the Higher Education Reauthorization Act Title IV and eligibility and certification requirements are identified	Ongoing	Yes
Review of School of Nursing and BSN program websites and printed materials. Assessment Method Category: Visual Displays (e.g. webpage, film, Concept maps, graphics, etc.)	Integrity and consistency exist for all information intended to inform the public, including the program' accreditation status and NLNAC contact information.	Annually	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Annual Student survey regarding student perceptions about technology orientation and support for alternative methods of delivery, i.e., web-enhanced and online learning. Assessment Method Category: Survey - Students	Students report that orientation to technology is provided and technological support is available to them as needed.	Annual survey	Yes

Outcome: The BSN Program will maintain standards related to the National League of Nursing Accreditation

Commission: Standard 4 Curriculum

SON & CAHS Outcome: Specialized Accreditation

NLNAC Standard 4: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Faculty review of the RN to BSN curriculum: Program Outcomes & Course Assessment Plans Assessment Method Category: Data Analysis	Program outcomes are consistent with the AACN Essentials of Baccalaureate Nursing Education, the SON curriculum framework and are determined to be of appropriate rigor and currency. Student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities and evaluate student progress.	Annually and as curricular changes occur.	Yes
Faculty review of the RN to BSN Curriculum: Cultural, ethnic and socially diverse concepts. Assessment Method Category: Data Analysis	The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national or global perspectives.	Annually and as curricular changes occur.	Yes
Faculty review of the RN to BSN Curriculum: Evaluation (Assessment) Methodologies Assessment Method Category: Data Analysis	Evaluation methodologies are varied, reflect established professional and practice competencies (AACN Essentials, ANA Standards) and measure the achievement of student learning and program outcomes.	Annually and as curricular changes occur.	Yes
Faculty Review of RN to BSN curriculum: Instructional processes Assessment Method Category: Data Analysis	The BSN curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research and best practice standards while allowing for innovation, flexibility and technological advances.	Annually and as curricular changes occur.	Yes
Review of RN to BSN Curriculum: Program Length Assessment Method Category: Data Analysis	The program length is congruent with the attainment of identified outcomes and consistent with the policies of	Reviewed as curricular changes occur or as issues arise to prompt a discussion.	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
	The governing organization, state and national standards and best practices.		
Faculty Review of RN to BSN Curriculum: Practice Learning Environments	Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.	Annually as capstone project course is assessed.	Yes

Outcome: The BSN Program will maintain standards related to the National League of Nursing Accreditation Commission: Standard 5 Resources

SON & CAHS Outcome: Specialized Accreditation

NLNAC Standard 5: Fiscal, physical and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

Outcome Type: Other

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
SON Director review of the School of Nursing and BSN program supply & expense (S&E) budgets. Assessment Method Category: Data Analysis	Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the University.	Annually	Yes
Ongoing review of physical resources: classrooms, laboratories, offices.	Physical resources are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff and students.	Ongoing as new geographic sites are established at satellite campuses.	Yes
Ongoing evaluation of learning resources and technology Assessment Method Category: Survey - Faculty	Learning resources and technology are selected by the faculty are comprehensive, current, accessible to faculty and students, including those engaged in alternative methods of delivery, i.e., web enhanced or online.	Ongoing	Yes

Outcome: The BSN Program will maintain standards related to the National League of Nursing Accreditation Commission: Standard 6 Outcomes

SON & CAHS Outcome: Specialized Accreditation

NLNAC Standard 6: Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

Outcome Type: Other

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Ongoing RN to BSN Program Assessment & Documentation in TracDat Assessment Method Category: Data Analysis	The BSN Program Assessment Plan is ongoing and findings demonstrate the achievement of student learning and program outcomes of the School of Nursing and NLNAC standards as evidenced by the documentation in the TracDat Assessment system.	Annually	Yes
RN to BSN Program Assessment: Use of Assessment Findings Assessment Method Category: Data Analysis	Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes	Annually	Yes
RN to BSN Program Assessment: Sharing of Evaluation Findings Assessment Method Category: Data Analysis	Evaluation findings are shared with communities of interest to include: College & University Assessment Committees, BSN Advisory Board and program faculty	Annually	Yes
RN to BSN Program Assessment for achievement of NLNAC essential outcomes: program completion, program satisfaction & job placement. Assessment Method Category: Data Analysis	The RN to BSN program demonstrates achievement in meeting the program outcomes as evidenced in TracDat. See Program Outcome # 1.	Annually	Yes



FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

School of Nursing

Master of Science in Nursing Program

**Self-Study Report
Prepared for the
National League for Nursing
Accrediting Commission**

2012

TABLE OF CONTENTS

	PAGE
SECTION ONE: Executive Summary	1
Introduction and History	4
Summary of Standards and Criteria	10
Analysis of Program Strengths & Areas in Need of Development	16
Program Plan	18
SECTION TWO: Standards 1-5	19
Standard 1: Mission and Administrative Capacity	20
Standard 2: Faculty and Staff	35
Standard 3: Students	46
Standard 4: Curriculum	57
Standard 5: Resources	91
SECTION THREE: Standard 6: Outcomes	98
SECTION FOUR: APPENDICES	106
Appendix A: School of Nursing Organizing Framework	107
Appendix B: Academic Affairs Organizational Structure	108
Appendix C: College of Health Professions Organizational Structure	109
Appendix D: Resume for Dr. Julie Coon	110
Appendix E: Position Description for Director of the School of Nursing	112
Appendix F: Program Coordinator Position Description for The College of Health Professions	115
Appendix G: Curriculum Plan for MSN Program	117
Appendix H: Curriculum Plan for RN to MSN Program Track	119
Appendix I: Curriculum Plan for the Nursing Education Certificate	122
Appendix J: Systematic Plan for the Evaluation of MSN Program	123

Listing of Tables and Documents in Self-Study

	PAGE	
Table 1.1 A	Comparison of FSU and School of Nursing Vision, Mission, Purpose and Value Statements	21
Table 1.1 B	Alignment of MSN Program Outcomes with School of Nursing and University Missions & Values	23
Table 1.2 A	Participation of Nursing faculty on Standing Committees AY 2012-13	27
Table 2.1 A	Faculty Profile Table	36
Table 2.1 B	Faculty Profile Table (Continued)	37
Table 2.3 A	Faculty to Student Ratios for Didactic & Capstone Sections – Fall 2011	40
Table 2.3 B	Faculty to Student Ratios for Didactic & Capstone Sections – Spring 2012	40
Table 4.1 A	ANA Standards of Nursing Practice Integration Through-out MSN Program	59
Table 4.1 B	Knowledge Base Required for Specialty Role Certification	63
Table 4.1 C	Relationship of Curriculum Constructs, Courses and Outcomes	70
Table 4.5 A	Course Outcomes and Evaluation Methods	80
Table 4.7 A	Part-time Option MSN Completion Schedule	87
Table 4.7 B	Full-time Option MSN Completion Schedule	88
Table 4.8.1 A	NURS 740 Advanced Specialty Role Practicum Experiences 2011-12	89
Table 5.1 A	School of Nursing Budget Allocations for FY 2012	92
Table 5.1 B	MSN Program Budgets for Past 3 Fiscal Years (2010, 1011, 2012)	92
Table 5.1 C	Comparison of S&E Budgets within the College of Health Professions for FY 2012	93
Table 6.4 A	MSN Program Evaluation: Program Outcomes Summary	102

SECTION ONE: EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

GENERAL INFORMATION

NLNAC Site Visit Date: October 10-12, 2012

Program and purpose for the review:

Reaccreditation of the Masters of Science in Nursing Program, which prepares nurses to assume advanced specialty leadership roles in the areas of: Nursing Administration, Nursing Informatics and Nursing Education.

Name and Address of the University

Ferris State University
Big Rapids, MI 49307
Phone: 231-591-2000
Website: <http://www.ferris.edu/>

Name and Title of the Chief Administrative Officers:

David E. Eisler, DMA – President <http://www.ferris.edu/HTMLS/administration/president/>
Fritz Erickson, EdD – Provost and Vice President of Academic Affairs
<http://www.ferris.edu/HTMLS/administration/academicaffairs/aboutacademicaffairs/leadership/provost.htm>

Institutional Accreditation Status:

The Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools: http://www.ncahlc.org/component/com_directory/Action.ShowBasic/institid.1321/

- Accredited in 1959 to present
- Last Comprehensive PEAQ Evaluation: 2010-2011
- Next Comprehensive PEAQ Evaluation: 2020-2021

Name and Address of the Educational Unit in Nursing

School of Nursing
College of Health Professions
Ferris State University
200 Ferris Drive
Big Rapids, MI 49307
Phone: 232-591-2259
Fax: 231-591-2325
Website: <http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/homepage.htm>

Name and Title of the Administrator of the Unit in Nursing:

Julie A. Coon, Ed.D, MSN, RN
Director
Phone: 231-591-2267
Email: coonj@ferris.edu

State Board of Nursing Approval Status:

- The MSN program does not require Board of Nursing approval in Michigan.

NLNAC Accreditation Standards and Criteria

This Self-Study is based on the National League for Nursing Accrediting Commission Accreditation Manual and Interpretive Guidelines for the Standards and Criteria for Master's Degree Programs in Nursing, 2008 Edition

INTRODUCTION & HISTORY

Master of Science in Nursing Program

The Master of Science in Nursing (MSN) program was established in the 2004-05 academic year in response to the need for more nurses to be prepared at the graduate level for advanced specialty roles in areas that fit the mission of Ferris State University and the School of Nursing. Prospective graduate nursing students already had many options within the state and west Michigan to enter clinically based MSN programs that provided preparation for the advanced practice roles of the nurse practitioner and clinical nurse specialist. However, with the growing shortage of adequately prepared nurse educators, the need for nurse administrators with an advanced nursing degree and then newly emerging area of nursing informatics, the nursing faculty realized that these areas of advanced specialty role preparation could be provided by the unique collection of program offerings already in place at Ferris State University.

A collaborative planning process with the College of Business and the College of Education and Human Services resulted in a MSN program that is offered in three segments. The nursing core is comprised of 12 credits of coursework that provides the foundation for the next segment, which is the specialty concentration coursework. The 12 credits in the specialty concentration segment are taken through the College of Business for the administration and informatics majors while the College of Education and Human Services offers 3 to 6 of the 12 credits in the nursing education major. The School of Nursing offers the remaining credits (6 to 9) in this major. The final segment is the capstone coursework where all of the previous academic work is synthesized within a nursing context for future practice and scholarly inquiry. This 12 credit segment of coursework includes the comprehensive exam, preparation for and implementation of a scholarly project and a practicum experience in the selected advanced specialty role.

The current MSN curriculum is offered fully online in a variety of schedule options. Some students select the seven semester part-time format which reflects approximately 6 credits per semester. Others opt for a more part-time format, taking only one course or approximately 3 credits per semester which spans the program over twelve semesters. Finally, a few students have elected to complete the program in a full-time schedule over three to four semesters. Students report satisfaction with the flexibility that the program has to offer in regard to scheduling.

The MSN program was granted initial NLNAC accreditation in fall 2007 and is currently embarking on a curriculum revision to align with the new AACN Essentials of Masters Nursing Education, which were just approved in March 2011. The groundwork for this revision was initiated in the 2011-12 academic year, with a curriculum revision proposal anticipated to be submitted to the University Curriculum Committee in the 2012-13 academic year for an anticipated 2013-14 academic year implementation.

The MSN program is housed in the School of Nursing which is an academic department in the College of Health Professions (CHP) at Ferris State University. A description of the University and College are provided as a context for the School of Nursing which is described from a historical perspective afterward.

Ferris State University

Ferris State University is the fastest-growing public university in Michigan, with more than 14,300 students enrolled in classes on the main campus in Big Rapids or at its 18 satellite and off-campus sites throughout Michigan, such as the Kendall College of Art and Design of Ferris State University in Grand Rapids. Ferris attracts students from every county in Michigan, many of whom remain in the state after graduating.

Founded in 1884, Ferris is distinguished by its strong heritage of opportunity and focus on providing a professional education that links theory to practice. More than 180 programs, ranging from associate to doctoral degrees, are offered through nine degree-granting academic colleges at Ferris: Health Professions, Arts and Sciences, Business, Education and Human Services, Engineering Technology, Kendall College of Art and Design, Michigan College of Optometry, Pharmacy, and Professional and Technological Studies.

The majority of Ferris' offerings are tailored to specific, in-demand professions and align directly with occupations that are expected to experience growth across the country through 2016, in such categories as business, finance and management; administrative and clerical; computer science and engineering; social services; education and training; healthcare and healthcare technology and support; protective services; as well as construction, production, and repair. Several of Ferris State's unique degree offerings are not available at other universities in the state, region or nation.

Ferris has the fewest number of large classes among Michigan's 15 public universities, with only one percent of classes having more than 50 students. This offers more direct contact with faculty, more hands-on learning and experimentation and greater student engagement. More than 50 percent of Ferris classes have fewer than 20 students, and the student-to-faculty ratio is 16-to-1. Full-time tenure-track faculty with experience in their respective fields teaches the majority of classes, providing real-world relevance in the learning environment. Advisory boards further ensure a current, relevant curriculum to prepare graduates with skills that give them an advantage in the professional world.

More than any other institution in the state, Ferris has reached out to Michigan community colleges, creating partnerships on 17 campuses and expanding online offerings. As a result, Ferris has become a transfer school of choice for students, facilitating expansion of their first two years of study at off-campus sites into 4-year university degrees. Ferris enrolls the largest number of off-campus students at the Applied Technology Center through its partnership with Grand Rapids Community College.

Ferris State has completed several new facilities, such as the state-of-the-art new Michigan College of Optometry building and attractive East Campus Apartment Suites, both situated on the main campus in Big Rapids, as well as a facility on Grand Rapids' Medical Mile for third- and fourth-year Pharmacy students. Classroom renovations and improvements to Ferris' popular Rock Café dining facility add to the vibrancy of the university's 880-acre main campus, which already boasts the state-of-the-art library, FLITE; the Granger Center, a building with visible mechanical systems, such as geothermal heating and cooling, for HVACR students; and the National Elastomer Center, a specialized center for studying plastics and rubber technology.

Ferris is the only university in Michigan named after its founders, Woodbridge Nathan Ferris (two-term Michigan governor and United States senator) and Helen Gillespie Ferris. Founded as the privately owned Big Rapids Industrial School, Ferris did not become a state institution until 1950, undergoing several name changes until becoming Ferris State University in 1987. The Ferris' founding philosophy of a practical, hands-on approach to education that enables students to learn practical skills for new jobs in a changing world still resonates today.

College of Health Professions

The College of Health Professions (CHP) was previously known as the College of Allied Health Sciences (CAHS) until a recent name change became effective July 1, 2012 as a result of a comprehensive review of the entire Academic Affairs Division within the University. The name change was proposed to more accurately reflect the evolution of programming within the College over the past several years, from a focus on primarily technical to a more professional program degree emphasis. This was especially significant for the School of Nursing, as the discipline of nursing has never been considered to be a part of the "Allied Health Sciences" umbrella. The College of Health Professions enjoys a statewide and national reputation of being a leader in the preparation of career-ready graduates in several of the fastest growing health professions. The mission of CHP is *"to prepare students for successful careers in the programs contained therein, to foster responsible citizenship and to promote lifelong learning. The college will partner with healthcare providers and facilities to prepare students for rapidly changing careers."* The college houses six associate degree programs, eight bachelor degree programs, one graduate program in nursing (MSN) as well as certificates in gerontology and nursing education. The newest program within the college is a BS degree in Molecular Diagnostics, which is anticipated to be one of the most in-demand health careers as the field of genetics continues to expand to provide new and exciting possibilities for medical diagnosis and treatment. The College of Health Professions is home to forty full time faculty and twenty-six administrative and support staff. At the time of the last NLNAC site visit for the BSN program in 2005, the enrollment in the College was approximately 1,500 students. In fall 2011, the enrollment was approximately 2,700, reflecting an 80% increase during those six years. The enrollment growth of CHP has been the highest in the University for the past five years due to not only the continued demand for health career education, but also the significant number of courses and programs that are now offered fully online within the college, with programs in the School of Nursing leading that trend. At the current time, approximately one third of the enrollment within the College is in off-campus and online programs.

The College of Health Professions is home to three academic departments that house a myriad of academic programs that offer career-laddering opportunities that allow students to progressively earn higher academic credentials starting with a certificate or associate degree and ending with a bachelor or master's degree. Each academic department reflects approximately one third of the enrollment in the college and each includes the pre-professional students qualifying for admission to the professional sequence programs, professional sequence students on campus and finally, off campus/online student populations in extended campus settings or in advanced degree completion programs.

The **Department of Dental Hygiene and Medical Imaging** offers associate degree programs in Dental Hygiene, Radiography and Diagnostic Medical Sonography. In addition bachelor degrees in Nuclear Medicine (both generic and upper division completion), Dental Hygiene (upper division completion) and Allied Health Sciences are offered. The BS in allied health is an excellent option for AAS degree students to earn a BS degree concurrently with making progress toward admission and completion of the AAS degree. It is significant to note that the majority of CHP students graduating with an AAS degree have earned or in progress toward completion of a BS degree. This department also houses a variety of core curriculum health science and other elective courses to include a certificate in gerontology.

The **Department of Clinical Laboratory, Respiratory and Health Administration** programs offers associate degrees in respiratory care, medical laboratory technology and health information technology. Bachelor degrees are offered in Medical Technology, Health Information Management and Health Care Systems Administration.

The **School of Nursing** offers both undergraduate and graduate nursing programs to include the Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN) as well as a post-baccalaureate certificate in Nursing Education.

History of the School of Nursing

The nursing programs at Ferris State University started in 1969 with one of the first LPN to RN ladder programs in the State of Michigan. This model quickly became established as the standard throughout the state to address the nursing shortage at that time. In 1983, the program was converted to a generic Associate Degree Nursing (ADN) program, when the focus on career laddering was taken to the baccalaureate level. The ADN program served as the base for the Bachelor of Science in Nursing (BSN) completion program which was established that same year. The BSN program in the RN to BSN completion track format gained initial accreditation from the NLN in 1989 and has maintained accreditation with the NLNAC to the present.

In the fall 2004 semester the Ferris nursing programs expanded to include graduate education. The Master of Science in Nursing (MSN) degree was the first graduate program in the College of Health Sciences and remains the only graduate program in the College of Health Professions today. The MSN program currently offers specialty leadership role concentrations in the areas of nursing administration, nursing informatics and nursing administration, as well as a graduate certificate in nursing education. The MSN program was granted initial accreditation by the NLNAC in 2007. The enrollment in the MSN program has increased steadily since its inception, with an enrollment today that is approaching 100 students. The addition of a graduate program resulted in a restructure within the College and the Department of Nursing and Dental Hygiene became the School of Nursing in 2005.

In 2005 there was a state-wide discussion and initiative to explore strategies to increase the proportion of baccalaureate prepared nurses in Michigan. Julie Coon, the Director of the School of Nursing at Ferris, chaired a state-wide task force to address this issue from 2005 to 2007. In the course of these discussions, it became evident that the School of Nursing, as an academic unit in a four year institution could impact the numbers of bachelor prepared nurses in a number of

ways. The first and most obvious was the decision to move to a baccalaureate degree at the pre-licensure level. The curriculum was developed and approval was granted at the university level as well as by the Michigan Board of Nursing during the 2005-07 academic years. The first BSN pre-licensure cohort was admitted to the traditional track in the fall of 2007 and the first 2nd degree accelerated cohort was admitted in the spring of 2008. The last ADN cohort completed in May 2008 and that program was officially discontinued.

The School of Nursing submitted a “Major Change” report to the NLNAC to seek inclusion of the pre-licensure BSN tracks under the accreditation umbrella already in place for the post-licensure BSN program. The NLNAC accepted this major change, extending the status of full accreditation to all three BSN tracks effective with the start of the first cohorts in the pre-licensure BSN program.

In 2009, the nursing faculty explored the feasibility of adding yet another creative option for Registered Nurses seeking an advanced degree. An alternative track was developed and offered to ADN or diploma prepared RNs whose eventual goal was to complete the MSN degree. The RN to MSN accelerated track was developed using existing courses in the RN to BSN and MSN degree programs. In this innovative track, academically qualified RN to BSN students complete the general education requirements for the BS degree, along with the core nursing courses, at which time they are allowed to apply directly to the MSN program. If accepted, they can enter the MSN program without completing the capstone courses of the BSN program. Once the MSN course sequence is completed, they are awarded both the BSN and MSN degrees. This option is gaining popularity among RNs who are seeking opportunities to decrease their time to degree completion. This curriculum change was submitted to and subsequently accepted by the NLNAC in 2010.

The nursing education programs at Ferris State University have been characterized as innovative and responsive to the needs of the discipline within the State of Michigan. These needs now align with the recent recommendations of the Institute of Medicine’s report on the *Future of Nursing* (2010) to increase the percentage of baccalaureate prepared nurses to 80%. There are several initiatives within Michigan to address this need. Most employers now report that they are preferentially hiring BSN prepared graduate nurses, which has only increased the demand for the programs offered at Ferris. The career ladder concept from ADN to BSN to MSN has provided the mechanism for several hundred nurses within the state (and now nation) to achieve personal career goals and to contribute to the profession as leaders in nursing practice, education and research.

Through these pioneering programs, the School of Nursing meets the educational needs of a diverse population of students both on and off the main campus and supports the mission of Ferris State University to “*prepare students for successful careers, responsible citizenship, and lifelong learning.*” The recent focus of the University on addressing the issues of growing student debt and prolonged time to degree completion aligns nicely with the structure and philosophy of the nursing programs, which have strived to consistently evolve in ways that are responsive to contemporary academic initiatives.

The faculty and student data for the School of Nursing is reflected in the tables below. It is noted that several faculty teach in both the undergraduate and graduate programs.

Faculty Cohort in Nursing Programs Offered Fall 2012

Program	FT Tenure Track	Full time Non TT	Part Time Adjunct Faculty	
			Clinical	Online
BSN faculty	7	3	19	9
MSN faculty	5	1	0	1
Total in SON	8 positions (1 vacant)	4 positions (1 vacant)	19	9

Enrollment in Nursing Programs Offered Fall 2011

Program	Track	Location	Enrollment		
			Total	FT	PT
BSN	Generic – Traditional	On campus	110	110	0
BSN	Generic – 2 nd Degree	On campus	20	20	0
BSN	RN to BSN Completion	Off campus	0	0	0
BSN	RN to BSN Completion	Online	472	14	458
MSN	Nursing Administration	Online	33	3	30
MSN	Nursing Informatics	Online	6	0	6
MSN	Nursing Education	Online	46	4	42
Certificate	Nursing Education	Online	0	0	0

SUMMARY OF STANDARDS AND CRITERIA

Standard 1: Mission and Administrative Capacity

The mission of Ferris State University and the mission of the School of Nursing (SON), including the Masters of Science (MSN) in Nursing program mission are clearly aligned to reinforce and support each other. All faculty members are committed to the mission of the University, College and School of Nursing, participating in the governance of all three. There is an advisory board for the graduate nursing program which provides input into program processes to reflect current nursing practice. Professional have been intentionally cultivated with other colleges in the University to support the educational goals of the undergraduate nursing programs. The Director of the School of Nursing is a full-time administrative appointment, allowing for adequate administrative oversight of the programs within the department. Budgetary allocations for the School of Nursing are equitable and consistent with those of comparable programs within the College. The MSN program has a dedicated faculty program coordinator who is provided release time to carry out these duties.

All policies of the nursing unit are congruent with University and College policies and also include additional policies that are needed to meet discipline requirements. There is a University policy for student complaints which is utilized for all complaints and grievances across the institution and the School of Nursing is consistent with this practice. The MSN program is recognized as a leader in online delivery within the institution. The administrative leadership of Nursing, the College and the University is committed to the success of the nursing programs.

Standard 2: Faculty and Staff

The faculty complement has grown from eight full time faculty at the time of the last site visit in 2007 to a total of twelve full-time faculty to support the enrollment growth in the School of Nursing. The full time faculty complement is a combination of eight tenure track nine month positions and four additional full-time faculty who are not on a tenure track and are contracted for three year 12 month appointments. These four positions were established in 2008 when the growth in the RN to BSN program began to increase exponentially, as well as the recognition for higher enrollment potential in the pre-licensure and graduate programs. All four of these positions were renewed in 2011 for three more years based on the sustained enrollment growth in nursing. At the time of this site visit, there are two full-time faculty vacancies. One is a tenure track position that was vacated due to a retirement announcement in June of the MSN program coordinator who was in that role for the past six years, and the other is a non-tenure track position that was due to a resignation in May. These positions will be posted and a search conducted during the 2012-13 academic year. All full-time faculty possess a MSN degree as a minimum requirement for employment in the School of Nursing. Four (33%) of the full-time faculty hold an earned doctorate and two are nearing the completion of a doctorate at the time of this report, which will bring the percentage up to 50% within the next year. All faculty, both full and part-time teaching in the graduate program hold earned doctorates or are within one year of completing a doctorate degree. In addition, all new tenure track faculty are now required to enroll in and make progress toward a doctorate in order to stand for tenure so that all tenured faculty will eventually be prepared at the doctoral level. It is significant to note that several faculty teach at both the graduate and undergraduate levels within the School of Nursing.

All faculty, full and part-time are intentionally oriented to and mentored in their roles. Full time faculty are also mentored as part of the tenure-track process or with the assignment of a mentor for non-tenure track faculty. Faculty are assigned teaching loads that are consistent with the workload policy of the School of Nursing, which is aligned with the Ferris Faculty Association (FFA) and graduate faculty loads are in accordance with guidelines established by the University Graduate and Professional Council (UGPC). Tenure track faculty are evaluated in accordance with the FFA contract for the duration of the tenure track and then according to the post-tenure review policy of the University. Non tenure track faculty are evaluated by the department head on an annual basis. All faculty are required to be evaluated by students using an established assessment instrument.

The School of Nursing employs staff to support the graduate programming. There is a full-time secretary dedicated to the SON. In addition, the College provides additional support in terms of a clerical support staff to address issues related to all off campus and online students, including those in the MSN program. The utilization of these staff members has significantly supported the goals of the SON by allowing faculty to focus on the quality of the curriculum and program instruction, as well as the generation of scholarship and service. In accordance with university policy, all administrative and clerical staff members are formally evaluated in an annual basis.

The nursing faculty are qualified, committed to the graduate program and university mission and are actively involved within the School of Nursing. They are academically and experientially qualified and demonstrate their dedication to continued professional development of professional and educational expertise. The faculty in the SON are leaders in online instructional delivery within the College and University. They consistently engage in ongoing professional development and serve as mentors to new faculty in this area. In addition, the faculty are collectively engaged in a variety of areas of scholarship and service which serve to enhance the delivery of an evidence-based curriculum and instruction. The current mix of seasoned and new faculty provides an environment of synergy and the opportunity to revitalize FSU nursing programs with the infusion of new perspectives, experience and talents of the collective faculty.

Standard 3: Students

Student policies of the nursing programs are found to be congruent with the student policies of the University. The graduate nursing program has developed a separate admission process from the undergraduate nursing program that addresses requirements related to successful graduate study and is aligned with the UGPC admission guidelines. The graduate nursing program policies are clear, accurate and published on the School of Nursing and individual program websites. Changes in policies that occur after the annual publication of the Handbook for Graduate Nursing Students are communicated in writing to all students who would be impacted by this policy.

The MSN students have the same access to academic support student services as all students within the University. As an online program, however, MSN students do not typically require or avail themselves to the more traditional student support services. The support services are mainly academic in nature and these services are provided online or via phone from the main campus or at regional sites. The most commonly accessed academic support services for MSN

students are the library (FLITE), the writing center, financial aid, the technology assistance center (TAC) and the bookstore, which can all be accessed on campus or via the University website. Personnel from these areas are supportive of the graduate nursing students and share an interest in assuring student success within their service areas. The MSN program coordinator provides academic advising for all students enrolled in the program, assuring quality and consistency of information and guidance. All students are provided an orientation to and ongoing support for the instructional technology utilized in all nursing courses, which are supported by the blackboard teaching platform known as FerrisConnect.

Educational and financial records are maintained and kept in appropriate offices in accordance with the Family Educational Rights and Privacy Act (FERPA). The Office of Financial Aid provides students with services required to maintain compliance with the Title IV eligibility and certification requirements. The MSN coordinator provides graduation analysis for students at regular intervals during their enrollment, and this information is also available directly to students through the MyDegree feature of the Banner system, allowing for full transparency of the student's official academic record.

Standard 4: Curriculum

The original MSN curriculum development was the catalyst for the nursing faculty to revise the mission, purposes and philosophy of the nursing education programs in 2003-04 to show a clear delineation between undergraduate and graduate programming as well as how they aligned in terms of major curriculum constructs. With the addition of the pre-licensure BSN program, the organizing framework for the School of Nursing was further revised during the 2005-07 academic years and again in 2010-11 when the BSN program was updated to include the AACN Essentials of Baccalaureate Nursing Education as well as the QSEN standards. Minor changes have occurred with the MSN program since that time, but have not resulted in major changes in the curricular framework. At the time of this site visit, however, the MSN faculty are actively engaged in a major revision of the MSN curriculum to reflect the new AACN Essentials of Master's Nursing Education, which were just approved in 2011. This revision will result in a realignment of the curriculum constructs that are now reflected in the revised BSN program.

The current curriculum, however, flows from the following concepts delineated in the organizing framework, which also reflect each program outcome:

- Nursing Role Development (Program Outcome 1)
- Theory and Research Base for Practice (Program Outcome 2)
- Context for Nursing Care (Program Outcome 3)
- Research/Scholarly Endeavors (Program Outcome 4)
- Cognitive Growth (Program Outcome 5)
- Advancement of the profession (Program Outcome 6)

The MSN program builds on an undergraduate BSN preparation as reflected in the program's mission statement: *The mission of the graduate program in nursing is to provide an innovative curriculum that prepares graduates for leadership in specialty areas of practice that directly and indirectly influence health care outcomes and advance the nursing profession.*

A curriculum plan is followed which integrates these constructs to progress from simple to complex cognitive applications within the discipline of nursing for advanced specialty roles. Each nursing course reflects measurable learning outcomes to support the student's professional growth as demonstrated in the attainment of the program outcomes.

Core nursing outcomes reflect the first level of the program that is designed to prepare the student to enter the specialty role concentration component of the program. In this second component of the program the student has the opportunity to gain theoretical knowledge related specifically to their selected specialty role. Program outcomes are then attained with the completion of the capstone course experiences that are designed to provide the opportunity for synthesis of the core nursing knowledge with the specialty role knowledge within the context of actual nursing practice settings and situations. The graduate student demonstrates attainment of the program outcomes through a variety of capstone experiences to include a comprehensive examination, completion of a scholarly project and a practicum experience within the specialty role. These experiences provide an immersion into the selected advanced specialty leadership role so that the graduate can immediately assume the role upon program completion.

While the BSN prepared nurse is prepared to provide care to multiple clients in a variety of health care settings, the MSN prepared nurse provides leadership in roles that are intended to positively impact nursing practice and health care delivery on a more comprehensive basis. Graduate nursing students gain specialty role knowledge related to their selected area of interest. The MSN program prepares graduates for certification exams within each of the nursing concentrations: Nursing Education (NLN Certification Exam), Nursing Administration (ANA Certification Exam), or Nursing Informatics (ANA Certification Exam). In addition to the knowledge and skill sets in the advanced specialty MSN roles, the curriculum also provides for attainment of knowledge and skill sets in nursing theory, research, community concepts, health care policy, finance, health care delivery, critical thinking, communications, professional role development, global aspects of health care, diversity concepts and current trends in health care.

The interdisciplinary collaborations with the College of Business and College of Education and Human Services have produced a curriculum that is innovative and flexible for its consumers. The faculty in the SON elected at the time of the development of the new pre-licensure BSN program to embrace a "Learner-Centered" approach to instruction at both the undergraduate and graduate levels. The current curricula, methods of instructional delivery and learning activities clearly reflect this commitment to supporting students' intellectual growth in the learning environment but also as lifelong learners who will advance the profession of nursing.

The curriculum, course content and appropriateness of the practicum and capstone experiences are evaluated according to a systematic plan for evaluation. For each nursing course, an intentional course assessment plan has been developed to assure that the student learning outcomes are attained. These assessment plans include the method(s) of assessment in terms of course learning activities and the criteria for success for each assessment method. At the end of the course, each faculty member reports the results for each course learning outcome for the sections they are assigned and this data is compiled, analyzed and then stored in the University TracDat system for the purpose of ongoing course and program assessment and evaluation. This same process occurs for overall program assessment in regard to the six program outcomes.

The graduate faculty discuss proposed curricular changes and make recommendations to the nursing faculty. Necessary revisions are made to maintain curricular currency and quality within the nursing programs.

The curriculum is offered in a variety of fully online formats ranging from full-time to part-time options. For students desiring a part-time program, courses can be completed in 7-12 semesters, which include all the required 36 credits of the program. Full-time options can be completed in 3 or 4 semesters. Most students enroll in the program on a part-time basis. All students must complete a minimum of 36 credits to earn the MSN degree. According to graduate programming guidelines, 70% of the credits must be earned at Ferris State University, which means that up to 11 credits can be transferred from another institution.

Practice learning environments are adequate and provide a variety of experiences that facilitate curricular outcomes. Sites used for practice experiences are selected based on their suitability to meet the needs of the students and enable them to satisfy course outcomes. In a seminar to develop the practicum proposal, graduate students work with faculty to locate a preceptor and agency for their specialty role practicum experiences. The setting for this practicum can be an organization, clinic, agency or educational institution. A qualified preceptor is identified, along with qualifications and role, and supported by how this preceptor will assist the graduate student in achieving the proposed specialty role practicum goals, objectives, and competencies. It is a requirement that the preceptor is currently practicing in the student's selected specialty role.

Standard 5: Resources

Adequate fiduciary resources are available to the MSN program to meet instructional goals. Each College has an established budget which is allocated by Academic Affairs and then the Dean in collaboration with the Department Heads, allocates funds for the supply and expense and supplemental faculty instruction budgets for each program within the College. The MSN program funding is commensurate with funding of other similar programs within the College. Additional funding is appropriated periodically in the form of "one time" funds, most commonly for the purpose of updating equipment for individual programs. There is adequate classroom, laboratory and office space available to meet the needs of the nursing programs. As an online program, MSN students do not utilize campus based facilities. Learning resources include the Ferris Library for Information Technology and Education (FLITE), several computer labs as well as extensive campus based and virtual technology support for instructional delivery both on and off campus.

Standard 6: Outcomes

A systematic plan for evaluation has been designed and implemented for all nursing programs within the School of Nursing, including the MSN program. This plan is referred to as "Program Assessment" within the University and all academic programs are required to have these plans in place and reflected in the University assessment platform known as "TracDat".

In the SON, these program assessment / systematic plans for evaluation include and address the six designated program learning outcomes as well as all of the NLNAC accreditation standards and criteria. Data is collected, analyzed and entered into the TracDat system according to an

established SON Program Assessment process. This data is used for ongoing program assessment and informs decisions related to activities to improve student outcomes or even to re-evaluate the learning outcomes in terms of appropriateness, level or criteria for success. Actions that are determined by the faculty are then recorded in the TracDat system for ongoing evaluation. This continuous feedback loop allows for ongoing program assessment for the purpose of continuous quality improvement. Evaluation (assessment) findings are not only shared with the program faculty, but also with communities of interest to include the advisory board and the Academic Affairs Assessment Committee.

Graduates of the program have demonstrated competencies in professional nursing role preparation based on collective learning experiences throughout the program as evidenced by the creation of a professional portfolio based on the professional standards and competencies of the selected advanced leadership specialty role. The portfolio is designed in a virtual format and is sent to and then evaluated by the program coordinator as the final requirement of the program.

In addition, graduates are evaluated based on the following program outcomes as specified by the NLNAC:

- 80% of first time candidates for certification exams will pass the exam. This outcome is not met as very few of the alumni who complete the survey report that they have taken the certification exam in their specialty role area. In view of the fact that the MSN specialty roles do not require certification, there is often little incentive for graduates to take these exams.
- 80% of students will graduate from their program within 1.5 times the length of the program, which is 11 semesters after the completion of the first NURS core course. Since 2005, the results for this outcome range from a low of 25% to 83% of the students completing the program. With the MSN program currently under revision, new program completion length criteria will need to be established to better reflect the changing student population.
- 80% of graduates and their employers will express satisfaction with the program. Overall program satisfaction levels of data available would suggest that the majority of graduating students, alumni and employers are generally satisfied with the MSN program.
- 80% of those seeking employment will be involved in role-related professional practice at one year post graduation. The most recent alumni survey reflected 75% of the graduates reporting that they were practicing in their specialty role. There is limited data due to the fact that the previous alumni survey schedule was every 2 years, but has now been changed to one year in accordance with NLNAC criteria.

ANALYSIS & SUMMARY OF MSN PROGRAM STRENGTHS AND AREAS NEEDING DEVELOPMENT

Areas of Program Strength

The shared participation in the process of the self-study and preparation for the site visit has resulted in many areas of program strength. Subsequent to recent faculty retirements there has been a significant turnover in faculty since the last accreditation process, including the loss of the previous MSN coordinator. The writing and review of the self-study provided an excellent opportunity for new faculty to gain a greater understanding of all aspects of the program from both a conceptual and logistical perspective as well as within the context of the NLNAC standards and criteria.

Program Design & Deliver Model: The MSN program has addressed the career mobility needs of registered nurses for advanced specialty roles in nursing education, nursing administration and nursing informatics in a fully online format for the past seven years. The program has quickly gained a reputation for the delivery of quality instruction in a consumer-friendly format that meets the needs of today's working RN, while preparing the graduate for careers in entry-level positions in the academic and administrative health care environments.

Faculty Complement: The current MSN faculty complement represents a major strength in that the full-time faculty members clearly provide leadership in the development of all nursing courses as well as in the oversight to maintain quality and consistency of course sections that are taught by adjunct faculty. While none of the current faculty members were in their current faculty roles at the time of the last NLNAC site visit, they have demonstrated a strong commitment to the advancement of the graduate programs in their desire to maintain the accreditation status of the MSN program. This faculty complement reflects the highest level of academic preparation as evidenced by the attainment of and/or progress toward a doctoral degree by tenure-track faculty to support both undergraduate and graduate programming. This process has resulted in a significant increase in both the awareness of and appreciation for an evidence-based approach to both teaching and practice. These faculty are actively engaged in scholarship and service to the university and professional nursing communities, continuing to set the standard within the College of Health Professions.

Continuous Quality Improvement: The MSN program has also demonstrated a strong commitment to ongoing quality improvement under the leadership of the MSN Program Coordinator. The systematic plan for evaluation is current and implemented on an ongoing basis with clear documentation of how this plan informs program decisions and actions. In addition, the faculty and administration in the School of Nursing have been closely monitoring the changing nursing education landscape at the graduate level since the inception of the graduate nursing program at Ferris. This attention to emerging trends is driving the current curriculum revision that will reflect the changing focus of the MSN degree in the academic arena.

Institutional Support: There is strong administrative support at the University, College and Department levels for nursing faculty and students. Nursing faculty are actively involved in all program decisions and are consulted when issues impacting the program are identified. Efforts to accommodate students are made in all areas of student service. University and College resources are adequate to support program growth when areas of demand are identified. The University provides a structure where faculty are supported and encouraged to engage in professional development endeavors that will enhance program offerings as well as individual faculty performance.

Advisory Board: There is an active and engaged advisory board that meets twice each year to provide input from the practice and educational arenas for the purpose program improvement. This board represents clinical partnerships, community colleges and a variety of other practice settings. Program alumni and current students also sit on this board, providing feedback regarding how their professional practice has been supported by their academic experiences in the program.

Areas of the BSN Program Needing Development

While program strengths far outnumber areas needing improvement, it is important to acknowledge that challenges continue to exist within the MSN program and are noted here.

Academic Preparation of Faculty: While the faculty compliment in terms of doctoral preparation has significantly improved since the last NLNAC site visit when there were only two seasoned doctoral prepared graduate nursing faculty, the fact remains that as faculty turn over due to retirement or resignation, attracting faculty who start with an earned doctorate is still very challenging, given the significantly lower proportion of nurses with advanced degrees in the greater Big Rapids area. This phenomenon has resulted in the need to strive to continue to “grow our own” in terms of supporting faculty to earn doctoral degrees in areas that will best support the collective programing in the School of Nursing. While the SON has had significant success with this approach, it is acknowledged that the lag time until doctoral degree completion can inhibit progress and growth at the graduate level of nursing education at Ferris State University.

Curriculum Update: The MSN curriculum, while innovative and efficiently designed is now noted to becoming out of date with the recent revision of and approval of the AACN Essentials of Master’s Nursing Education. These new essentials have established new expectations and possibilities for the MSN role in the context of nursing practice which both build upon the current Ferris MSN program roles, but also provide the opportunity for refinement and expansion of MSN specialty roles. At the time of the last site visit, changes advocated by the AACN in graduate education to include the Clinical Nurse Leader (CNL) and the Doctorate of Nursing Practice (DNP) were only in discussion. Now that these new roles have been established and accepted by the greater nursing community, it is time for the Ferris graduate faculty to determine how graduate education will be defined at Ferris now and in the future.

Future Program Plans

Curriculum Evaluation and Development:

The current MSN program curriculum has now been in place for seven years. With the approval of the AACN Essentials of Master's Nursing Education, this seems to be a significant point where a comprehensive evaluation is indicated to assure ongoing quality and currency with professional nursing practice and to address areas identified as structurally in need of attention. In addition, it must be determined if graduate education at Ferris can be expanded to the DNP level.

The following timeline was initiated last year and is proposed for subsequent years:

- 2011-12: Review of the new AACN Essentials of Master's Nursing Education to determine what changes are indicated for the MSN program to become aligned with these newly approved standards.
- 2012-13: Complete NLNAC reaccreditation process to gain feedback related to the curriculum to supplement ongoing program assessment data.
- 2012-13: Submit a proposal for a significant curriculum revision to the University Curriculum Committee as well as a substantive change to the NLNAC. Attain approval from both.
- 2013-14: Implement the new MSN curriculum.
Begin an analysis of the DNP for consideration – determine the potential for FSU to offer the DNP, i.e. what tracks, format, etc.
- 2014-15: Develop a proposal for the DNP; submit to the University Curriculum Committee and the State President's Council
- 2015-16: Begin plans for implementation

Faculty Development:

The current faculty complement has effectively supported the MSN program in the areas of growth and quality control, but as the program continues to evolve with the opportunity to expand to the DNP level. It will be important to evaluate the following areas for future planning:

- 2012-13: A review of faculty areas of clinical and academic expertise to assure that all areas are addressed and to inform the hiring of future faculty during the upcoming academic year.
- 2012-13: A review of the current faculty complement in terms of tenure track versus non tenure track faculty positions to inform decisions regarding possible conversion of full-time temporary positions to tenure track.
- Ongoing: Monitor faculty progress in the completion of doctoral programs as an ongoing condition of reappointment in tenure track faculty positions.
- Ongoing: Provide support and opportunities for ongoing faculty professional development, specifically in their areas of teaching expertise.

SECTION TWO: STANDARDS 1-5

Standard 1: Mission and Administrative Capacity

STANDARD: The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

Criterion 1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.

The School of Nursing's Vision Statement is cited in the School of Nursing's Organizing Framework (Appendix A) and is consistent with the Vision Statement of the University. This consistency is illustrated in Table 1-A with congruent concepts identified in each Vision Statement. The School of Nursing's Mission and Graduate Program Mission Statements are also cited in the Organizing Framework (Appendix A) and are consistent with the Mission Statement of the University. This consistency is illustrated in Table 1.1-A with congruent concepts identified in each Mission Statement. To fulfill its vision, the School of Nursing embraces the core values of the university which are conceptualized to support professional nursing education and practice within the College of Health Professions. These core values include: collaboration, diversity, ethical community, excellence, learning, and opportunity. These core values provide further support for the Mission of the University. These core values are also cited in Table 1-A to reflect the consistency between the University's core values and the core values of the Nursing Unit.

The School of Nursing's vision, mission, and value statements are available on the School of Nursing homepage: <http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/homepage.htm>.

Table 1.1A
Comparison of FSU and Nursing Vision, Mission,
Purpose & Value Statements

FSU Mission, Vision & Core Values	School of Nursing Vision, Mission, & Core Values of the Graduate Nursing Program
<p><u>FSU Mission:</u> Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society</p> <p><u>FSU Vision:</u> FSU will be the recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed</p> <p><u>FSU Values:</u> Collaboration Diversity Ethical Community Excellence Learning Opportunity</p>	<p><u>School of Nursing Mission:</u> Building on the mission, vision, & values of FSU and the College of Health Professions, the mission of the School of Nursing is to provide innovative and relevant undergraduate and graduate nursing programs <u>that prepare graduates for roles in current professional nursing practice and who can effectively respond and contribute to future changes in the nursing profession and the health care delivery system.</u></p> <p><u>School of Nursing Program Vision:</u> to be <u>recognized as a leader in innovative and scholarly nursing education</u> at the undergraduate and graduate levels <u>with programming that is evidence-based and globally focused in design</u> while remaining responsive to the diverse needs of the student population, the profession of nursing, and an evolving health care delivery system.</p> <p><u>School of Nursing Values (excerpts):</u> <i>Collaboration:</i> collaboration among educational disciplines & among interprofessional health disciplines to provide relevant nursing education programs and quality & safe patient care <i>Diversity:</i> committed to recruit and retain a diverse population of students and faculty <i>Ethical Community:</i> committed to the development of a professional nurse who will practice within the Nursing Code of Ethics and whose practice is guided by the values of altruism, autonomy, human dignity, integrity and social justice. <i>Excellence:</i> committed to provide nursing programs that are built upon and responsive to established standards of practice and professional performance. Scholarship and service among faculty and students that supports the advancement of the profession is highly valued. <i>Learning:</i> values education that is learner-centered and incorporates current evidence-based practices in education. Embraces the use of technology in the delivery of instruction and the ideal of lifelong learning is valued as an integral component of professionalism. <i>Opportunity:</i> committed to provide opportunity for both career entry and career advancement within the profession of nursing and deliver nursing programs that prepare professional nurses to practice in a rapidly changing global health care environment.</p> <p><u>Graduate Nursing Program Mission:</u> The mission of the graduate program in nursing is to provide an innovative curriculum <u>that prepares graduates for leadership in specialty areas of practice that directly and indirectly influence healthcare outcomes and advance the nursing profession.</u></p>

The Master of Science in Nursing (MSN) program outcomes are noted on the School of Nursing's Organizing Framework (Appendix A) and via the *School of Nursing Framework* link from the School of Nursing homepage:

<http://www.ferris.edu/htmls/colleges/alliedhe/Nursing/SNUR-Organizing-Framework-website.pdf> . Please note that the MSN program outcomes are currently under revision to align with the newly revised BSN program outcomes and curricular threads. Table 1-B provides a visual alignment of the MSN Program's outcomes with the School of Nursing's and University's Missions and Values. As noted on Table 1.1-B, the MSN program outcomes reflect a graduate nursing level in terms of scope of practice and contemporary nursing practice expectations. The School of Nursing's Organizing Framework illustrates the deliberate curriculum design for both the undergraduate and graduate nursing programs at Ferris State University. Both the undergraduate and graduate nursing programs are organized under a broad vision statement, with mission statements and program outcomes delineated for the undergraduate and graduate program levels. The curriculum threads that are currently addressed in the program outcomes at the MSN level include:

- Nursing Role Development (Program Outcome 1)
- Theory & Evidence Base for Practice (Program Outcome 2)
- Context for Nursing Care (Program Outcome 3)
- Research/Scholarly Endeavors (Program Outcome 4)
- Cognitive Growth (Program Outcome 5)
- Advancement of the Profession (Program Outcome 6)

Table 1.1 B
Alignment of MSN Program Outcomes with School of Nursing and University Missions & Values

MSN Program Outcomes	Nursing Unit's & University's Values	Nursing Unit's & University's Missions
<ul style="list-style-type: none"> Assume a leadership role within a selected specialty area of practice with the goal of improving health care and advancing the nursing profession. (Nursing Role Development) 	<ul style="list-style-type: none"> Collaboration Opportunity Excellence 	<ul style="list-style-type: none"> <i>prepare students for successful careers (University Mission)</i> <i>prepare graduates for roles in current professional nursing practice (Nursing Unit Mission)</i> <i>effectively respond and contribute to future changes in the nursing profession and the health care delivery system. (Nursing Unit Mission)</i>
<ul style="list-style-type: none"> Apply advanced knowledge synthesized from nursing and related disciplines in a specialized area of practice. (Theory & Evidence Base for Practice) 	<ul style="list-style-type: none"> Excellence Learning Opportunity 	<ul style="list-style-type: none"> <i>prepare students for successful careers (University Mission)</i> <i>prepare graduates for roles in current professional nursing practice (Nursing Unit Mission)</i>
<ul style="list-style-type: none"> Directly influence care delivered to diverse populations by other registered nurses in complex health care delivery systems. (Context for Nursing Care) 	<ul style="list-style-type: none"> Collaboration Diversity Ethical Community 	<ul style="list-style-type: none"> <i>prepare students for successful careers (University Mission)</i> <i>prepare graduates for roles in current professional nursing practice (Nursing Unit Mission)</i>
<ul style="list-style-type: none"> Synthesize scholarly inquiry and scientific thinking to address issues central to the profession of nursing and delivery of health care. (Research/Scholarly Endeavors) 	<ul style="list-style-type: none"> Excellence Learning Opportunity 	<ul style="list-style-type: none"> <i>prepare students for successful careers (University Mission)</i> <i>prepare graduates for roles in current professional nursing practice (Nursing Unit Mission)</i>
<ul style="list-style-type: none"> Engage with multidisciplinary teams in ethical decision-making and effective problem-solving related to issues and concerns affecting specialty role practice and health services (Cognitive Growth) 	<ul style="list-style-type: none"> Collaboration Ethical Community Excellence Opportunity 	<ul style="list-style-type: none"> <i>serve our rapidly changing global economy and society (University Mission)</i> <i>respond and contribute to future changes in the nursing profession and health care delivery system (Nursing Unit Mission)</i>
<ul style="list-style-type: none"> Demonstrate a commitment to the advancement of the profession by sharing scholarly work in a public arena. (Advancement of the Profession) 	<ul style="list-style-type: none"> Excellence Opportunity Ethical Community Learning 	<ul style="list-style-type: none"> <i>responsible citizenship and lifelong learning (University Mission)</i> <i>respond and contribute to future changes in the nursing profession and health care delivery system (Nursing Unit Mission)</i>

Criterion 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.

Students, faculty, and administrators may participate in, and influence the governance of, the organization and the nursing unit through a number of mechanisms within the university. The Ferris State University Board of Trustees determines University Policy and oversees the governance of the University. See Appendix B for the current organizational chart for the Executive Administration of the Academic Division. The organizational structure of the College of Health Professions can be found in Appendix C.

The Ferris State University Board of Trustees meets on a regular basis and all meetings are well publicized and open to the public. A listing of the current Board members can be accessed on the university's website: <http://www.ferris.edu/htmls/administration/trustees/>

Dr. David Eisler joined Ferris State University as President in the 2003-04 AY. The President actively solicits feedback from faculty and administrators through his weekly campus-wide "President's Memorandum to Faculty and Staff" which is electronically distributed throughout the university. There is also University-Wide announcements, a daily electronic posting of topics of interest to faculty, administrators, and staff and is intended to keep all employees abreast of developments within the University.

Of special note, however, is the fact that President Eisler spent his first year at Ferris meeting with every university constituency group to seek input from faculty, administration, and staff. Specifically he asked each group the following questions:

1. What three things do you cherish most about Ferris State University and would like least to lose?
2. What are the three biggest challenges facing Ferris State University?
3. If you were president of FSU, what do you believe are the three most important things you should do?

In addition, he asked employees to share their frustrations and disappointments with Ferris and the things that kept them from doing their best work. From that discussion, the President analyzed the feedback he received from all university stakeholders and identified three emergent themes, which became the new vision statements for the University:

- We Need to Create a Learning Centered University
- We Must Work Together
- We Must Become an Engaged Campus

The planning process has been described here to illustrate the opportunities for participation in the governance for any member of the Ferris State University community. Based on the suggestions and comments of faculty, students, staff, administrators, alumni, and others, a strategic planning process was initiated in 2008 to carry the University forward from the preliminary planning process that occurred when Dr. Eisler first came to Ferris. Since this time, Ferris State University has forged a mission statement that reaffirms its commitment to the success of its students, a statement of core values that guides institutional life, and a vision statement to which we aspire. The university is in the process of putting specific goals and initiatives into practice to enhance our students' educational experience, insure a welcoming

community, sustain the financial position of the institution, provide quality learning and living facilities, enrich collaboration, and foster innovation. A copy of the strategic plan and its progress can be followed on Ferris State University's Strategic Plan website:

<http://www.ferris.edu/HTMLS/administration/president/strategic/index.htm>

Located here are annual reports from 2008-2011, current university membership of the Strategic Planning and Resource Council (SPARC) for 2011-12, and the SPARC meeting minutes (2007-2012).

Dr. Fritz J. Erickson has served as the Provost and Vice President for Academic Affairs at Ferris State University since 2009. As Provost, Dr. Erickson is the "chief academic officer" responsible for ensuring quality academic practices among Ferris faculty and a high caliber educational experience for Ferris students. Supporting the Provost are three Associate Provosts for Academic Affairs. The Associate Provost of Academic Operations provides mentorship to various constituents and is looked to as the "interpreter of all things academic." In addition to numerous other responsibilities, the Associate Provost of Academic Operations serves as a faculty liaison, assisting with Ferris Faculty Association contract maintenance while overseeing classroom usage, assignments, and upgrades. In addition, the Associate Provost of Academic Operations ensures that the academic policies of the University are exercised appropriately and formulates recommended changes to existing policy. Dr. Paul Blake was appointed Associate Provost for Academic Affairs in 2012. His role is to provide oversight of academic and contractual processes. In addition, Dr. Roberta C. Teahen was appointed Associate Provost for Academic Affairs in 2007. Her responsibilities include leading Ferris State University in accreditation, assessment, evaluation, and compliance efforts. Dr. William Potter was appointed Associate Provost for Academic Affairs in 2011. His responsibilities include leading Ferris State University in retention efforts and programs, many of which are recognized as national models, to help students be successful in college.

The Academic Affairs statement of purpose is to create, support, and enhance the learner-centered environment that is central to the University mission of preparing students for successful careers, responsible citizenship, and lifelong learning in a rapidly changing global economy and society. The Academic Affairs Divisional responsibilities and ongoing activities can be reviewed at the Academic Affairs website:

<http://www.ferris.edu/htmls/administration/academicaffairs/vpoffice.html>

In the College of Health Professions (CHP), Dr. Matthew Adeyanju began serving as the Dean on July 15, 2012. He brings over 11 years of administrative experience as a chair of the Department of Social and Public Health at Ohio University. At the time of this writing Dr. Adeyanju is acclimating to his new role as the Dean of the College. He is actively soliciting input from faculty and administrators regarding their perceptions of the key challenges and opportunities within their programs, the College and the University, and resources the Dean could provide to enhance teaching and learning and promote professional development. Dr. Adeyanju is anticipated to continue the tradition within the college of soliciting this feedback during informal or formal meetings with individual faculty, and email or phone communication. Additionally, the Dean holds monthly College-wide meetings that include the faculty, program coordinators, department heads, Dean, and support staff. He will also preside over college leadership council meetings, which include program coordinators and department heads and

administrative council meetings, which include all administrators within the College. The Dean then typically meets with each Department Head at least monthly to address individual department issues. Strategic planning is conducted at the level of the programs through collaborative efforts of faculty and the Department Head. Programmatic strategic initiatives then form the basis for the development of a College-wide strategic plan.

The Dean is readily available via telephone, e-mail, and individual appointments. The College of Health Profession's website can be accessed at: <http://www.ferris.edu/htmls/colleges/alliedhe/index.cfm>. This site provides contact information for all administration, staff, and faculty within the college, as well as information regarding each academic program offered within the College.

In the College of Health Professions (CHP), Dr. Julie Coon serves as the Director of the School of Nursing. She brings over 10 years of administrative experience as an academic department head and the Director of the School of Nursing. Dr. Coon actively solicits current and newly hired faculty regarding their perceptions of the key challenges and opportunities within the programs, the College, and the University. Dr. Coon additionally holds monthly faculty meetings and is a member of the college leadership council meetings and administrative council meetings, which include the faculty, program coordinators, department heads, Dean, and support staff. Dr. Coon typically meets with the Dean of the College of Health Professions at least monthly to address individual department issues. Strategic planning is conducted at the level of the programs through collaborative efforts of faculty and the Department Head. Programmatic strategic plans then form the basis for the development of a College-wide strategic plan.

Dr. Coon also served as the interim Dean for the College from October 2010 to July 2012 following the untimely death of former Dean, Dr. Ellen Haneline and until the recent appointment of Dr. Matthew Adeyanju as Dean. Within the School of Nursing, Dr. Coon maintains a general open door policy, which encourages sharing of information on an informal basis. Faculty and Program meetings are held on a regular basis, which are very participatory. The dissemination of information from the level of the President to the level of faculty and staff is very deliberate in the communication structure of the University. The CHP organizational chart (Appendix C) illustrates the placement of the School of Nursing within the College structure.

Nursing Faculty and administration are involved on committees at all levels of the University. Nursing faculty members are recognized for their commitment to standards of excellence and improving all aspects of governance of the University. It is an expectation that all tenured or tenure-track nursing faculty serve on at least one College and at least one University-level committee. For the 2011-12 AY, nursing faculty members currently serve on the Professional Development Committee, Institutional Review Board for Human Subjects Research, University Graduate and Professional Council, Career Week Committee, E-Learning Management Advisory Team, and Community Health Fair Committee. In recent history, nursing faculty and the Director have also served as elected members of the Academic Senate, the University Research Committee, and on a variety of strategic planning and search committees for the University community.

Within the College, Nursing faculty members represent the programs on every standing committee and task force that is formed. For the 2011-12 AY, faculty currently are serving on the Faculty Affairs Committee, Curriculum Committee, Health & Safety Committee, and Diversity Committee.

Finally, student participation is sought as appropriate in the evaluation process for the School of Nursing programs. Every semester, students participate in an electronic assessment of their learning related to course objectives. Upon graduation from the MSN program, students complete an Exit Survey and two years after graduation, graduates are sought to complete a Graduate Survey. Feedback received from these surveys is utilized to improve the MSN program.

Nursing faculty and administration involvement on committees is listed on Table 1.2-A. There are a total of 5 standing CAHS committees, and a tenured or tenure-track nursing faculty member is represented on each committee. There are a total of 16 Academic Senate committees at the University level and 3 or approximately 20% of them have a nursing faculty member. The Director of the School of Nursing represents the College on the Academic Affairs Assessment Committee, which oversees all academic assessment activities within the University from the level of course assessment to program assessment, to assessment of departments, colleges, and the university as a whole system. It is also significant to note that a two nursing faculty members, as well as the School of Nursing department secretary, served on the Search Committee to recommend a new Dean of the CHP.

Table 1.2 A
Participation of Nursing Faculty on Standing Committees
AY 2012 – 2013

College of Allied Health Committees	Names of Nursing Faculty or Administrative Members
Curriculum Committee	Rhonda Bishop Lisa Singleterry
Faculty Affairs Committee	Sharon Colley Michelle Teschendorf
Health & Safety Committee	Susan Owens Denise Hoisington
Diversity Committee	Michelle Teschendorf Julie Coon – Administrative Representative
CHP Leadership Council	Susan Owens, MSN Coordinator Sharon Colley, BSN Coordinator Michelle Teschendorf, RN to BSN Coordinator Julie Coon, Administrative Representative
CHP Online Quality Pilot Project	Susan Owens Michelle Teschendorf Rhonda Bishop Lisa Singleterry Julie Coon – Administrative Representative
Academic Senate (University) Committees	Names of Nursing Faculty or Administrator Members
Professional Development Committee	Susan Owens
University Graduate Professional Council	Susan Owens
Institutional Review Board for Human Subjects Research	Sharon Colley
Other University Committees / Task Forces	Names of Nursing Faculty or Administrative Members
Academic Affairs Assessment Committee	Julie Coon – CHP Administrative Representative
Academic Scholar Award Committee	Susan Owens
Career Week Committee	Susan Owens
E-Learning Management Advisory Team	Michelle Teschendorf
Community Health Fair	Denise Hoisington

Criterion 1.3 Communities of interest have input into program processes and decision making.

The MSN program has a program-specific advisory board that consists of graduates from our MSN program, graduates from other MSN programs, as well as members from organizations and agencies that provide practice environments for our nursing graduate students, or currently employ or may employ our graduates upon graduation. The purpose of this advisory committee is to provide input into our program processes and assist us in decision-making related to program and curriculum changes. This advisory board, chaired by the MSN Program Coordinator, meets on an annual basis, in the spring semester. The members of the graduate advisory board are listed on the SON website at this link:

<http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/Advisory-Board.htm>

In 2008, as a part of the Academic Program Review process, the MSN program was assessed by an advisory board member survey that focused on the quality of the MSN program (quality & relevance of program, quality of faculty members, resources and administrative support in the School of Nursing, future program needs), quality and employment prospects for graduates, and communication to board members. In addition, three qualitative areas were provided to identify areas needing improvement, provide suggestions for the future preparation of graduates, and allow an opportunity to elaborate on any areas or make additional comments. These surveys indicate that the majority of employers were satisfied with the core outcomes of the MSN program. The advisory board surveys indicate they perceive the MSN degree as relevant to the current health care delivery system and that the quality of MSN graduates compares favorably to graduates from other graduate nursing programs. The results of this survey are contained in the Academic Program Review Report of the MSN Program in 2008, which is available on site.

Criterion 1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.

As noted above, the MSN program has a program-specific advisory board that contains academic and practice partners to assist us in promoting excellence in nursing education, enhancing the profession, and benefiting the community. These academic and practice partners include community colleges and acute and care centers.

Additionally, the MSN program has partnered with the College of Business and the College of Education to offer specialty courses in administration and education from the Master of Business Administration, Master of Science in Informations System Management, and the School of Education's graduate programs. Formal approval is sought for any curriculum changes in any of our programs that would affect the programs in the other colleges. This ongoing collaboration maintains the integrity of the MSN program.

The MSN program partners with healthcare providers and facilities for the preparation of advanced specialty practice nurses in a rapidly changing healthcare environment. The partnerships that exist between the MSN program and the agencies where our students complete their practicum experiences for their advanced specialty practice roles are evident in the practicum agreements created and signed between the preceptors, the agencies, our students, and the university. These practicum agreements are contained in a file in the office of the MSN Program Coordinator and will be available on site for review.

In 2006, and again in 2007, the School of Nursing was awarded an Accelerated Health Career Training Initiative Grant through the Michigan Department of Community Health and the Michigan Department of Labor to increase the number and quality of clinical instructors in western Michigan. With matching funds from the university, the grants allowed us to offer a Clinical Instruction Institute for two academic years. This institute was a semester-long education program that provided nurses with the additional knowledge and skills necessary to transition into a clinical faculty role. These institute components included an all-day workshop on clinical instruction; a full-semester graduate course on clinical instruction; and, with faculty guidance, teaching and evaluating responsibilities related to being a clinical faculty member. The premise of this online course was that novice clinical faculty members were taking on both the role of student and teacher. While teaching in the clinical setting, these faculty members were concurrently learning about clinical instruction and being mentored by the clinical coordinator. The clinical instruction course was structured in a mixed-delivery format that included face-to-face instruction and online learning. From January 2006 to December 2007, there were 4 cohorts of RNs, or a total of 29 participants who completed the course, along with current MSN students in the nurse educator track who took this course as an elective. On several occasions, nurses who took this course, decided to transition into the MSN program to further their education and earn their MSN degree.

Criterion 1.5 The nursing education unit is administered by a doctorally prepared nurse who has authority and responsibility over the unit and advocates for equity between the unit and other institutional units.

The administrator for the nursing unit, Dr. Julie Coon, holds a Bachelor of Science Degree in Nursing from Grand Valley State University, a Master's degree in Nursing from Wayne State University, and a Doctorate in Educational Leadership from Western Michigan University. Dr. Coon has twenty-eight years of experience in undergraduate and nine years of experience in graduate education at Ferris State University. Her initial appointment was in September 1984 as a faculty member where she taught courses in the RN to BSN completion program and advised students during their academic experience in the program. She assumed a leadership role in the NLNAC accreditation process, which resulted in continued program accreditation in 1997. In 1998, she assumed the role of Coordinator for both the RN to BSN and the Associate Degree Nursing programs. In this role, she was responsible for curriculum oversight, the establishment of new outreach program sites, initiating new cohorts and program evaluation.

In 2001, Dr. Coon was appointed Department Head for the Department of Nursing and Dental Hygiene. In 2005, the College of Health Professions was reorganized and the School of Nursing was established, with Dr. Coon's title changed to Director. As the administrator for the nursing programs at Ferris, Dr. Coon has provided leadership in the advancement of all levels of nursing programming within University.

Upon her appointment as Department Head in 2001, Dr. Coon initiated the groundwork for the establishment of a graduate program in nursing. She served as a member of the graduate program's task force at the university level during the 2001-02 academic year, led the faculty in the development of the curriculum proposal and secured a nursing education consultant to assist

the faculty in the conceptualization of the program from a curricular and logistical perspective. In the fall of 2004, the Nursing program launched the new graduate program in nursing with three areas of specialty role leadership majors which include nursing education, nursing informatics and nursing administration. The MSN program represents the first and currently only graduate program within the College of Health Professions.

With the establishment of a graduate nursing program, Dr. Coon encouraged the faculty to engage in an evaluation of the current programming structure. In 2005, the faculty made the decision to establish a new Baccalaureate of Science in Nursing (BSN) pre-licensure program. As a result of this decision and the efforts of the School of Nursing faculty and staff, the pre-licensure program which has been an associate degree program since its inception in 1969 was discontinued with the graduation of the last cohort in May 2008. A new generic BSN program was implemented in the fall 2007 semester in an effort to address the need for more BSN prepared nurses in the State of Michigan through a traditional professional sequence as well as an accelerated second-degree track. In 2009, Dr. Coon also initiated an accelerated RN-to-MSN program where students can easily transition from the RN-to-BSN completion program to enter the MSN program. Upon completion of all program requirements, students earn both a Baccalaureate and Master of Science in Nursing degrees.

A brief resume and position description for the Director of the School of Nursing can be found in Appendices D and E respectively of this document and a full curriculum vita and transcripts will be available for review on site. The Director is a full time academic Department Head administrative appointment with no required teaching responsibilities. The Director has full administrative authority for the programs within the School of Nursing. Specifically, the areas of authority include planning and allocating resources, supervising (to include discipline) all personnel within the department, collaborating with other university personnel involved in programming, representing the programs and college in professional forums of significance to the discipline and overseeing strategic planning.

To support the work of the Director for multiple programs, the structure of the CHP designates a program coordinator for each program. The program coordinator is a faculty member who has voluntarily agreed to assume the role as part of his or her faculty workload. The role of program coordinator is not intended to be administrative in nature, but to facilitate selected program processes at the student level. Each program coordinator is provided release time to fulfill the duties of this role, with variance in that release time to allow for additional duties that may occur episodically, such as a major curriculum revision or preparation for an accreditation site visit. See Appendix F for the description of the CHP program coordinator role. In the School of Nursing, there is a program coordinator for the BSN and the MSN programs.

The structure of the Department Head or Director role within the CHP allows for full time allocation of workload to administer the department. Within the School of Nursing, there are currently two academic programs: the BS in Nursing and the MS in Nursing. Each of these has different degree tracks. The BSN program offers a pre-licensure traditional track, a pre-licensure second-degree, accelerated track, and an RN to BSN track. The MSN program offers an RN to MSN track, in addition to the traditional MSN track. The structure of the Department Head or Director role within the CHP allows for full time allocation of workload to administer the

department. Within the School of Nursing, there are currently two academic programs: the BS in Nursing and the MS in Nursing. Each of these has different degree tracks. The BSN program offers a pre-licensure traditional track, a pre-licensure second-degree, accelerated track, and an RN to BSN track. The MSN program offers an RN to MSN track, in addition to the traditional MSN track. The Director of the School of Nursing also has a full-time secretary, who provides administrative support. With the support of the coordinators and department secretary, the Director has adequate time to fulfill the role's responsibilities as outlined.

Both graduate and undergraduate programs within the School of Nursing are provided the same opportunities to request and receive equipment or technology updates. The budget process is similar across all educational units within the College of Health Professions and at Ferris State University. Each College is allocated a budget for Supplies and Expenditures (S & E) centrally from Academic Affairs, based on determined operating expenses for that college. In the College of Health Professions, the general operating budget was approximately \$600,000 for the 2012 FY. The operating budget does not include salaries or benefits or supplemental faculty costs, which are allocated as separate entities. This operating budget is then allocated to the four major divisions within the college to include the Dean's office and each of the academic departments: School of Nursing (SON), Dental Hygiene and Medical Imaging (DHMI) and Clinical, Respiratory and Health Administration (CRHA). Within each of these departmental budgets, further allocations are made in the categories of administrative costs and program specific costs. Determination of program budget allocations is determined by many factors, but primarily in regard to areas such as equipment and technology needs. The more technical pre-licensure or credential programs tend to have higher operating costs due to their reliance on the costs of maintaining a learning laboratory. For instance the pre-licensure nursing program has a significantly higher operating cost than a fully online program such as the MSN or RN to BSN programs or even the Health Care Systems Administration program which is not equipment intensive.

The budget allocations are determined by the Administrative Council based on established costs for each respective program. These operating budgets are reviewed each year and adjusted as needed when added program costs are identified or anticipated. Faculty have the opportunity to provide input in regard to budget expenditures that fall into the category of supplemental funding such as incentive revenue from providing off campus programming or budgetary carry over from year to year. When these situations arise, faculty are invited to participate in discussions regarding extra purchases or expenditures with these additional funds. One example of recent budget allocations on a college level was the reinstatement of the Faculty Professional Development Grant fund to support faculty participation in activities which support the areas of teaching excellence, scholarship, and service. This grant had been discontinued a few years ago during budgetary cut backs. Faculty expressed interest in finding funding for this purpose last year and after some consideration, it was determined to re-establish this fund that would allow faculty to apply for financial support for professional endeavors.

Criterion 1.6 Nursing program coordinators and lead faculty for program tracks are academically qualified, meet national guideline criteria, and have authority and responsibility over the program/track.

The MSN Program Coordinator is Susan Owens who assumed this role after the retirement of Marietta Bell-Scriber, who served in this role from 2005 to 2012. Susan is currently on a tenure track at the rank of Assistant Professor. At the time of the submission of the self-study, Susan was nearing completion of her PhD in nursing from Indian University Purdue-Indianapolis, with her dissertation defense scheduled for August 28, 2012. This supports the national recommendation for doctorate-level education for the Program Coordinator in order to have the knowledge and skills to handle the responsibilities for leadership of the program. She is nationally certified as a Family Nurse Practitioner (FNP), which provides a solid background on obtaining and maintaining advanced practice certification at the national level. She also currently practices as a FNP to role model and stay current in her advanced practice area. The Program Coordinator position description reflects the function of this role, which includes: providing oversight of the curriculum, accreditation and assessment compliance, maintaining relationships with internal and external agencies, serving as a resource person for program faculty, review of MSN applications and serving on committees that are formed to support program coordination. A copy of the Program Coordinator's CV will be available onsite and a copy of the Program Coordinator's Position Description is found in Appendix F.

Criterion 1.7: Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

The policies of the nursing education unit, as a unit within the College of Health Professions, are the same as the policies for other faculty at Ferris State University in regard to non-discrimination, faculty appointment/hiring, academic rank, grievance procedures, promotion, salary and benefits, tenure, rights and responsibilities, termination, and workload.

Personnel policies governing these areas are described in the *Agreement between the Board of Trustees of Ferris State University and the Ferris Faculty Association (FFA)*, which is a branch of the Michigan Education Association (MEA) and the National Educational Association (NEA). This contract was negotiated and agreed upon in 2010 and will expire in 2013.

Using the guidelines provided by the FFA contract, each College is expected to develop policies for specific areas such as the faculty tenure process, faculty promotion and merit, and faculty workload determination. Policy determination at the College level allows for each college to tailor processes to address the unique attributes of the college, within the parameters that have been set forth by the faculty contract. As a department within the college, the nursing faculty members follow the same policies as all other faculty within the College of Health Professions. All policies are required to be congruent with the intention of the FFA contract, which represents University guidelines for policies that govern the working conditions for faculty.

As an example, the CHP policies and procedures for tenure and promotion follow the guidelines set forth in the FAA contract in terms of timelines, responsibilities, and general requirements of faculty applying for tenure, promotion, or merit. The most recent revision of the CHP tenure, promotion/merit policies occurred in 2009-10. Through a faculty led process, criteria were identified that must be met in order for a faculty member to achieve promotion or merit. The criteria within the policies reflect the professional expectations of an educator in a nursing or allied health related discipline. In addition, the process by which a faculty member must document evidence of meeting the criteria was revised to ensure ease in making application and consistency in evaluation. The revision of the promotion and merit policy does not reflect a change from the intention of the FFA contract, but instead reflects how it is applied in programs unique to the health care disciplines.

All tenured and tenure-track faculty and administrators are provided with a copy of the *Agreement between the Board of Trustees of Ferris State University and the Ferris Faculty Association (FFA)*, which is a branch of the Michigan Education Association (MEA) and the National Educational Association (NEA). A copy of the current agreement will be available on site, along with copies of all CAHS policies that outline faculty tenure, promotion, workload, and post tenure review.

The Academic Affairs division maintains academic policies that govern academic processes to include areas such as management, hiring, admissions, course credit, course grading and course management. These policies can be accessed from the Academic Affairs website: <http://www.ferris.edu/htmls/administration/academicaffairs/policyLetters.html>

Finally, the School of Nursing maintains a Policy & Procedure Manual in an electronic format that is accessed by all SON faculty and staff on the Nursing share drive. An electronic copy of the Policy & Procedure manual will be available on site for review. Nursing policies include areas such as structure & governance of the SON, faculty policies, academic policies, clinical and experiential learning policies and student policies. While all of these policies are congruent with those of the University, they do include additional policy and procedural information that is unique to a graduate nursing program in terms of professional standards or practicum education guidelines and the faculty expectations related to such areas.

Criterion 1.8 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

The University Student Complaint Policy can be found on the Academic Affairs Policy Letters website at this link: <http://www.ferris.edu/HTMLS/administration/academicaffairs/policyletters/Student-Complaint-Policy.pdf>. This policy provides a guide for students to resolve their complaints related to Academic Affairs. This policy is also linked to the College website for student convenience: <http://www.ferris.edu/HTMLS/colleges/alliedhe/Policies.htm>

In accordance with these guidelines, departments within the College keep an ongoing record of student complaints for each year that includes the resolution related to each complaint. Since the last accreditation site visit, there has been just one student complaint or grievance in regard to a failure of the Comprehensive Exam decision. Documentation of this incident will be available on site for review.

Criterion 1.9 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing unit.

Ferris State University was granted approval from the Higher Learning Commission (HLC) in 2006 to deliver any of its existing programs online. The MSN and RN to BSN programs were included in this approval at that time. This information to include the University's current accreditation status can be accessed at the HLC website:

http://www.ncahlc.org/component/com_directory/Action,ShowBasic/Itemid,/instid,1321/

The MSN program is taught entirely online except for the students who are majoring in informatics. A couple of the informatics courses from the College of Business require a few face-to-face meetings, usually on a couple of Saturdays at the beginning and end of the semester, to learn the databases. The informatics students are informed of this requirement at application so they are making an informed decision when entering the program.

The online delivery method supports Ferris State University's and the School of Nursing's mission to prepare students for successful careers in current professional nursing practice through innovative programming by utilizing technology as a learning format. New technologies are being introduced into the health care arena where nurses practice, which are designed to improve hospital efficiency, patient safety, and the quality of care. Thus, nurses need to be comfortable with computers and discovering ways to optimally communicate, learn, and meet outcomes utilizing technology in a timely, flexible, and quality manner. Learning with technology improves the learning environment for our students by helping them to be able to flex their time, balancing needs related to their current practice (professional needs), family responsibilities (personal needs), and academia (continuing education needs).

The online delivery method also supports the University's mission to prepare students for lifelong learning. Many continuing education programs are transitioning to online formats for practicing nurses due to the flexibility. It is now common practice in acute and long-term care settings to offer continuing education opportunities to practicing nurses via the agency or organization's intranet. The practicing nurse is then able to access these continuing education opportunities when it is convenient. This practice of virtual learning via computer will be a lifelong practice for current and future nurses. Additionally, the flexibility and responsiveness to student needs aligns with the student-centered philosophy that guides the University.

The University has invested a great deal of support for the growing enrollment in online courses by providing faculty development opportunities to improve the quality of instruction through programs such as the Quality Matters Program. Within the CHP, approximately eighteen faculty members have completed this training, including six of the nursing faculty. The School of Nursing leads the University in online enrollment and commitment to quality online instruction. In an effort to address this growing demand, SON faculty members have primary responsibility for the development and building of all online courses in the nursing programs. While they may teach many of these sections, adjunct faculty are also utilized to meet the enrollment demands in the RN to BSN and MSN programs. These nursing faculty members then serve as mentors for adjunct faculty teaching these courses. This approach has allowed the School of Nursing to provide more courses to a broader audience while also maintaining course quality and integrity within each program.

Standard 2: Faculty and Staff

STANDARD: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

Criterion 2.1 Faculty are academically and experientially qualified; the majority of faculty hold earned doctorates.

As the Faculty profile on Tables 2.1A & 2.1B illustrates, all six of the current full-time tenured, tenure-track, or non-tenured Nursing Faculty within the School of Nursing hold a minimum of a Masters degree with a major in nursing, as do any adjunct faculty hired to teach in the MSN program. This is a minimum qualification for hire as a full or part-time faculty member at Ferris State University. It is also a qualification for teaching at the graduate level as a tenure-track faculty member at Ferris State University that the faculty member is currently in a doctoral program of study and actively working towards completion of this degree. At this time, four of the six tenured, tenure-track, or full-time faculty members also hold a doctorate degree. These degrees include Two PhDs in Higher Education, an EdD in Educational Policy and Administration and one PhD in nursing. Any adjunct faculty who is hired to teach in the MSN program must also possess a doctorate degree. In addition, the Director of the School of Nursing holds an EdD in Educational Leadership.

As is the case with many nursing programs across the nation, Ferris State University has struggled with the acute shortage of academically qualified faculty. The faculty complement in the School of Nursing is currently in a state of transition, with faculty members who were hired within the last 5 years and are close to doctoral degree completion. Thus, there is a temporary deficit of doctoral-level prepared faculty. There currently is an active search in process for an additional tenure-track faculty member who has attained a doctorate or is in a doctorate program with the intention for this person to teach at the graduate level. The number of doctoral prepared faculty is currently 4 out of 6 or 67%. The remaining two full-time tenured or tenure-track faculty members are nearing PhD completion in doctoral programs in nursing. With the addition of these two faculty members anticipated to attain the doctorate, the percentage of doctoral prepared faculty should reach 100% within the next academic year. This will adequately meet the current needs of the graduate nursing program within the School of Nursing.

One area that is unique to graduate programs within the University is in the approval of faculty to teach in a graduate program as outlined by a policy developed by the University Graduate and Professional Council. New faculty who desire to be considered for assignment of graduate courses are expected to make an official application to the graduate committee within the department, where their credentials and experience are reviewed. A recommendation is then made to the Director of the School where the graduate program is housed and forwarded with the Director's recommendation to the Dean for approval. Although this approval process was utilized initially in the School of Nursing, because of the current limited number of faculty who are qualified to teach at the graduate level, faculty are no longer expected to apply and be approved on an annual basis. Faculty, who have the academic credentials and experience as determined by the Director of Nursing, are assigned to teach at the graduate level.

For newly hired faculty, The New Faculty Transition Program is conducted by the Faculty Center for Teaching and Learning (FCTL), having the full support of the University's Office of the Vice President for Academic Affairs, College Deans, Department Heads and Chairs, and Program Directors. This support includes an expectation for the full participation of all new faculty members in this program upon being hired at the University. This expectation for neophyte faculty or strong recommendation for more seasoned faculty to participate is based on a belief that all professionals new to an academic community in general and a teaching institution in particular can greatly benefit from engaging in an exploration of teaching and learning in a caring and supportive environment. The New Faculty Transition Program engages new faculty members in meetings twice each month throughout the Fall and Spring semesters. The topics covered in many of the sessions are focused on the most important aspect of Ferris State University's mission – namely, student learning. Each session is divided into three parts: Part I: Social time, Part II: An informal discussion of transition or teaching issues, and Part III: A presentation followed by discussion of a teaching and learning topic.

It is also the practice of the School of Nursing that when new nursing faculty are hired and have the appropriate credentials, they are not initially assigned to teach a graduate nursing course. These new faculty are provided adequate time to acclimate to the University and become oriented to the curriculum in all of the undergraduate and graduate nursing programs. This transition period allows for peer mentoring in regard to faculty expectations for graduate teaching, scholarship, and service. In addition the new faculty member will be able to discern where their unique credentials can best be utilized in the graduate program, allowing for a more successful transition to graduate instruction in the subsequent academic years.

To summarize, the current graduate faculty have adequate academic and experiential backgrounds to provide instruction in the areas of the nursing core, the concentration majors of nursing education, administration, and informatics, as well as the synthesis component of the program. The utilization of faculty from the College of Business and the School of Education, as well as specialty role practice experts in the practice settings results in a unique multidisciplinary learning strategy for the student. The academic preparation of nursing faculty is also consistent with the requirements of the State Board of Nursing which is the legal authority for educational programs in Michigan. A minimum of a MSN is required for any faculty teaching didactic courses in undergraduate and graduate nursing programs within the state.

Table 2.1 A
Faculty Profile Table

Faculty Name	FT/PT	Date of Initial Appointment	Rank	Baccalaureate Degree & Institution Granting Degree
Mary Alkire	FT	5-2008	Full Time-Contract	BSN- Northern Michigan University
M. Bell-Scriber	PT	8-2001	Part-Time Adjunct	BSN-Ferris State University
S. Colley	FT	8-2006	Assistant Professor	BSN- Ferris State University
L. Ford	PT	2010	Part-time-Adjunct	BS-Western Michigan University
D. Hoisington	FT	8-2007	Associate Professor	BSN-Ferris State University
S. Owens	FT	8-2009	Assistant Professor	BSN-Hope College
L. Singleterry	FT	8-2006	Assistant Professor	BSN-Michigan State University
M. Teschendorf	FT	8-2007	Assistant Professor	BSN- Missouri Western State College

**Table 2.1 B
Faculty Profile Table (Cont.)**

Faculty Name	Master's Degrees and Institution Granting Degrees	Doctorate Degrees and Institution Granting Degree	Areas of Clinical Expertise Related to Specialty Tracks	Academic Teaching (T) and other (O) Areas of Responsibility
M. Alkire	MSN- University of Minnesota	EdD- University of Minnesota	Academic Nurse Educator Nursing Administration	T- capstone courses
M. Bell-Scriber	MSN (Nursing Administration Track)- Grand Valley State University Post-MSN Certificate (FNP)- Michigan State University	PhD in Higher Adult Education and Learning- Michigan State University	Family Nursing Staff Development & Academic Nurse Educator Nursing Administration	T-core and capstone courses O-MSN Program Coordinator
S. Colley	MSN- Ferris State University Graduate Certificate in Nursing Education	PhD in Leadership in Higher Education- Western Michigan University	Academic Nurse Educator	T- core and capstone courses O-BSN Program Coordinator
L. Ford	MSN-University of Michigan	PhD in Interdisciplinary Health Sciences- Western Michigan University	Academic Nurse Educator	T- core courses
D. Hoisington	MSN-Andrews University (Nursing Administration Track)	PhD in Higher Adult Education and Learning- Michigan State University	Nursing Informatics Academic Nurse Educator	T-core courses
S. Owens	MSN-Northern Michigan University Post-MSN Certificate (FNP)- Grand Valley State University	<i>(PhD Candidate)</i> Indiana University	Family Nursing Academic Nurse Educator	T-core courses
L. Singletery	MSN in Nursing Education- Michigan State University	PhD in Nursing Michigan State University	Staff Development & Academic Nurse Educator	T- core courses
M. Teschendorf	MSN- St. Louis University	<i>(PhD Candidate)</i> St. Louis University	Academic Nurse Educator Nursing Administration	T-specialty education courses

Criterion 2.2 Faculty credentials reflect appropriate advanced practice certifications and expertise in their area(s) of teaching.

The Ferris MSN program is unique in that it does not prepare nurses for advanced practice, but rather advanced specialty practice roles. The educational and experiential backgrounds of the faculty collectively meet the needs of the program at this time. The doctoral prepared faculty are exclusively assigned to teach the capstone MSN nursing courses related to the Scholarly Project and Practicum and advise the students related to their capstone projects and practicums as they progress through the program. As the enrollment continues to grow, it has been necessary to utilize some of the PhD candidate faculty in selected core or nurse educator specialty courses as additional graduate faculty are pursued. The adequacy of the current graduate faculty complement can be illustrated in the following program and faculty attributes:

- All graduate nursing faculty are qualified to teach the initial 12 credits of core nursing coursework. These core courses include Advanced Roles in Professional Nursing Practice (NURS 500); Theoretical Foundations of Nursing Practice (NURS 510); Health Care Delivery Systems and Nursing Practice (NURS 520); and Nursing Research Design, Methods, and Analysis (NURS 530).
- Two of the major concentrations of the MSN program are designed to be taught by the faculty in the College of Business, as the coursework is derived from the Masters of Business Administration (MBA) program for the Nursing Administration concentration and from the Masters of Science in Information Systems Management (MISM) program for the Nursing Informatics concentration. This arrangement allows for the appropriate teaching expertise in these courses, while also supporting our interdisciplinary framework and collaborative structure in the program. The faculty who teach these courses from these colleges all hold earned doctorates as a condition to teach in the graduate program of their respective colleges. CVs for these faculty members are available onsite for review.
- The third MSN concentration is in Nursing Education and this major is taught collaboratively with the College of Education, with the School of Nursing and College of Education teaching at least two of the four required courses in this concentration. Faculty who teach these courses have graduate level preparation in higher or nursing education. Additionally, two of the graduate faculty are certified as Academic Nurse Educators through NLN and one graduate faculty member has been an item-writer for the NLN Nurse Educator certification exam.
- Finally, the twelve credits of capstone courses that reflect the integration and synthesis of knowledge are taught exclusively by doctoral prepared faculty, as this is where the synthesis of program theory and application occurs. All doctoral faculty members have graduate preparation in nursing education or higher education and an experiential background in nursing education in academia. Additionally, one faculty member has experience as a nurse educator in the practice arena in staff development. Three of the doctoral prepared faculty have nursing administration or leadership practice experience, two have graduate preparation in nursing administration, and one has leadership experience in nursing informatics. These collective areas of academic and experiential preparation allow for effective coordination and guidance in role development during the scholarly project and practicum experiences of the program.
- The design of the capstone component of the program includes an extensive practicum experience within the selected specialty role. During this experience, students work with

experienced preceptors who have a minimum of a MSN degree and are currently working in the advanced specialty role. These preceptors work closely with the graduate faculty assigned to the practicum course where they support and evaluate the student during this experience. In view of the advanced specialty role application that is the hallmark of the MSN program at Ferris, this collaborative approach results in an effective blend of practice setting experience that is held to an academic standard of excellence.

Criterion 2.3 The number and utilization of faculty (full-time and part-time) ensure that program outcomes are achieved.

At this point in the program, the number and type of faculty are sufficient to carry out the purposes and objectives of the graduate program. This is determined by the amount of MSN courses offered per semester. During the 2011-12 AY, four different nursing faculty were utilized in the fall semester and five different nursing faculty were utilized in the spring semester to deliver a total of eight MSN nursing courses in the fall and nine MSN nursing courses in the spring semesters. This faculty mix has achieved the goal of providing diversity in instruction and an acceptable faculty-to-student ratio. Each course section in the MSN program is limited to 24 students in the core and specialty areas. In the 2011-012 AY, the maximum number of students enrolled in a core or specialty section was 22. Because the enrollment in the 2011-12 AY reached full capacity for NURS 500, NURS 520, & NURS 530, an additional section of each of these courses was created to maintain maximum course capacity, per university policy. For the capstone courses (NURS 710, 720, 730, & 740), enrollment is limited to 10 students per section to provide ample opportunity for faculty to guide students in the development and implementation of their scholarly projects and practicum experiences. Faculty are assigned load on a sliding scale based on the number of students enrolled in these courses. Additionally, it is important to note that full-time, tenured, and tenure-track graduate faculty receive one additional credit for fully enrolled MSN courses to reduce their teaching workload and provide support for scholarship. The MSN Program Coordinator is additionally released 25% or 3 credits per semester to advise all MSN students currently in the program. Please refer to Table 2.3A Faculty to Student Ratios for Didactic & Capstone Sections for the Fall 2011 semester and Table 2.3B Faculty to Student Ratios for Didactic and Capstone Course Sections for the Spring 2012 semester. During this academic year, one adjunct faculty was assigned to teach three MSN courses in the fall & spring semesters.

As students enter the integration of knowledge capstone component of the program, they are launched into their practicum and scholarly project experiences by seminar courses that provide synthesis of the core and specialty role coursework as well as to prepare them for their comprehensive exam. The doctoral prepared graduate faculty members teach these seminar courses, as their expertise is critical to adequately guide graduate students in these processes. When the students enter the actual practicum phase of the program, the graduate faculty members also serve as the primary instructor for this course. The practicum experience takes place in a setting of the student's choice, with assistance in developing the objectives from the FSU nursing faculty course instructor. The faculty instructor's role is directive, supportive, and advisory, as the student works with a designated preceptor in the practicum setting. However, the outcomes of this experience result in a demonstration of synthesis and acquisition of the specialty practice role under the guidance of the graduate faculty instructor.

The capstone component of the MSN program is an area where the small number of doctoral prepared graduate faculty has been most noticeable. Although there has been rarely more than 10 students who need to take these capstone courses, as the student enrollment continues to grow there may be a need to offer more than one section of the capstone courses, particularly the seminar courses where the MSN students write their proposals for their scholarly project and practicum. Although the students will usually choose to take both seminar courses in one semester, they often will chose to spread NURS 720 (where they complete their scholarly project) and NURS 740 (where they complete their practicum) over two semesters due to the amount of practice hours (120 and 300, respectively) required to complete these capstone projects). The spreading of these two courses over two semesters keeps the enrollment below 10 students per semester in these courses. However, an additional section of NURS 710 & NUR 730 will place additional demands on the small number of graduate faculty. With the addition of new doctoral prepared faculty members, this issue should resolve itself in the near future.

Table 2.3 A
Faculty to Student Ratios for Didactic & Capstone Sections – Fall 2011

Course	Credits	Delivery	Students Enrolled	Faculty	Faculty Load (credit hrs)
NURS 500	3	Online	19	Bell-Scriber	4
NURS 500	3	Online	12	Ford	3
NURS 510	3	Online	22	Singleterry	4
NURS 600	3	Online	21	Teschendorf	4
NURS 710	2	Online	4	Bell-Scriber	1
NURS 720	4	Online	3	Alkire	2
NURS 730	2	Online	5	Alkire	2
NURS 740	4	Online	8	Alkire	4

Table 2.3 B
Faculty to Student Ratios for Didactic & Capstone Sections – Spring 2012

Course	Credits	Delivery	Students Enrolled	Faculty	Faculty Load (credit hrs)
NURS 520	3	Online	19	Bell-Scriber	4
NURS 520	3	Online	20	Ford	3
NURS 530	3	Online	18	Ford	3
NURS 530	3	Online	7	Colley	3
NURS 610	3	Online	21	Teschendorf	4
NURS 710	2	Online	9	Alkire	3
NURS 720	4	Online	4	Bell-Scriber	2
NURS 730	2	Online	5	Alkire	2
NURS 740	4	Online	6	Alkire	3

Criterion 2.4 Faculty (full- and part-time) performance reflects scholarship and evidence-based practice.

For the purpose of this report, information is only be presented on faculty who are teaching the nursing courses in the MSN program. The curriculum vita of each faculty member is available for review on site and reflects the full spectrum of scholarly endeavors of the nursing faculty. Additionally, the vitas of the faculty from the College of Business and College of Education are available onsite for review.

Dr. Mary Alkire (Full-time Temporary Faculty)

Dr. Alkire has presented papers in national venues related to project management and collaborative learning, and most recently on an evidence-based approach for a collaborative online learning environment, best practices for teaching online, and the promotion of spiritual health to provide holistic care. She has published articles related to mentorship and new faculty orientation and enrichment. Her current research includes *Inquiry into learning: The role of reflective journaling in identifying achievement of outcomes*. Dr. Alkire was also the primary investigator in the writing of a successful grant to attain additional equipment and personnel support for simulation in the undergraduate program for an award of \$130,000.

Dr. Marietta Bell-Scriber (Adjunct)

Dr. Bell-Scriber has articles that were recently published in peer-reviewed publications and recently wrote a chapter scheduled to be published in 2012-13 on *Sensory: Vision and Hearing for a nursing textbook, Promoting Health from Preconception Through Maturity: A Unique Nursing Role*. She is also a contributing author for *Giving Through Teaching: How Nurse Educators are Changing the World*. She has presented numerous papers in national peer-reviewed venues related to her research and best practices. Dr. Bell-Scriber has experience teaching at the international level, led graduate students on studies abroad to Finland, and most recently was the recipient of a U.S. Scholar Fulbright Grant to Cyprus for the 2010-11 AY. Currently a Sigma Theta Tau reviewer, her current manuscript for publication is related to her most recent collaborative research, *Culturally-tailored dance exercise and education intervention for uninsured Diabetic Hispanic Women*.

Dr. Sharon Colley (Assistant Professor)

Dr. Colley's doctoral dissertation was a case study that assessed nursing faculty's experiences and perceptions of an implementation process to a learner-centered teaching philosophy. She has an article related to her research that has been accepted for publication in *Nursing Education Perspectives*, with the publication date yet to be determined. Dr. Colley has also presented at the local and regional levels related to best practices in teaching and learning.

Dr. Laura Ford (Adjunct Faculty)

Dr. Ford's doctoral dissertation, *a mixed methods analysis of the concept of female sexual health*, earned the Patricia Lee Thompson Award for Dissertation of Merit (a competitive award). Her publications have focused on health policy at the state level, as well bioterrorism. She has been invited to present at the local, regional, state, and national levels related to her women's sexuality research.

Dr. Denise Hoisington (Associate Professor)

Dr. Hoisington is our experiential leader for nursing informatics, having 8 years of experience as the Manager of Information Services at a local acute care facility. Recently, she has submitted an abstract on informatics to a peer-reviewed journal and is awaiting notification as to whether it has been accepted for publication.

Susan Owens (Assistant Professor)

As a current Jonas Nursing Education Scholar, Ms. Owens' current doctoral dissertation is focused on *understanding and describing the RN workforce education in the rural North Central Region of Michigan*. She also is currently doing collaborative research with two other nurse researchers related to exploring *the clinical reasoning skills of pre-licensure and new-to-practice registered nurses and the implications for nursing education reform*. She has presented at the local, regional, state, and national levels related to education research and challenges.

Dr. Lisa Singleterry (Assistant Professor)

Dr. Singleterry's current doctoral research is focused on *childhood obesity*. She has co-authored two recent publications on infant feeding for disadvantaged mothers and how it relates to obesity. She has two abstracts that were accepted for a national podium presentation this year related to infant feeding and childhood obesity and has presented at the local, regional, and national levels related to her research, as well as on best practices in nursing education. Her research report was selected

Michelle Teschendorf (Assistant Professor)

Ms. Teschendorf is currently completing her doctoral dissertation on *the experiences of intrapartal nurses working with women in pain during labor*. She has been an assistant research coordinator for Nelcor fetal oxygen saturation monitoring, a chapter writer for *Women's Health Nursing: Women during the reproductive years*, and co-author of an article on *Hydrotherapy during labor: An example of developing a practice policy*. Most recently she was a reviewer for three textbooks, *Maternal & Child Nursing Care, Evidence-Based Maternal-Newborn & Women's Health Nursing*, and *Promoting Health from Preconception through Maturity*. She recently had a presentation of Pain Management: Current Evidence at Sigma Theta Tau International Kappa Epsilon Research Day.

Criterion 2.5 The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.

The support of non-nurse faculty and staff are sufficient to achieve the program's goals and outcomes. There are a sufficient number of faculty in the College of Business and College of Education to teach 2-4 specialty courses for each nursing graduate student. These courses are already being offered for graduate students within these colleges with our nursing graduate students filling a small number of seats. Our students' progression has never been affected by a lack of seats in any of the specialty courses outside of the graduate nursing program. The faculty in these colleges are appropriately credentialed to teach these courses as they are held to their professional and college's credentialing standards. Copies of the curriculum vitae of the College of Business and College of Education faculty who teach these specialty courses can be viewed on site.

The School of Nursing has a secretary, who provides responsible, administrative support within the established departmental policies and procedures. Reporting to the Director of the School of Nursing, she provides routine correspondence to students within all programs; refers or answers inquiries from students, faculty, staff, and the general public; assists students with registration, as well as coordinates specific department functions. A minimum of two years of college and two years of secretarial work are required for this position. A position description for the secretary will be available on site.

The MSN program additionally has the support of an off-campus clerical support person, located in the College Student Academic Affairs office on campus, who is the initial contact person for students who wish to enroll in the MSN program. This staff member has numerous years of experience in supporting off-campus students from our regional offices throughout the state. When potential applicants, select *Application Materials Required* from the MSN website (<http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/MSN-program/MSN-Application-Information.htm>), they are connected to a webpage and provided with information not only on how to apply to the MSN program, but also with the Off-campus Support Person's contact information. This early and easy access to this key person connects interested nurses to someone who will be able to answer their questions and assist them in the application process. The Off-campus Support Person collects all application materials, presents them to the MSN Program Coordinator for review and evaluation for admission, and then assists with processing the accepted students for admission and registration. This role is extremely valuable in providing a seamless transition from application to admission. Additional information about CHP off-campus programming can be accessed at the following website: <http://www.ferris.edu/HTMLS/colleges/alliedhe/Off-Campus-Students.htm>

Criterion 2.6 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.

The evaluation of faculty performance is reflected in several defined processes within the University. These processes are outlined in the Faculty Contract to include Section 3 (Tenure) which outlines the tenure process, in Section 7 (Working Conditions), which outlines performance review and in Section 15 (Promotion and Merit Increases), which outlines how faculty can undergo a focused peer review to be considered for a promotion in academic rank or a merit increase for outstanding performance. A copy of the current Ferris State University Agreement between FSU, FFA, and MEA-NEA will be available onsite for review, and can also be accessed at this link:

<http://www.ferris.edu/HTMLS/administration/president/generalcounsel/documents/2010-2013FFAContract-2.pdf>.

Non-tenured faculty members who are appointed to a tenure-track position are subject to an annual review process by their departmental tenure review committee until the time they are granted tenure. Tenured faculty members are evaluated according to a cycle that is defined by the University's policy on Post-Tenure Review. The Director of Nursing reviews non-tenure track faculty members during the time of their employment with the University. The tenure, post-tenure review, promotion, and merit policies all address the areas of teaching, scholarship, and service. Faculty must prepare an extensive portfolio to reflect their accomplishments in the areas of teaching excellence, scholarship, and service to the university and/or other defined communities. Faculty practice may be reflected within either the areas of service or scholarship.

Copies of the College of Allied Health Tenure, Promotion, and Merit policies and procedures are available for review on site. The University policy and procedure for Post Tenure Review is available for review on site, or it can be accessed at the following website:

<http://www.ferris.edu/htmls/administration/academicaffairs/PTR.html>

Teaching excellence is the area of greatest emphasis for the faculty role at Ferris State University. As a result, all faculty members are required to participate in an evaluation process each semester, which is known as the Individual Development and Educational Assessment (IDEA) Student Ratings of Instruction. This process involves a process that factors out extraneous circumstances, focusing on student learning specific objectives. The IDEA tailors each report to fit the instructor's selected learning objectives and offers recommendations for improvement based on a national database. In essence, IDEA builds in objectivity while accommodating the creativity and artistry necessary to facilitate student learning. The IDEA is electronically provided to students through their Ferris email and the results are not shared with faculty until after the semester is completed. The results are returned to the faculty member's department head, who reviews the evaluation data for each course taught by faculty within the department prior to sharing the results with the individual faculty members. Non-tenured faculty members are required to conduct the IDEA for all courses they teach, while tenured faculty may select two courses to be evaluated each fall and spring semester. The IDEA data are required to be submitted by faculty when preparing their portfolios for consideration for tenure, promotion, or merit or the post tenure review process.

Faculty members applying for tenure or being evaluated as part of post-tenure review must demonstrate a certain level of performance in the areas of teaching, scholarship, and service to the university. Faculty who are applying for an increase in academic rank must demonstrate a level of performance that is dictated by the academic rank for which they are making application. Faculty who are applying for a merit increase must demonstrate a level of performance that is dictated by the academic rank they currently hold. In either case, the areas of performance are teaching, scholarship, and service for which the faculty member must demonstrate excellence or competence, depending on the designated academic rank. An on-site review of the guidelines for promotion or merit will illustrate how the faculty member is challenged to demonstrate teaching excellence for both promotion and merit and then to demonstrate excellence or competence in the areas of scholarship and service, depending on the academic rank identified in the process.

The Faculty Profile in Tables 2.1A1 reflects the current academic rank of each nursing faculty member. At the present time within the School of Nursing there is one faculty member who holds the rank of associate professor, four who hold the rank of assistant professor, and one full-time non-tenure track faculty member who does not hold academic rank. In the past year, there were two faculty members who earned tenure and one faculty member who earned a merit increase, reflecting the faculty's commitment to excellence in the areas of teaching, scholarship, and service.

Criterion 2.7 Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.

According to University policy, the secretary of the School of Nursing is evaluated by the Director of the School of Nursing on an annual basis to provide information on accomplishments as well as challenges related to the position. The evaluation provides a special occasion for the staff member and the supervisor to reach or renew their mutual understanding of the objectives of the department and the staff member's role where work standards can be clarified, training needs discussed, or the effects of changes in the work environment can be noted. All completed, signed performance appraisals are sent to the Human Resource Development Office for inclusion in the employee's personnel file.

The off-campus support person is evaluated by the Director of Student Academic Affairs in the College of Health Professions on an annual basis. Performance evaluation forms for non-nurse faculty and staff can be located at:

<http://www.ferris.edu/HTMLS/administration/adminandfinance/human/Forms/evalforms.htm>

Criterion 2.8 Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.

The Faculty Center for Teaching and Learning provides many resources to assist in the ongoing development and support in delivering online education. Staff and faculty in the Faculty Center for Teaching and Learning are available to support and assist faculty who teach fully online courses by consulting with faculty on an individual basis or in working groups to answer questions related to the design of a course or course plans and effective teaching and assessment methods. The Center has instructional technologists available to assist faculty in using technology tools for teaching in the online course environment. They partner with faculty to research new, innovative technological tools, as well as explore effective uses of our current tools. Training courses and training tools for faculty are offered on a regular basis, such as the current various training options that are currently available in both a face to face and online format for faculty who are all expected to transition to Blackboard Learn by fall 2012. A list of all current instructional technology learning activities that are available to both full and part-time faculty can be accessed at <http://www.ferris.edu/fctl/>

The University recently facilitated a quality initiative that provides development and support in online teaching and learning, *Quality Matters*, where all faculty -- tenure-track and non-tenure track -- are invited to participate. Several of the nursing faculty became a member of this learning community that focuses on "a set of 8 general standards used to evaluate the design of online and blended courses. Unique to the Quality Matters Rubric is the concept of alignment. This occurs when critical course components - Learning Objectives, Assessment and Measurement, Instructional Materials, Learner Interaction and Engagement, and Course Technology - work together to ensure students achieve desired learning outcomes." This learning community is part of the University's goals to *become a demonstrable center of excellence in educational quality and student learning* (Strategic Goal 1). The learning community is one means to *support the emphasis on quality performance by faculty, staff, and administration that demonstrably improves student learning* (Strategic Initiative 4, Goal 1).

Standard 3: Students

STANDARD: Student policies, development, and services support the goals and outcomes of the nursing education unit.

Criterion 3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.

The School of Nursing maintains standards and policies that are consistent with University requirements and practiced in a consistent and non-discriminatory manner. Policies and procedures are readily accessible to the public in a variety of mediums within the department, off-campus outreach sites, student manuals, and online through Ferris State University's website. The information provided to the public is reviewed on an annual basis to promote consistency with current practices and used as the framework for student and academic activities within the department. Policies including statements on topics such as: non-discrimination practice, disability services, student requirements for admission, progression, retention, grading policies, dismissal, probation, grievance procedures, rights and responsibilities, and graduation requirements are accessible through multiple sources, such as handbooks, course syllabi, and program literature as well as electronically from multiple websites that can all be accessed through the Ferris State University Student Affairs webpage. FSU's Student Affairs' mission is to promote, support, and complement the academic mission of the institution by working collaboratively with students, faculty, and staff to create and extend student services and student learning opportunities outside the classroom. The Student Affairs web site is located at: <http://www.ferris.edu/htmls/administration/studentaffairs/homepage.htm>

The following specific areas of information that apply to all FSU students can be accessed via the Student Affairs webpage:

- Admissions: <http://www.ferris.edu/admissions/>
- Birkam Health Center: <http://www.ferris.edu/htmls/studentlife/HCenter/homepage.htm>
- Dean of Student Life Office:
<http://www.ferris.edu/htmls/administration/StudentAffairs/deanofstudents/deanofstudents.html>
- Career Services: <http://www.ferris.edu/careerservices/>
- Commencement Information:
<http://www.ferris.edu/htmls/current/Commencement/Commencement Information/>
- Enrollment Information:
<http://www.ferris.edu/htmls/administration/StudentAffairs/enrollmentserv/enrollmentservices.html?ID=4>
- Financial Aid: <http://www.ferris.edu/admissions/financialaid/>
- Institutional Research and Testing: <http://www.ferris.edu/admissions/testing/>
- Multicultural Student Services: <http://www.ferris.edu/htmls/studentlife/Minority/>
- Orientation: <http://www.ferris.edu/admissions/orientation/>
- Personal Counseling Center:
<http://www.ferris.edu/htmls/studentlife/PersonalCounseling/index.htm>
- Rankin Student Center:
<http://www.ferris.edu/htmls/administration/studentaffairs/RC/index.html>

- Records Office: <http://www.ferris.edu/admissions/registrar/index.html>
- Student Conduct: <http://www.ferris.edu/htmls/administration/studentaffairs/judicial/homepage.htm>
- Student Leadership & Activities: <http://ferris.orgsync.com/>
- Student Employment: <http://www.ferris.edu/admissions/financialaid/employment/index.html>
- University Recreation: <http://www.ferris.edu/htmls/studentlife/u-rec/>

In addition, many of the policies which directly impact students are also linked under “Frequently Asked Questions” via the following web link:

<http://www.ferris.edu/htmls/administration/studentaffairs/faq/>

The Code of Student Community Standards contains the overall expectations for students enrolled at the University and can be accessed at the following site:

<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/>. This document provides information on disciplinary procedures, misconduct, administrative policies and housing regulations and standards from an institutional perspective. As an example of how School of Nursing policies might differ from those of the university, the SON recently developed a Code of Conduct for Student Nurses which although aligned with the FSU Code of Student Conduct, expands to include professional behavioral expectations of the professional nursing student as a future member of the discipline of nursing. The SON Code of Conduct can be accessed at this link: <http://www.ferris.edu/htmls/colleges/alliedhe/Nursing/Nursing-Student-Code-of-Conduct.pdf>

Sources of printed information prepared specifically for graduate nursing students can be found in the Handbook for Graduate Nursing Students, which is revised, published, and distributed each academic year by the School of Nursing. The current version of this handbook is always available on the MSN website. All nursing students receive a copy of this book during orientation in the first semester of the program and are required to sign a statement acknowledging receipt of the handbook. This handbook remains the standard for students during the time of their enrollment in the nursing graduate program and can be located at:

<http://www.ferris.edu/htmls/colleges/alliedhe/Nursing/MSN-program/Handbook-for-Graduate-Nursing-Students-012.pdf>. Some of the specific policies and procedures which relate to the academic life of the graduate nursing student at Ferris State University that can be found in this handbook are:

- Academic Advising
- Academic Transcripts
- *Admission Criteria*
- Affirmative Action Statement
- *ANA Standards and Code of Ethics*
- Attendance
- *Comprehensive Exam*
- *Computer Requirements*
- *Conditional Admission*
- Confidentiality
- Course Material

- Credit Hour Definition
- Curriculum Sequence
- *Grading Scale*
- *Graduation Requirements*
- Plagiarism
- *Practicum Requirements*
- *Probation / Dismissal*
- *Scholarly Project Guidelines*
- Student Complaint Policy
- Students' Rights and Responsibilities
- *Study Abroad Option*
- *Transfer Credit – Nursing Courses*
- *Values of the School of Nursing*
- *Writing Style Requirement*

Policies from this list that would reflect a departure from university policies governing students would include those in *italics* above. Each of these policies specific to the graduate nursing programs can be supported by the unique aspects of nursing education in terms of the standard for areas such as the comprehensive exam, scholarly project and practicum experiential learning experience of the advanced specialty nursing leadership role and finally the accountability to the profession to prepare graduates who will exemplify the professional practice standards of the discipline.

In addition to the Graduate Student Handbook located on the MSN website, information about the MSN program is also located on the website to provide easy access for potential students. Information available via the MSN program website includes: Admission requirements, Application materials required, Curriculum guide or program check sheet (listing the required courses for the MSN degree), Frequently Asked Questions about the MSN program, Required courses (linked to the Ferris catalog where students can access course descriptions), and Full- and Part-time schedule options. Additionally, a link is provided to Off-Campus Student Support for all students in the College of Health Professions.

The *School of Nursing Policy and Procedure Manual* is developed, approved, and updated annually by the Director and faculty prior to implementation of any new or revised policy or procedure. The manual provides the guidelines incorporated by the faculty as they engage in departmental and student interactions. The Graduate Nursing Handbook reflects consistency with these policies and procedures as established in this manual. Each faculty member is provided with a copy of the manual and updated revisions as necessary. The *School of Nursing Policy and Procedure Manual*, which can be reviewed onsite is organized according to the following sections related to both faculty and student policies:

- Section 1: Structure and Governance of the School of Nursing
- Section 2: Faculty Policies and Procedures
- Section 3: Academic Program Policies and Procedures
- Section 4: Clinical and Experiential Learning Policies and Procedures
- Section 5: Student Policies and Procedures

The *Ferris Catalog* is available from Ferris State University's website in an electronic media format at <http://www.ferris.edu/htmls/fsucatl/>. This catalog is intended to provide current and prospective students and families with current information regarding the different colleges, programs, degrees, courses, and student services offered at Ferris State University. Archived editions of the catalog are also available at this site.

Another source of student information is the individual nursing course syllabi, which are developed by course faculty and address required course materials, learner objectives, student requirements and expectations, assessment and evaluation criteria, course grading standards, and faculty contact information. The syllabi are required to contain reference to University statements and policies related to students' rights and responsibilities, Americans with Disabilities Act policies, plagiarism, judicial services, and non-discrimination compliance consistent with Ferris policy. **The syllabi for nursing courses in the MSN program can be accessed from the program website via this link: (Link currently being developed)**. The syllabi can be also be viewed onsite.

The School of Nursing website is also maintained to provide the student with access to information related to the School of Nursing's framework; the mission, vision, and values of the School of Nursing; the current undergraduate and graduate advisory board members; course and program requirements; faculty and advisor contacts; and other relevant information, such as access to the application for graduation. The School of Nursing website is accessible at: <http://www.ferris.edu/htmls/colleges/alliedhe/Nursing/homepage.htm>

Criterion 3.2 Student services are commensurate with the needs of students pursuing or completing the master's program or post-master's certificates, including those receiving instruction using alternative methods of delivery.

For online students, Ferris provides access to the same Academic policies and resources as on-campus students. These student resources can be located via the *Online* link on Ferris's homepage: <http://www.ferris.edu/htmls/online/>. Under the Student Resources button, students can access Academic Policies and the Code of Conduct, Career Services, Disability Services, *MyFSU* and student email, graduation information, the library, textbook information, and access to the Writing Center.

MyFSU is an access platform for all University students, whether on campus or learning online. When students are admitted to the University, they are provided with a student computing ID and initial password (which they can later individualize) so they can access this protected intranet area. On the homepage, students can view University and personal announcements, information from the University President, current University events (e.g., Festival of the Arts), campus updates, classified ads, the campus telephone directory, campus contact information (business office, financial aid office, etc.), a sign-up area for emergency text alerts, as well as additional general information. Under the Academics and Services tab, students can access their online courses, register for courses, learn about financial aid, access the Timme Center for Student Services (tuition information, paying e-bills online), learn about student employment, as well as other student supportive information. Under the Library tab, students can actively search Ferris's FLITE library services where they can easily access databases to retrieve articles, books, online

encyclopedias, dictionaries, etc. Under the University Life tab, students can access information on public safety, arts & entertainment opportunities, obtain access to health and wellness centers, view information on university athletics, as well as other university-specific information. Under the Help tab, students have access to computer support and Microsoft product training.

The Writing Center is a free tutoring service provided by Ferris State University to all students, faculty, and staff. The directive of the Writing Center is to provide support and assistance with all aspects of the writing process, from preliminary brainstorming and outlining, to revising and polishing final drafts. The Writing Center Staff also offer assistance in writing business letters, completing applications, and creating resumes, as well as with spelling, grammar, and sentence structure. For off-campus students such as in the MSN and Graduate Education Certificate programs, services are offered online through e-mail tutoring. This has allowed many of our graduate nursing students the ability to take advantage of these supportive services.

The Distance Education Library Services provides library support to students, faculty, and staff online. Library support for course work via internet-based classes is also available. There are many resources available to assist students in finding, retrieving, and evaluating information that can be accessed via FLITE's website at: <http://www.ferris.edu/library/>. During a four hour mandatory orientation upon admission to the MSN or Graduate Education Certificate programs, incoming students are provided an orientation to FLITE off-site services by the College of Allied Health Services' librarian. This librarian also monitors an online discussion board in the first MSN core course to assist students early in the program with learning how to access library information online. A Curriculum vita will be available on-site for the College of Health Professions' Librarian, who provides direct online supportive librarian services for students in the MSN and Graduate Education Certificate programs.

The Birkam Health Center is located on campus at 1019 Campus Drive where it provides an ambulatory care clinic for students and their families. Information for parents and students is available on-line at: <http://www.ferris.edu/htmls/StudentLife/HCenter/>. However, our online adult students usually seek their own health care services in their respective geographic locations, and as a result do not find the need to avail themselves of this service.

Ferris State University Counseling Center's staff build on the foundation that personal counseling is a therapeutic and educational experience for students in their personal and academic growth. The Counseling Center also assists students who are experiencing more serious forms of stress and disruption to their normal functioning by utilizing a variety of therapeutic interventions. Prevention and educational aspects of a healthy lifestyle are emphasized throughout the counseling process as well as through programs targeted at significant topics for students. The counseling center is located on the 2nd Floor Health Center, 1019 Campus Drive, Big Rapids, MI 49307, 231-591-5968. Information is also available on-line at: <http://www.ferris.edu/htmls/studentlife/personalcounseling/>. Online students do not require this service through the University, as they have access to personal counseling services in their respective geographic locations, typically as a benefit of their employment as a registered nurse. In cases where students lack access to required counseling, the Counseling Center will facilitate finding a local resource for them.

The Disabilities Services Center is available to serve and advocate for students with disabilities, empowering them for self-reliance and independence while promoting equal access to educational opportunities and programs. Information, arrangements for reasonable accommodations and counseling are offered to eligible students. Professional development related to disabilities is offered to faculty and staff who might be challenged to address disability issues with students both on and off campus. Information is available on their website at: <http://www.ferris.edu/htmls/colleges/university/disabilities.htm>.

Criterion 3.3 Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, protects the privacy of student education records. It gives students the right to review their educational records, the right to request amendment to records they believe to be inaccurate, and the right to limit disclosure of those records.

In accordance with FERPA, university support staff members may have access to a student's educational records if they have a legitimate educational interest. This means they need the information to fulfill a specific professional duty. Ferris faculty guidelines for management of student records are available at:

<http://www.ferris.edu/htmls/academics/advising/Section1/ferpa.pdf>

Student academic and financial information is maintained on a password-protected database server. Student academic files are managed by the individual faculty advisor and kept in a secure office. Students may obtain a copy of their academic records through *MyFSU* or the academic records office by completing an official request form available from the website or the Center for Student Services located in the TIMME building. Financial information may also be also obtained through the Ferris Business Office located on campus.

State and federal laws prohibit discrimination against individuals with disabilities, including students or applicants with disabilities. Ferris State University's Governmental Relations Office which houses the University's General Counsel and coordinates the University's compliance with these state and federal non-discrimination laws, including the federal Vocational Rehabilitation Act of 1973, the federal Americans with Disabilities Act, and the amended Michigan Handicappers Civil Rights Act. If an allegation regarding a violation or potential violation of these state or federal non-discrimination laws has occurred, is occurring, or will occur, faculty, staff and students are referred to the Affirmative Action Office within the Governmental Relations within the Office of the General Counsel, McKessy House, Ferris State University, 120 East Cedar Street, Big Rapids, Michigan 49307-2202, (231) 591-2152. Disability guidelines for faculty are available online at: <http://www.ferris.edu/htmls/colleges/university/disability/faculty-staff/>

Criterion 3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.

Ferris State University complies with all requirements of the Higher Education Reauthorization Act Title IV. Information on Scholarships and Financial Aid can be located via the following link: <http://www.ferris.edu/admissions/financialaid/>. At this location, information is provided on federal loans (e.g., Federal Direct Loans, Federal Perkins Loans, Federal Parents Plus Loans, Federal Graduate Plus Loans, Health Professions Loans, & Nursing Loan), state loans (e.g., Michigan Competitive Scholarship, Tuition Incentive Program, and institutional aid programs (e.g., Athletic Grant, Kendall Art Day Competition, Kendall Scholarship of Merit, Ferris Grant and Scholarships, Native American Tuition Waiver, and Institutional Loans, as well as Alternative Loans that includes a Preferred Lender List. Information is provided on the cost of attendance, billing and payments, as well as budget examples and a net price calculator. Deadlines for priority consideration are provided for new, as well as continuing students. Information on scholarships can be accessed at: <http://www.ferris.edu/admissions/financialaid/scholarship/scholarship.html>

Additionally at the Financial Aid website, an overview of the Financial Aid Process provides information on how the aid is determined, the FAFSA application process, how to accept awards, as well as other information related to applying for Financial Aid. Information is also available on refund dates and veteran benefits. All forms are in pdf format and can be downloaded from the website. Frequently asked questions (FAQ's) about financial aid are also posted to review for additional information.

Tuition rates for the current 2012-13 academic year can be accessed at the following site: <http://www.ferris.edu/htmls/administration/businessoffice/tuition-rates.htm>, which includes graduate student tuition rates, per credit hour per semester. Tuition is reported by credit hour because most MSN students attend on a part-time basis. The average load per semester for a part time MSN student is three to six credit hours. Although graduate students are not assessed any of the additional fees that are listed on the financial aid webpage for undergraduate students, effective Fall 2010, an On-line Learning Fee is assessed at \$10 per credit hour to all online courses to support online instruction. It should also be noted that most MSN students are in-state students. However, even students who are from outside the state pay in-state tuition for online courses.

Criterion 3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.

Information that governs the academic experience of students at Ferris State University and is intended to inform the public are reviewed for integrity and consistency at all levels, including the MSN program, the School of Nursing, the College of Health Professions, and the University.

The School of Nursing has developed and maintained policies and procedures that are specific to the students enrolled in the various nursing programs within the College of Health Professions. These policies address the unique aspects of both graduate and undergraduate nursing education programs. As such, these policies remain consistent with the intent of the University and the

College of Health Professions. Nursing course syllabi will typically refer the student to the policies as outlined on the University's website or can be located in the Handbook for Graduate Nursing Students. Differences in the policies developed for the nursing programs in relation to University student policies are primarily directed to address areas that are not typically at issue in an academic program outside of the health professions. All policies, website pages, and handbooks are reviewed on an annual and as needed basis in an effort to maintain currency, integrity, and consistency of the information provided to students and the public.

As a graduate program within the University, the MSN program academic policies are required to be consistent with the policies developed by the University Graduate and Professional Council. The Program Coordinator for the MSN program represents the College of Health Professions on this council and participates in the development, evaluation, and revision of academic policies related to graduate programs within the University. This mechanism provides uniformity among all graduate programs within the University.

The graduate policies are more restrictive than those found in undergraduate programs, reflecting the academic rigor expected of graduate students. For example, students in any graduate program cannot have grades below 2.0 in any course, must maintain a minimum GPA of 3.0 for progression, and may repeat no more than two courses where grades of less than "C" are earned. These requirements impact progression, probation, and dismissal policies for the program as outlined in the Handbook for Graduate Nursing Students. Review of this document will demonstrate the consistency with the academic policies for graduate programs at Ferris State University. The policies for developing graduate programs can be accessed from this Senate committee's website at:

<http://www.ferris.edu/htmls/administration/academicaffairs/vpoffice/senate/gradcoun/universityguidelines.pdf>

Information on current accreditation through the NLN, as well information on contacting the NLNAC, can be accessed via the School of Nursing's website at <http://www.ferris.edu/htmls/colleges/alliedhe/Nursing/Accreditation-Information.htm>. This information is also included on the Ferris Catalog webpage for each program. The MSN program webpage can be located at: <http://catalog.ferris.edu/programs/445/>

Criterion 3.6 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

For all of the general policies and procedures that govern both undergraduate and graduate programs within the School of Nursing, the Director of the School of Nursing reviews these policies and procedures each year, or as needed, in response to a new professional regulation, guideline, or program initiative. In addition, any faculty member can request a review of a particular policy or procedure when it is determined that a problem exists with an existing policy or procedure. If the Director or a faculty member reviews the policy or procedure and makes a recommendation to change the language or intent of the policy, it is presented to the nursing faculty for discussion and a vote. If the faculty approves the policy or procedure, the document is modified accordingly. In most cases, the implementation date is the beginning of the next academic year to maintain consistency with the intention of the use of the handbooks for

graduate and/or undergraduate nursing students, which are updated at the same time for implementation in the following academic year. If the intent of the change is critical and deemed necessary to be implemented immediately, students currently enrolled are provided with an updated written policy or procedure as an amendment to the handbook they received upon program entry. However, if the revision in the policy would disadvantage a student currently enrolled in the program, it would only be implemented for future students and current students would continue to function within the guidelines of the edition of the handbook for nursing students that was provided to them upon entry into the program.

To remain consistent with the procedure outlined above, changes in policies or procedures that have an effect specifically on graduate nursing students are typically addressed initially by the graduate nursing committee which is composed of the MSN Program Coordinator, other graduate nursing faculty, and the Director of the School of Nursing. Changes are then taken to the faculty of the whole for further discussion and approval as outlined above.

Consistent with the date of implementation, all changes are communicated via a change in the information on the websites, in written program literature, in student handbooks and through the MSN Program Coordinator who serves as the academic advisor for all graduate nursing students. Throughout the year, students are provided with necessary information for registration and program progression. The MSN Program Coordinator is accessible via phone, email, fax, and a toll-free number. Student feedback and communication is supported and encouraged through engagement with course faculty and the program coordinator.

Criterion 3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

Upon admission to the MSN program, all students are provided with a mandatory four-hour program orientation that includes not only an overview of the MSN program, information about writing at the graduate level, and an orientation to FLITE online services, but also orientation to FerrisConnect, which is Blackboard Learn 9.1, the current online learning platform. During this orientation, students are oriented to accessing the online learning platform and provided an overview of the structure of an online course, along with navigation tips. After this orientation, students are provided a link in their current course where they access an interactive tutorial that provides a more comprehensive and detailed orientation to the online learning platform for the most commonly used tools and processes. Module topics include: *Logging in*, the *Course Homepage*, *Learning Modules*, *Online Discussion*, *Submitting Assignments*, *Assessments*, and the *My Blackboard* page. Each module includes a video demonstration and simulation allowing the student to first view the demonstration and then practice themselves. Students are provided early access to the online course, prior to the official start of the semester, so they can complete this interactive tutorial and become familiar with the structure of this learning platform before they are expected to complete any assignments.

Technological support is provided through *My Tech Support* accessed via the University's homepage. A link is also provided in each online course so students are provided easy access without having to return to the University's homepage. Services for students include technology support 24 hours a day through a toll-free number (or via email for less time-sensitive problems).

Remote assistance is provided to Mac and PC computers connected to a high speed Internet connection where they are able to show students how to complete a task on their own computer, get settings adjusted to get their computer working correctly, or even help students install software without them needing to bring their computer to campus. Other services include help via online chat, password assistance, and assistance with PC hardware and software. This site can be accessed at <http://www.ferris.edu/techsupport/>

Criterion 3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

Upon admission to the MSN program, all students are also provided with specific technology requirements and policies specific to the MSN online program. This information is provided in a letter of acceptance that includes information on the computer and software requirements and the online learning platform, currently FerrisConnect. It is noted in this letter that it is important for the incoming student to have the necessary supportive technology.

It is explained to incoming students that internet speeds affect the amount of information and the rate the information can be accessed over the Internet. Therefore, a personal computer with fast internet speed, such as DSL or cable connection is recommended. If the incoming student only has access via a dial-up connection, it is noted that uploading and downloading information from the course sites will take substantially longer than over a broadband connection and is not recommended.

It is noted to incoming students that Ferris State University's Standards Committee requires minimum requirements for desktop and laptop computers. Additionally, students are provided with software requirements (e.g., Microsoft Word 2007, Adobe Acrobat Reader (5.0 or higher)). This information is updated on a regular basis as each incoming fall or spring student cohort is admitted. The current information can be located on the *My Tech Support* website, accessed at <http://www.ferris.edu/htmls/mytechsupport/servicecat/pchardwareandsoftware/index.htm>.

Students are also provided information on purchasing a microphone headset that will be needed to create audio presentations. Additionally, information on recommended browsers, such as Mozilla Firefox and Internet Explorer are provided. Incoming students can check their browser's compatibility in FerrisConnect as well as tune-up their browser and access plug-ins for media players, adobe readers, and JAVA software by going to <http://kb.blackboard.com/pages/viewpage.action?pageId=45581177>. A copy of the MSN Orientation letter can be viewed onsite.

Policies related to Online Learning Guidelines specific to the School of Nursing can be located at <http://www.ferris.edu/htmls/colleges/alliedhe/Nursing/Online-Learning-Guidelines.htm>. These guidelines reflect a student-centered approach to teaching and learning, meaning students must be self-directed and self-motivated to complete their course work. It is suggested that students establish a routine and maintain it throughout the semester. It is also noted that classes officially begin on the first day of FSU's academic calendar; a reasonable turn-around time for course assignments will be communicated by the instructor in the course materials; discussion postings are provided by the instructor and include the times for when the initial posting is to be

completed, a date by when any replies should be completed, and when the discussion is closed; e-mail is the lifeline of communication for on-line courses and that it is required that course related e-mails be sent within the FerrisConnect course platform, **not** to the instructor's direct email address; and that technology is not infallible, so students should appropriate their time wisely and not wait until the last minute to get started on projects, discussions, and assignments. Students are advised to check notices on the Ferris web site and *My FSU* to keep abreast of any FSU downtime.

Standard 4: Curriculum

STANDARD: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

Criterion 4.1 Program outcomes are congruent with established professional standards, curriculum guidelines, and advanced nursing practice competencies as applicable.

The MSN program has adapted the American Nurses Association's (ANA), *Scope & Standards of Practice: Nursing* (2010) as a guideline for master's level nursing. The nursing profession is dependent on the education of nurses, appropriate organization of nursing services, continued expansion of nursing knowledge, and the development and adoption of policies. These initiatives demand that registered nurses be adequately prepared for nursing role specialties. ANA (2010) describes some of these nursing role specialties as those that reflect "the intersection of nursing's body of knowledge and that of another profession or discipline, directly influence nursing practice, and support the delivery of direct care rendered by registered nurses to healthcare consumers (pg. 18)." It is noted by ANA that nurses may earn advanced graduate nursing education to practice in some of these specialties, such as informatics, education, and administration (the three specialty areas offered by Ferris's MSN program), which are essential to the public's health.

The ANA standards, which include additional measurement criteria for the graduate-level prepared specialty nurse in Standards 1, 2, 3, 4, 5, 5A, 5B, 5C, 6, 7, 8, 9, 10, 12, 13, 14, 15, & 16, as well as stand-alone competences for Standard 5C & 5D, are introduced in NURS 500 Advanced Roles in Professional Nursing Practice. In this course, ANA's *Scope & Standards of Practice: Nursing* (2010) is a required text. The Standards for specialty role practice are discussed and students are required to write a role challenges and plan paper where they analyze how meeting the practice standards of professional performance and practice for nursing role specialties will present intra- or inter-professional challenges. There are also nursing courses throughout the program that address these standards (see Table 4.1A)

In this first semester course, students are also expected to obtain the additional ANA Standards book directly related to their specialty area. These additional materials include ANA's *Nursing Administration: Scope & Standards of Practice* (2009), National League for Nursing's (NLN) *The Scope and Practice for Academic Nurse Educators* (2005), ANA's *Scope & Standards of Practice for Nursing Professional Development* (2010), or ANA's *Nursing Informatics: Scope & Standards of Practice* (2008). Students utilize these books for the following assignments: (a) pick an advanced specialty role (education, informatics, or administration) and explain the role to the public; and (b) interview a nurse in an advanced specialty role in education, informatics, or administration. They use the professional nursing practice standards book appropriate for that specialty to analyze the specialty role.

In NURS 730: Seminar: Practicum Proposal Development & NURS 740: Advanced Specialty Role Practicum, students are to define specific goals and objectives that will assist the student in preparing for the selected advanced specialty role. The students are required to use ANA's *Nursing Administration: Scope & Standards of Practice* (2009), National League for Nursing's (NLN) *The Scope and Practice for Academic Nurse Educators* (2005), ANA's *Scope & Standards of Practice for Nursing Professional Development* (2010), or ANA's *Nursing Informatics: Scope & Standards of Practice* (2008). These measurement criteria serve as a guideline for framing, implementing, and evaluating their practicum and scholarly experiences.

Completion of Ferris State University's MSN program results in students acquiring necessary knowledge and skills to be eligible to sit for certification in nursing education, nursing informatics, or nursing administration. Guidelines are utilized from the American Nurses Credentialing Center (ANCC) for the roles of nurse administrator and informatics nurse specialist and the NLN for the role of nurse educator. Table 4.1B reflects how the course objectives meet the attainment of these specialty knowledge bases that are required for certification and to be competent in these roles.

Table 4.1 A
ANA Standards of Nursing Practice Integration Through-out MSN Program

ANA STANDARD	COURSE OBJECTIVES	SAMPLE STUDENT EXPERIENCE
STANDARD 1: ASSESSMENT For the graduate-level prepared specialty nurse and APN: assesses the effect of interactions among individuals, family, community, and social systems on health and illness	NURS 520: Evaluate the impact that different systems of care have on the delivery of nursing services	Completes Online Postings for items in Module containing current U.S. health care system, healthy policy and health reform, health care financing, and health workforce
STANDARD 2: DIAGNOSIS For the graduate-level prepared specialty nurse and APN: assists staff in developing and maintaining competency in the diagnostic process	NURS 740: Synthesize and apply advanced specialty role knowledge from practice, theory, and research in preparation for the advanced specialty role	Completes Clinical Practicum in specialty role of nurse administrator, nurse educator, or informatics nurse specialist
STANDARD 3: OUTCOMES IDENTIFICATION For the graduate-level prepared specialty nurse and APN: identifies expected outcomes that incorporate scientific evidence and are achievable through implementation of evidence-based practice. Identifies expected outcomes that incorporate cost and clinical effectiveness, healthcare consumer satisfaction, and continuity and consistency among providers; differentiates outcomes that require care process interventions from those that require system-level interventions	NURS 530: Determine appropriate research methodology for application to selected research problems; Write a research study on a selected topic NURS 720: Implement and analyze an evidence-based scholarly project related to the chosen advanced specialty role	Completes Research Proposal Completes Evidence-based Scholarly Project and Scholarly Project Synthesis Paper
STANDARD 4: PLANNING For the graduate-level prepared specialty nurse and APN: Selects or designs strategies to meet the multifaceted needs of complex healthcare consumers; leads the design and development of interprofessional processes to address the identified diagnosis or issue; actively participates in the development and continuous improvement of systems that support the planning process	NURS 730: Design goals & objectives for the clinical practicum and project...and how this experience will assist the student in preparing for the selected advanced specialty role NURS 520: Formulate a position related to a current health care policy on a national, state, or local level	Completes Practicum Proposal Completes a Health Care Policy and/or Issue Paper and Presentation

<p>STANDARD 5: IMPLEMENTATION For the graduate-level prepared specialty nurse and APN: Facilitates utilization of systems, organizations, and community resources to implement the plan; supports collaboration with nursing and other colleagues to implement the plan; incorporates new knowledge and strategies to initiate change in nursing care practices if desired outcomes are not achieved; assumes responsibility for the safe and efficient implementation of the plan</p>	<p>NURS 720: Implement and analyze an evidence-based scholarly project related to the chosen advanced specialty role; Demonstrate personal & professional accountability in the implementation of the scholarly project</p> <p>NURS 740: Identify issues, concerns, and challenges & implement appropriate strategies through application of advanced concepts and utilization of comprehensive and holistic methodological approaches in a clinical practicum experience</p>	<p>Develops, Implements, and Evaluates a Scholarly Project; Completes Scholarly Project Synthesis Paper</p> <p>Completes Clinical Practicum in specialty role of nurse administrator, nurse educator, or informatics nurse specialist; Completes Clinical Practicum Paper</p>
<p>STANDARD 5A: COORDINATION OF CARE For the graduate-level prepared specialty nurse and APN: Provides leadership in the coordination of interprofessional health care for integrated delivery of healthcare consumer care services</p>	<p>NURS 740: Synthesize and apply advanced specialty role knowledge from practice, theory, and research in preparation for the advanced specialty role</p>	<p>Completes Clinical Practicum in specialty role of nurse administrator, nurse educator, or informatics nurse specialist</p>
<p>STANDARD 5B: HEALTH TEACHING AND HEALTH PROMOTION For the graduate-level prepared specialty nurse and APN: Synthesizes empirical evidence on risk behaviors, learning theories, behavioral change theories, motivational theories, epidemiology, and other related theories and frameworks when designing health education information and programs</p>	<p>NURS 720: Implement and analyze an evidence-based scholarly project related to the chosen advanced specialty role</p> <p>NURS 740: Synthesize and apply advanced specialty role knowledge from practice, theory, and research in preparation for the advanced specialty role</p>	<p>Develops, Implements, and Evaluates a Scholarly Project; Completes Scholarly Project Synthesis Paper</p> <p>Completes Clinical Practicum in specialty role of nurse administrator, nurse educator, or informatics nurse specialist; Completes Clinical Practicum Paper</p>
<p>STANDARD 5C: CONSULTATION For the graduate-level prepared specialty nurse and APN: Synthesizes clinical data, theoretical frameworks, and evidence when providing consultation; communicates consultation recommendations</p>	<p>NURS 720: Implement and analyze an evidence-based scholarly project related to the chosen advanced specialty role; Present Scholar Project to community</p> <p>NURS 740: Synthesize and apply advanced specialty role knowledge from practice, theory, and research in preparation for the advanced specialty role</p>	<p>Develops, Implements, and Evaluates a Scholarly Project; Completes Scholarly Project Synthesis Paper; Presents Scholarly Project to community</p> <p>Completes Clinical Practicum in specialty role of nurse administrator, nurse educator, or informatics nurse specialist; Completes Clinical Practicum Paper</p>

<p>STANDARD 6: EVALUATION For the graduate-level prepared specialty nurse and APN: Synthesizes the results of the evaluation to determine the effect of the plan on healthcare consumers, families, groups, communities, and institutions; Uses the results of the evaluation to make or recommend process or structural changes including policy, procedure, or protocol revision, as appropriate.</p>	<p>NURS 720: Implement and analyze an evidence-based scholarly project related to the chosen advanced specialty role</p> <p>NURS 740: Synthesize and apply advanced specialty role knowledge from practice, theory, and research in preparation for the advanced specialty role</p>	<p>Develops, Implements, and Evaluates a Scholarly Project; Completes Scholarly Project Synthesis Paper; Presents Scholarly Project to community with recommendations for process or structural changes</p> <p>Completes Clinical Practicum in specialty role of nurse administrator, nurse educator, or informatics nurse specialist; Completes Clinical Practicum Paper</p>
<p>STANDARD 7: ETHICS For the graduate-level prepared specialty nurse and APN: Participates in interprofessional teams that address ethical risks, benefits, and outcomes; provides information on the risks, benefits, and outcomes of healthcare regimens to allow informed decision-making by the healthcare consumer, including informed consent and informed refusal</p>	<p>NURS 500: Analyze ethical issues that affect the advanced role</p> <p>NURS 720: Adhere to the legal, ethical, nursing, and organizational standards related to the scholarly project</p>	<p>Completes Role Analysis Paper and Presentation</p> <p>Completes Scholarly Project and Scholarly Project Synthesis Paper</p>
<p>STANDARD 8: EDUCATION For the graduate-level prepared specialty nurse and APN: Uses current healthcare research findings and other evidence to expand clinical knowledge, skills, abilities, and judgment, to enhance performance, and to increase knowledge of professional issues</p>	<p>NURS 530: Examine the impact of nursing research on the advancement of nursing as an evidence-based practice discipline; write a research study on a selected topic</p>	<p>Completes postings in Module related to examining research within specialty role; Completes research proposal</p>
<p>STANDARD 9: EVIDENCE-BASED PRACTICE AND RESEARCH For the graduate-level prepared specialty nurse and APN: contributes to knowledge by conducting or synthesizing research and other evidence that discovers, examines, and evaluates current practice, knowledge, theories, criteria, and creative approaches to improve healthcare outcomes; disseminates research findings through activities such as presentations, publications, consultation, and journal clubs</p>	<p>NURS 720: Implement and analyze an evidence-based scholarly project related to the chosen advanced specialty role; Present Scholar Project to community</p>	<p>Develops, Implements, and Evaluates a Scholarly Project; Completes Scholarly Project Synthesis Paper; Presents Scholarly Project to community</p>

<p>STANDARD 10: QUALITY OF PRACTICE For the graduate-level prepared specialty nurse and APN: Provides leadership in the design and implementation of quality improvements; designs innovations to effect change in practice and improve health outcomes; evaluates the practice environment and quality of nursing care rendered in relation to existing evidence; identifies opportunities for the generation and use of research and evidence</p>	<p>NURS 720: Implement and analyze an evidence-based scholarly project related to the chosen advanced specialty role</p> <p>NURS 740: Synthesize and apply advanced specialty role knowledge from practice, theory, and research in preparation for the advanced specialty role</p>	<p>Develops, Implements, and Evaluates a Scholarly Project; Completes Scholarly Project Synthesis Paper</p> <p>Completes Clinical Practicum in specialty role of nurse administrator, nurse educator, or informatics nurse specialist; Completes Clinical Practicum Paper</p>
<p>STANDARD 12: LEADERSHIP For the graduate-level prepared specialty nurse and APN: Influences decision-making bodies to improve the professional practice environment and healthcare consumer outcomes; promotes advanced practice nursing and role development by interpreting its role for healthcare consumers, families, and others</p>	<p>NURS 500: Examine the advanced roles of master's prepared nurses</p> <p>NURS 520: Formulate a position related to a current health care trend, issue, or pending policy initiative, advocating for health care consumers</p>	<p>Presents Explanation of Advanced Specialty Role</p> <p>Participates in Group Legislative Action</p>
<p>STANDARD 13: COLLABORATION For the graduate-level prepared specialty nurse and APN: Leads in establishing, improving, and sustaining collaborative relationships to achieve safe, quality healthcare consumer care</p>	<p>NURS 720: Implement and analyze a scholarly project related to the chosen advanced specialty role</p>	<p>Develops, Implements, and Evaluates a Scholarly Project</p>
<p>STANDARD 14: PROFESSIONAL PRACTICE EVALUATION For the graduate-level prepared specialty nurse and APN: Engages in a formal process seeking feedback regarding her or his own practice from healthcare consumers, peers, professional colleagues, and others</p>	<p>NURS 740: Synthesize and apply advanced specialty role knowledge from practice, theory, and research in preparation for the advanced specialty role</p>	<p>Completes Clinical Practicum in specialty role of nurse administrator, nurse educator, or informatics nurse specialist; Completes Clinical Practicum Paper that includes evaluations from clinical preceptor(s), students, staff members, and other professional colleagues</p>
<p>STANDARD 15: RESOURCE UTILIZATION For the graduate-level prepared specialty nurse and APN: Formulates innovative solutions for healthcare consumer care problems that utilize resources effectively and maintain quality</p>	<p>NURS 720: Implement and analyze a scholarly project related to the chosen advanced specialty role; Identify issues, concerns, and challenges, & implement strategies...</p>	<p>Develops & Implements a Scholarly Project</p>
<p>STANDARD 16: ENVIRONMENTAL HEALTH For the graduate-level prepared specialty nurse and APN: Analyzes the impact of social, political, and economic influences on the environment and human health exposures</p>	<p>NURS 520: Evaluate the impact that different systems of care have on the delivery of nursing services</p>	<p>Completes Online Postings for items in Module containing current U.S. health care system, healthy policy and health reform, health care financing, and health workforce</p>

Table 4.1 B
Knowledge Base Required For Specialty Role Certification

KNOWLEDGE & SKILLS FOR ADVANCED ROLE	RELATED COURSE OBJECTIVES
<i>Nurse Educator</i>	
Competency I: Facilitate Learning	<p>EDUC 570: Demonstrate greater tolerance of diverse opinions and explore multiple points of view. Read, conduct a review of, and critically analyze, evaluate and make pedagogical decisions concerning current literature on 12 contemporary issues in educational psychology from ability-level tracking to brain research; apply current research describing best teaching practices to appropriate school and non-school settings; Clarify own values and use them as a basis for making informed pedagogical decisions</p> <p>NURS 600: Analyzes teaching and learning theory within the context of the adult learner in the discipline of nursing</p> <p>NURS 610: Demonstrates the understanding of how to adapt teaching and learning strategies to the laboratory and clinical settings; Demonstrates the use of selected instructional methods in the context of a nursing program</p> <p>NURS 500: Evaluates multiculturalism as it relates to advanced roles in nursing</p>
Competency II: Facilitate Learner Development & Socialization	<p>NURS 600: Analyzes teaching and learning theory within the context of the adult learner in the discipline of nursing; Examines the cognitive, affective, and psychomotor domains of nursing</p> <p>NURS 610: Analyzes the roles of the teacher and adult learner in the establishment of an optimal learning environment in higher education; Examines the continuum of instructional methods to determine appropriate applications for different educational environments in nursing programs</p>
Competency III: Use Assessment and Evaluation Strategies	<p>NURS 610: Demonstrates the use of measurable learning outcomes in the design of instruction; Develops an appropriate plan for program evaluation in nursing education</p>
Competency IV: Participate in Curriculum Design & Evaluation of Program Outcomes	<p>NURS 600: Examines the current legal and accreditation standards which guide nursing education programs</p> <p>NURS 610: Applies evidence-based education theory in the process of instructional design and learning assessment within a nursing curriculum</p>
Competency V: Function as a Change Agent and Leader	<p>NURS 600: Analyzes the role components of teacher, scholar, and collaborator as the framework for the advanced specialty practice of nursing education</p> <p>NURS 500: Advocates for the nursing profession and actively recruits students; Analyses future challenges to role specialty practice</p> <p>NURS 520: Formulate a position related to a current health care trend, issue, or pending policy initiative, advocating for health care consumers</p>
Competency VI: Pursue Continuous Quality Improvement in the Nurse Educator Role	<p>NURS 600: Examines current research in nursing education</p> <p>NURS 500: Examines the advanced roles of master's prepared nurses</p>

Competency VII: Engage in Scholarship	<p>EDUC 570: Collect, evaluate, and use data from primary and secondary sources in the writing of scholarly arguments, critiques, and rebuttals</p> <p>NURS 510: Analyzes the implications of theory based practice in nursing leadership and specialty practice role; Examines processes fundamental to theory development; Examines current research status of contemporary nursing theories</p> <p>NURS 530: Write a research study on a selected topic</p> <p>NURS 740: Implement and analyze a clinical project related to advanced specialty role</p> <p>NURS 720: Implements and analyzes a scholarly project related to the chosen advanced specialty role</p>
Competency VIII: Function within the Educational Environment	<p>NURS 600: Examines the core values, knowledge, & skills foundational to the practice of nursing education</p> <p>NURS 610: Examines the applications of instructional technology in nursing education</p> <p>NURS 500: Synthesizes the various components for the acquisition and transition into the advanced role</p> <p>NURS 740: Synthesize and apply advanced specialty role knowledge from practice, theory, and research in preparation for advanced specialty role</p> <p>NURS 720: Demonstrates personal and professional accountability in the implementation of a scholarly project; Adheres to legal, ethical, nursing, and organizational standards related to the scholarly project</p>

Nurse Administrator

Delivery of Care	<p>NURS 520: Compares and contrasts various health care delivery systems using an organizational framework and analyzing its effect on the delivery of health care in a variety of settings. Evaluates the impact that different systems of care have on the delivery of nursing services</p> <p>MMBA 635: Compare strategies for organizing work/jobs that promote cooperation, a culture of innovation and empowerment, and the flexibility to evolve with changing business needs; Construct methods that anticipate and overcome resistance to change; Determine key factors and strategies to ensure the quality and availability of functional organizationally critical information, options that achieve information needs, management strategies to ensure information are met, role of management and other human resources in defining information requirements; Select and utilize methods to evaluate how the organization builds and manages its knowledge assets with the aim of improving organization efficiency and effectiveness; Measure and evaluate benefits and risks associated with alternative systems of information that deliver on its intended purpose; Analyze potential impact of information systems on the organization, human resources, stakeholders, and longer term potential impact on organizational human resources; Select methods to engage the workforce to achieve organizational and personal success</p> <p>MMBA 625: Describe the characteristics of the major models of effective leadership and how effective these models are in the various types of organizational culture; Understand the concept of organizational values and effective strategies for deploying them throughout an organization; Describe effective strategies for creating an environment of empowerment, innovation, organizational agility, and employee and organizational learning; Describe effective methods and strategies for assessing organizational performance, capabilities, and success, competitive performance, progress toward goals, and the organization's ability to meet changing organizational needs; Select key performance indicators that predict and assess organizational success; Describe methods and strategies for communicating values, directions, and expectations to employees; Describe the characteristics of effective leadership systems; Describe strategies for developing, setting, and deploying short- and long-term directions and performance expectations; Describe a process for performing an organizational review and mechanisms and strategies for translating findings into opportunities for improvement and innovation and deploying them throughout the organization to promote organizational alignment; Describe successful strategies for using organizational review findings to improve leadership and the leadership system</p> <p>MMBA 612: Describe and compare models of organizational systems, how they interrelate with each other, their contribution toward</p>
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	<p>meeting organizational goals, and how key leading and lagging measures/indicators are used to measure their internal and external performance; Describe and compare major performance metric systems, including the Balanced Scorecard, and the Criteria for the Malcolm Baldrige National Quality Award, and other domestic and international performance metric systems; Explain why an organization would choose a performance metric-based management system; Identify and select appropriate measures/indicators of levels and identify developing trends of product and service performance to assess importance to customers; Identify, develop, and maintain strategies and systems for measuring and tracking current levels and trends in key measures/indicators of financial performance including aggregate measures of financial return and/or economic value; Identify, develop, and maintain strategies and systems for measuring current levels and trends in key measures/indicators of market performance; Identify and select appropriate measures/indicators for measuring and tracking customer satisfaction and dissatisfaction; Identify and select appropriate strategies or comparing customer satisfaction levels with those of key competitors; Identify, develop, and maintain strategies and systems for measuring key measures for work system performance and effectiveness; Identify and utilize the major resources, including professional journals, organizations, and online sources, for remaining current in the field of performance metrics; Practice basic managerial skills including writing with minimal grammar and spelling errors, effectively communicating, and providing professional feedback to others, and practicing research and critical thinking skills</p> <p>PROJ 640: Research the project management framework, context, and processes and describe appropriate applications; Construct project plans that demonstrate the appropriate of all phases of the project integration process; Demonstrate an understanding of the scope and time management processes; Evaluate projects, programs, and portfolios for contribution to overall organizational goals</p>
<p>Legal, Regulatory, & Ethical Issues</p>	<p>NURS 520: Evaluate the constructs of regulatory and legislative processes related to formulation and implementation of health policy; Articulate the interaction between regulatory controls and quality control within the health care delivery system</p> <p>MMBA 625: Describe strategies for assessing the impact on society of a variety of products, services and operations; Describe effective strategies for assessing risks associated with various products, services, and operations; Describe effective strategies to proactively deal with public concern over current and future products services and operations; Understand the concept of ethical conduct and behavior in business with all stakeholders, including customers, employees, stockholders, customers, and suppliers, in all interactions and transactions and the need for leaders to model this behavior; Describe successful strategies for company involvement in key communities</p> <p>MMBA 612: Identify, develop, and maintain strategies and systems for measuring/tracking key measures/indicators for regulatory/legal compliance and other measures of citizenship</p> <p>NURS 500: Analyzes ethical issues as they relate to advanced roles in nursing</p> <p>MMBA 625: Understand the concept of ethical conduct and behavior in business with all stakeholders, including customers, employees, stockholders, and suppliers, in all interactions and transactions and the need for leaders to model this behavior</p> <p>NURS 720: Adheres to the legal, ethical, nursing and organizational standards related to the project</p>
<p>Economics</p>	<p>NURS 520: Analyze challenges with information technology as an integral part of health care delivery systems MMBA 635: Determine key factors and strategies to ensure the quality and availability of functional organizationally critical information, options that achieve information needs, management strategies to ensure information needs are met, role of management and other human resources in defining information requirements; Select and utilize methods to evaluate how the organization builds and manages its knowledge assets with the aim of improving organizational efficiency and effectiveness; Analyze potential impact of information systems on the organization, human resources, stakeholders, and longer term potential impact on organizational human resources MMBA 612: Identify, develop, and maintain strategies and systems for measuring and tracking current levels and trends in key measures/indicators of financial performance including aggregate measures of financial return and/or economic value; Identify, develop, and maintain strategies and systems for measuring current levels and trends in key measures of market performance, including market share/position, business growth, and new markets entered; Calculate ratios for financial analysis with Excel and display the results in easy to read, comparative charts showing historical trends; complete a ratio analysis; make informed comparative analyses between two organizations</p>

Environment	<p>MMBA 635: Compare strategies for organizing and managing work/jobs that promote cooperation, a culture of innovation and empowerment, and the flexibility to evolve with changing business needs; Select methods to engage the workforce to achieve organizational and personal success; Analyze potential impact of information systems on the organization, human resources, stakeholders, and longer term potential impact on organizational human resources; Construct methods to anticipate and overcome resistance to change</p> <p>MMBA 612: Identify, develop and maintain strategies and systems for measuring and tracking key measures of work system performance and effectiveness; Identify and select appropriate measures/indicators of customer-perceived value, retention, and positive referrals; Identify, develop and maintain strategies and systems for measuring and tracking employee well-being, satisfaction, dissatisfaction, and development</p> <p>NURS 520: Identify contemporary policy opportunities for research in the workplace, legislative, & governmental areas, professional organizations, and the community; Analyze an issue related to a proposed health policy on a national, state, or local level</p>
Professional Practice	<p>NURS 500: Examines the advanced roles of master's prepared nurses; Synthesizes the various components for the acquisition and transition into the advanced role; Analyzes future challenges to role specialty practice; Evaluates multiculturalism as it relates to advanced roles in nursing; Advocates for the nursing profession and actively recruits students</p> <p>NURS 720: Implements and analyzes a scholarly project related to the chosen advanced specialty role; Demonstrates personal and professional accountability in the implementation of the scholarly project</p> <p>NURS 740: Synthesize and apply advanced specialty role knowledge from practice, theory, and research in preparation for advanced specialty role; Implement and analyze a clinical project to advanced specialty role</p> <p>NURS 530: Write a research study on a selected topic</p>

Informatics Nurse Specialist

Information Technology	<p>MISI 665: Research and evaluate the impact of secure information systems in an organizational setting; Research, assess, and develop strategies for secure information systems delivery</p> <p>MISI 610: Analyze database systems and their environment; Evaluate database and information security issues</p> <p>NURS 520: Analyze challenges with information technology as an integral part of health care delivery systems</p> <p>MISI 740: Assess tools and technologies for appropriate use in a data warehouse/business intelligence environment</p>
System Life Cycle	<p>MISI 665: Utilize the Information Systems Life Cycle to develop and deploy a secure information system</p>
Information Management and Knowledge Generation	<p>MISI 610: Construct responsibilities and tasks of a database administrator; Design & implement a database system; Construct database structures and access profiles; Evaluate database and information security issues</p> <p>MISI 740: Design & critique a data warehousing/business intelligence environment; Develop skills to interrogate data warehouses for key metric data and demonstrate appropriate decision making; Design and develop a systems integration plan in a data warehouse/business intelligence environment</p>
Professional Practice	<p>NURS 500: Examines the advanced roles of master's prepared nurses; Analyzes ethical issues related to advanced roles in nursing; Synthesizes the various components for the acquisition and transition into the advanced nursing role; Analyzes future challenges to role specialty practice</p> <p>NURS 520: Analyze challenges with information technology as an integral part of health care delivery; Compare and contrast various health care delivery systems using an organizational framework and analyzing their effect on the delivery of health care in a variety of settings</p> <p>Articulate the interaction between regulatory controls and quality control within the health care delivery system; Formulate a position related to a current health care trend, issue, or pending policy initiative advocating for health care consumers; Identify contemporary policy opportunities for research in the workplace, legislative, and government arenas, professional organizations, and the community; Evaluate the constructs of regulatory and legislative processes related to formulation and implementation of health policy</p> <p>NURS 720: Implements and analyzes a scholarly project related to the chosen advanced specialty role; Adheres to the legal,</p>

	ethical, nursing, and organizational standards related to the project NURS 740: Identify issues, concerns, challenges, and implement appropriate strategies through application of advanced concepts and utilization of comprehensive and holistic methodological approaches to specialty role practicum
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The faculty also believe in the importance of inter-professional education, defined as "occasions when two or more professions learn with, from, and about each other to improve collaboration and the quality of care (UK Center for advancement of Interprofessional Education, 1997). Therefore, students learn with, from, and about their specialty discipline of choice by taking classes from the Colleges of Business or Education and Human Services, in addition to the School of Nursing. The graduate nursing curriculum currently has the following terminal program outcomes for its graduates:

1. Assume a leadership role within a selected specialty area of practice with the goal of improving health care and advancing the nursing profession.
2. Apply advanced knowledge synthesized from nursing and related disciplines in a specialized area of practice.
3. Directly influence care rendered to diverse populations by other registered nurses in complex health care delivery systems.
4. Synthesize scholarly inquiry and scientific thinking to address issues central to the profession of nursing and delivery of health care.
5. Engage with interdisciplinary or multidisciplinary teams in ethical decision-making and effective problem-solving related to issues and concerns affecting specialty role practice and health services.
6. Demonstrate a commitment to the advancement of the profession by sharing scholarly work in a public arena.

These program outcomes are consistent with the graduate program's mission and the vision of the school of nursing and they provide linkages to the course objectives and subsequent learning experiences. Within each terminal outcome is a central curricular thread or construct that can be identified within specific course objectives at each level of the curriculum. The current curricular constructs or threads embedded within each objective include:

- nursing role development (Program Outcome 1) ,
- theory and research base for practice (Program Outcome 2)
- context for nursing care (Program Outcome 3)
- research/scholarly endeavors (Program Outcome 4)
- cognitive growth (Program Outcome 5)
- advancement of the profession (Program Outcome 6)

Each graduate course addresses the constructs or curricular threads that are relevant to that course so that collectively all threads are addressed, resulting in a cumulative set of program outcomes. As previously noted, with the very recent approval (March 2011) of the new *AACN Essentials of Master's Nursing Education*, the MSN Program Outcomes and Curricular Constructs are currently under revision with the intention to align with the newly revised BSN Program Outcomes which reflect the most recent version of the *AACN Essentials of Baccalaureate Nursing Education*. This revision will result in both graduate and undergraduate curricula alignment with the AACN Essentials for each level of programming.

At the time of the initial development of the MSN program, the AACN Essentials of Master's Education reflected advanced clinical practice, which did not align with the intention of the MSN curriculum. However, with the move of the advanced clinical practice level to the Doctorate of Nursing Practice (DNP), the newly revised MSN Essentials from AACN actually align nicely with the Ferris MSN program. Therefore the comprehensive revision of the MSN curriculum that is now underway will reflect these new AACN Master's Essentials as the professional standards for the program, along with the *ANA Standards of Professional Practice*, which are currently used as the primary framework.

The current curriculum framework can be accessed in Appendix A. This framework reflects how the curricular constructs or threads are currently embedded throughout the MSN curriculum. Initially, they provide the basis for the graduate nursing core courses to build the core graduate nursing knowledge. Graduate nursing students take this core nursing knowledge to their specialty concentration courses in administration, nursing, or informatics where they continue to build on the constructs of role development, theory and research, context for nursing care, and cognitive growth. At the final level, graduate nursing students take a comprehensive examination and complete their capstone experiences, a scholarly project and specialty role practicum, where there is final application and synthesis of all constructs.

Table 4.1C illustrates reflects the relationship between the outcomes of each course and the curriculum constructs. The courses listed include not only the core and capstone nursing courses, but also the MMBA, MISI, and EDUC courses that are designated within each specialty practice major, reflecting the collaboratively developed objectives for some of those courses. Please refer to this table on the following pages to view the sequential curriculum framework.

TABLE 4.1C
Relationship of Curriculum Constructs, Courses and Outcomes

NURS COURSE	COURSE OUTCOME	MSN CONSTRUCT
NURS 500 – Advanced Roles in Professional Nursing Practice	<ul style="list-style-type: none"> • Examines the advanced roles of master's prepared nurses. • Evaluates multiculturalism as it relates to advanced roles in nursing. • Analyzes ethical issues related to advanced roles in nursing. • Advocates for the nursing profession and actively recruits students. • Synthesizes the various components for the acquisition and transition into the advanced nursing role. • Analyzes future challenges to role specialty practice. 	Nursing role development Nursing role development Nursing role development and cognitive growth Advancement of the profession Nursing role development Nursing role development
NURS 510– Theoretical Foundations of Nursing Practice	<ul style="list-style-type: none"> • Analyzes the implications of theory-based practice in nursing leadership and specialty practice role. • Examines current research status of contemporary nursing theories • Examines the knowledge synthesized from diverse disciplinary perspectives into the practice of nursing. • Examines processes fundamental to theory development. 	Theory and research base for practice Research/scholarly endeavors & theory & research base for practice Cognitive growth Theory & research base for practice
NURS 520 – Health Care Delivery Systems and Nursing Practice	<ul style="list-style-type: none"> • Identifies contemporary policy opportunities for research in the workplace, legislative and government arenas, professional organizations, and the community. • Evaluates the constructs of regulatory and legislative processes related to formulation and implementation of health policy. • Analyzes an issue related to a proposed health care policy on a national, state, or local level. • Formulates a position to a current health care trend, issue, or pending policy initiative, advocating for health care consumers. • Articulates the interaction between regulatory controls and quality control within the health care delivery system. • Evaluates the impact that different systems of care have on the delivery of nursing services. • Compares and contrasts various health care delivery systems using an organizational framework and analyzing its effect on the delivery of health care in a variety of settings. • Analyze challenges with information technology as an integral part of health care delivery systems. 	Research/scholarly endeavor Context for nursing care Cognitive growth & context for nursing care Cognitive growth Context for nursing care Context for nursing care Context for nursing care Context for nursing care

NURS 530 – Nursing Research Design, Methods, and Analysis	<ul style="list-style-type: none"> • Examines the impact of nursing research on the advancement of nursing as an evidence-based practice discipline. • Evaluates the use of theoretical frameworks in nursing research. • Evaluates the various research designs of selected studies. • Critiques selected nursing research studies using specific evaluation criteria. • Determines appropriate research methodology for application to selected research problems. • Identifies the correct statistical analysis approaches for application to selected research problems. • Writes a research study on a selected topic 	Advancement of the profession & theory and research base for practice Research/scholarly endeavors & theory base for practice Research/scholarly endeavors Theory & research as a base for practice Research/scholarly endeavors Research/scholarly endeavors Research/scholarly endeavors
NURS 710 – Seminar: Scholarly Project Preparation	<ul style="list-style-type: none"> • Participates in peer reviews and provides constructive feedback to peers on scholarly project proposal components and practice essays for comprehensive exam in a professional manner • Accepts constructive feedback from graduate peers and faculty regarding scholarly project proposal components and practice essays for comprehensive exam • Completes the scholarly project proposal • Gathers resources from previous coursework to utilize when practicing and taking the comprehensive exam • Completes practice essays to sample questions similar to the questions that will be on the comprehensive exam • Verbalizes an understanding of the process for taking the comprehensive exam • Takes the comprehensive exam at the end of the semester at either an outreach or on-campus location 	Research/scholarly endeavor Cognitive growth Theory & research as a base for practice Research/scholarly endeavor Cognitive growth Research/scholarly endeavor Theory & research as a base for practice Research/scholarly endeavor Cognitive growth Cognitive growth Cognitive growth
NURS 720- Scholarly Project	<ul style="list-style-type: none"> • Implements and analyzes a scholarly project related to the chosen advanced specialty role • Adheres to the legal, ethical, nursing, and organizational standards related to the project • Demonstrates personal and professional accountability in the implementation of the scholarly project 	Research/scholarly endeavor Theory & research as a base for practice Cognitive growth Advancement of the profession
NURS 730 – Seminar: Practicum Proposal Development	<ul style="list-style-type: none"> • Identify the purpose and focus of the advanced specialty role practicum and how it relates to the student's preparation for his or her chosen advanced specialty role • Describe the clinical setting, health care organization, or agency environment in which the practicum will occur • Design goals and objectives for clinical practicum and a clinical project the student plans to achieve in this practicum experience and how this experience will assist the student in preparing for the selected advanced specialty role • Identify a preceptor, his or her qualifications and role, and how this preceptor will assist the graduate nursing student in achieving the proposed specialty role practicum objectives and competencies. • Develop a list of current literature resources to assist with preparation and to use as a resource during the practicum experience. 	Nursing role development & context for nursing care Context for nursing care Nursing role development Nursing role development Theory & research base for practice

	<ul style="list-style-type: none"> • Develop and submit for approval a formal proposal that includes the above outcomes, proposed dates and times for the experience, as well as preceptor and agency approval. 	Nursing role development
NURS 740 – Advanced Specialty Role Practicum	<ul style="list-style-type: none"> • Synthesizes and applies advanced specialty role knowledge from practice, theory, and research in preparation for advanced specialty role • Identifies issues, concerns, and challenges and implements appropriate strategies through application of advanced concepts and utilization of comprehensive and holistic methodological approaches in a clinical practicum experience • Implements and analyzes a clinical project related to advanced specialty role. 	<p>Nursing role development; Theory & research base for practice; Context for nursing care Cognitive growth & nursing role development</p> <p>Nursing role development & cognitive growth; Research & scholarly endeavors; Advancement of the profession</p>
EDUC COURSE	COURSE OUTCOME	MSN CONSTRUCT
EDUC 570 – Teaching & Learning Theories in the Classroom	<ul style="list-style-type: none"> • Read, conduct a review of, and critically analyze, evaluate, and make pedagogical decisions concerning current literature on 16 complex contemporary issues in educational psychology from ability-level tracking to brain research. • Apply current research describing best teaching practices to appropriate school and non-school settings. • Demonstrate greater tolerance of diverse opinions, and have explored multiple points of view. • Collect, evaluate, and use data from primary and secondary sources in the writing of scholarly arguments, critiques, and rebuttals. • Clarify their own values and use them as a basis for making informed pedagogical decisions. 	<p>Nursing role development</p> <p>Theory and research base for practice</p> <p>Nursing role development Theory and research base for practice</p> <p>Nursing role development; cognitive growth</p>
EDUC ELECTIVE	<ul style="list-style-type: none"> • Varies according to course objectives 	Nursing role development
NURS 600 – Issues and Trends in Nursing Education	<ul style="list-style-type: none"> • Analyzes the role components of teacher, scholar, and collaborator as the framework for specialty role practice of nursing education. • Examines the core values, knowledge and skills foundational to the practice of nursing education. • Analyzes teaching and learning theory within the context of the adult learner in the discipline of nursing. • Examines current research in nursing education. • Examines the cognitive, affective, and psychomotor domains of nursing. • Examines the current legal and accreditation standards which guide nursing education programs. 	<p>Nursing role development</p> <p>Nursing role development Theory & research base for practice</p> <p>Theory & research base for practice Theory & research base for practice Nursing role development</p>
NURS 610 – Instructional Design, Assessment, & Evaluation in	<ul style="list-style-type: none"> • Analyzes the roles of the teacher and adult learner in the establishment of an optimal learning environment in higher education • Applies evidence-based education theory in the process of instructional design and learning assessment within a nursing curriculum • Examines the continuum of instructional methods to determine appropriate applications 	<p>Nursing role development</p> <p>Theory & research base for practice</p> <p>Nursing role development</p>

	<ul style="list-style-type: none"> • Selects key performance indicators that predict and assess organizational success • Describes a process for performing an organizational review and mechanisms and strategies for translating findings into opportunities for improvement and innovation and deploying them throughout the organization to promote organizational alignment • Describes successful strategies for using organizational review findings to improve leadership and the leadership system • Describes strategies for assessing the impact on society of a variety of products, services, and operations • Describes effective strategies for assessing risks associated with various products, services, and operations • Describes effective strategies to proactively deal with public concern over current and future products, services, and operations • Understands the concept of ethical conduct and behavior in business with all stakeholders, including customers, employees, stock-holders, suppliers, in all interactions and transactions and the need for leaders to model this behavior • Describes successful strategies for company involvement in key communities 	<p>Nursing role development Nursing role development; theory and research base for practice</p> <p>Nursing role development</p> <p>Nursing role development</p> <p>Nursing role development</p> <p>Nursing role development</p> <p>Nursing role development; cognitive growth</p> <p>Nursing role development</p>
PROJ 640 – Project Management	<ul style="list-style-type: none"> • Research the project management framework, context and processes and describe appropriate applications • Construct project plans that demonstrate the appropriate of all phases of the project integration process • Demonstrate an understanding of the scope and time management processes • Evaluate projects, programs, and portfolios for contribution to overall organizational goals 	<p>Nursing role development; context for nursing care</p> <p>Nursing role development; context for nursing care</p> <p>Nursing role development; context for nursing care</p> <p>Nursing role development; context for nursing care</p>
OTHER MMBA COURSES as substituted to best meet the needs of the individual student's career goals	<ul style="list-style-type: none"> • Varies according to course objectives 	<p>Nursing role development</p>
MISI 610 – Data Base Management & Administration	<ul style="list-style-type: none"> • Analyzes data base systems and their environment • Constructs responsibilities and tasks of a database administrator • Designs and implements a database system • Constructs database structures and accesses profiles • Evaluates database and information security issues 	<p>Nursing role development; theory & research base for practice (all)</p>
MMBA 665 – Secure Information	<ul style="list-style-type: none"> • Research and evaluate the impact of secure information systems in an organizational setting • Research, assess, and develop strategies for secure information systems delivery 	<p>Nursing role development; research & scholarly endeavors</p> <p>Nursing role development; theory & research base</p>

Systems	<ul style="list-style-type: none"> • Utilize Information Systems Life Cycle to develop and deploy a secure information system 	for practice Nursing role development; cognitive growth
MISI 740- Business Intelligence	<ul style="list-style-type: none"> • Design and critique a data warehousing/business intelligence environment • Develop skills to interrogate data warehouses for key metric data and demonstrate appropriate decision making • Design & develop a systems integration plan in a data warehouse/business intelligence environment • Assess tools and technologies for appropriate use in a data warehouse/business intelligence environment 	Nursing role development Nursing role development Nursing role development Nursing role development

Criterion 4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.

The nursing faculty is responsible for developing the curriculum, ongoing assessment of the need for curriculum revisions, and ultimately revising and implementing those curriculum changes. Minutes from the MSN program faculty meetings (available on-site) reflect the many discussions held related to curricular issues. Program faculty utilize a variety of resources to determine the need for curriculum revisions. Surveys from students, alumni, and employers, course and program assessment findings, changes occurring in the nursing profession and the greater healthcare community, feedback from the advisory board, evidence-based literature and conferences, as well as faculty suggestions help inform curriculum change decisions.

The comprehensive exam is an additional resource utilized to determine curriculum revision needs. When students struggle with being successful on the exam, courses are reviewed to determine if there are outcomes not being met or that need to be revised to support the students' ability to be successful. For example, if upon assessment of the comprehensive exam results, it is determined there is a trend in students who struggle with the application of evidence-based research findings, the MSN courses are reviewed to determine if there is an opportunity to improve the application of these findings in courses that precede the exam.

Curriculum revisions by the graduate faculty are currently in process based on their review of the current courses to more closely align with the new 2011 *AACN Essentials of Master's Education in Nursing*. For example, the AACN Master's Essentials emphasize the need for graduate nursing programs to focus on quality and safety and disease prevention and health promotion. Supporting this important focus will result in two new core courses added to the MSN program in 2013, titled Quality Improvement and Safety and Clinical Prevention and Population Health. AACN also notes that all master's degree programs that prepare graduates for roles that have a component of direct care practice should have graduate level coursework in physiology/pathophysiology, health assessment, and pharmacology. Thus, an additional revision of the MSN curriculum will include a course for the nurse educator titled, Advanced Physical Assessment, Pathophysiology, and Pharmacotherapies.

Major curriculum revisions must first be approved through the College Curriculum Committee, but minor revisions can be made at the program level. Faculty are continually assessing for relevance, currency, rigor, and professional appropriateness of the curriculum. There have not been any major curriculum changes since our last site visit. There have been some minor curriculum changes in some of the courses offered out of the College of Business that are applied towards the specialty roles of nurse administrator and informatics nurse specialist. These changes include minor changes in course titles and learning outcomes. Additionally, instead of an elective for the fourth specialty concentration course in nursing informatics, MISI 740: Business Intelligence is now recommended so the MSN student can concurrently earn a certificate from the College of Business in Advanced Studies in Business Intelligence.

Criterion 4.3 The curriculum is designed to prepare graduates to be information literate and to practice from an evidence-based approach in their advanced practice role.

NURS 530: Nursing Research Design, Methods, and Analysis is a required core course that is specifically designed to prepare our graduates to be information literate and practice from an evidence-based approach. In this course, students access the FLITE databases to discover nursing research studies to evaluate the application of a theoretical framework & how the research findings advance their selected specialty role. Students also work in small groups to write a research proposal on a selected topic by accessing and evaluating the information available on this topic in FLITE databases. Additionally, in NURS 510: Theoretical Foundations for Practice, students access the FLITE databases to examine the current research status of contemporary nursing theories.

In practice, all of the nursing courses in the MSN curriculum purposely provide opportunities for students to become information literate and practice from an evidence-based approach. In completing various assignments for the core, specialty, and practicum courses, students are required to search the FLITE databases to determine the extent of information needed, access and critically evaluate the information and its source, and then use the information to effectively accomplish a specific learning outcome. For example, in NURS 500: Advanced Roles in Professional Nursing Practice, students are to create a Role Analysis Paper where they analyze their selected specialty role's effect on the patient, systems, the nursing profession, and the organization as a whole. Good evidence from the literature is to be used to support this analysis with a minimum of 8 scholarly resources used that are current (<5 years). An evidence-based approach is emphasized when the students are expected to access and utilize research studies from the literature.

In addition to the courses in the MSN curriculum, the comprehensive exam offers another opportunity for students to become information literate and practice from an evidence-based approach. In this capstone requirement, students are expected to demonstrate a solid grasp of the key knowledge necessary to effectively answer the essay prompt and clearly support their essay with the literature. Resources are to be current (<5 years) and must include a minimum number that are evidence-based.

Criterion 4.4 The curriculum is designed so that graduates of the program are able to practice in a culturally and ethnically diverse global society.

In NURS 500: Advanced Roles in Professional Nursing Practice, students must evaluate culturally competent practices as they interview and analyze a graduate-level specialty nurse in education, informatics, or administration. This learning outcome is designed to support our graduates being able to identify culturally competent practice so they are effective when practicing as advanced specialty nurses in a culturally and ethnically diverse global society.

Two short-term study abroad options are also available to MSN students as a substitute for one of their specialty practice courses. Students can elect to take NURS 616: Increasing Cultural Competence in the Nurse Leader in a study abroad format with two international partner schools in New Zealand or Finland. In this course, students analyze how the traditional ways of

maintaining health, preventing illness, and restoring health differ in the selected country from the U.S.'s prevailing philosophy of care; analyze the influences that culture, ethnicity, and diversity have on one's thinking, feelings, and behaviors; develop an increased awareness of the complexities of health care and nursing that includes problems, biases, and stereotypes; and translate this cultural experience into practice by developing interventions that reflect an increased acceptance and respect for cultural differences in others, including their cultural heritage.

While the FSU School of Nursing is geographically rural, the MSN program is online so the students are not locally situated. This situation allows the inclusion of specialty practicum sites from suburban, urban, and rural locations that afford students the opportunity to be exposed to multiple ethnic and racial communities with varied socio-economic levels. These geographically diverse practicum options are available due to the fact that our students are located not only throughout the state of Michigan, but also out of state. Thus, when selecting their practicum sites, they will choose local options that are close to their work and home environments. In addition, our graduate students will share their ethnically diverse experiences with other students via the discussion forums and their online presentations. For example, we currently have a graduate student who is living and working in Alaska who shares her practice experiences with Alaskan natives with the other students.

Criterion 4.5 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.

A variety of methods are used to evaluate student learning. The University requires each course to have an assessment plan which clearly outlines the assessment measures and criteria for success for each measure as they pertain to each learning outcome of the course. Course assessment data is tracked in the University TracDat system for the purpose of ongoing course and program evaluation. All nursing courses have carefully constructed assessment plans that have been tracked in this system since 2009, providing an excellent way to assure that student learning outcomes are being met at a satisfactory level of performance. Each course syllabus contains information on what is evaluated and the percent or point value for each piece of the evaluation. All faculty use the Blackboard grade book where students can see their grades for each assignment throughout the semester as well as their grade-to-date. Students' grades can be discussed through phone conversations, emails, private discussion postings, or face-to-face interactions if the student desires. Table 4.5A illustrates the relationship between the course objectives and the evaluation methods for each. The course syllabi, which are available on the MSN program website as well as on-site can also be reviewed to see how evaluation methods are used to determine student grades for each respective course.

Table 4.5 A
Course Outcomes and Evaluation Methods

COURSE	OUTCOMES	EVALUATION METHODS
NURS 500 Advanced Roles in Professional Nursing Practice	<ul style="list-style-type: none"> • Examines the advanced roles of master's prepared nurses. • Evaluates multiculturalism as it relates to advanced roles in nursing. • Analyzes ethical issues related to advanced roles in nursing. • Advocates for the nursing profession and actively recruits students. • Synthesizes the various components for the acquisition and transition into the advanced nursing role. • Analyzes future challenges to role specialty practice. 	<p>Role Analysis Paper and Presentation Role Analysis Paper</p> <p>Role Analysis Paper</p> <p>Online Discussion for Advocacy for the Nursing Profession Development and Presentation of Framework for Portfolio Role Challenges & Group Paper</p>
NURS 510 Theoretical Foundations of Nursing Practice	<ul style="list-style-type: none"> • Analyzes the implications of theory-based practice in nursing leadership and advanced practice (specialty) role. • Examines current research status of contemporary nursing theories • Examines the knowledge synthesized from diverse disciplinary perspectives into the practice of nursing. • Examines processes fundamental to theory development. 	<p>Nursing Theory Critique</p> <p>Nursing Theory Critique</p> <p>Theory Building Paper</p> <p>Theory Building Paper</p>
NURS 520 Health Care Delivery Systems and Nursing Practice	<ul style="list-style-type: none"> • Identifies contemporary policy opportunities for research in the workplace, legislative and government arenas, professional organizations, and the community. • Evaluates the constructs of regulatory and legislative processes related to formulation and implementation of health policy. • Analyzes an issue related to a proposed health care policy on a national, state, or local level. • Formulates a position to a current health care trend, issue, or pending policy initiative, advocating for health care consumers. • Articulates the interaction between regulatory controls and quality control within the health care delivery system. • Evaluates the impact that different systems of care have on the delivery of nursing services. • Compares and contrasts various health care delivery systems using an organizational framework and analyzing its effect on the delivery of health care in a variety of settings. • Analyze challenges with information technology as an integral part of health care delivery systems. 	<p>Health Care Issue Analysis Paper</p> <p>Online Postings r/t Health Policy Making</p> <p>Health Care Issue Analysis Paper Group Legislative Action Online Postings r/t Models of Performance & Quality and Cost</p> <p>Online Postings r/t US Health Care System, Policy & Reform, Financing Online Postings r/t Comparative Effectiveness of Health Systems Group Debate of a Current Challenge related to Information Technology</p>
NURS 530 Nursing Research Design, Methods, and Analysis	<ul style="list-style-type: none"> • Examines the impact of nursing research on the advancement of nursing as an evidence-based practice discipline. • Evaluates the use of theoretical frameworks in nursing research. • Evaluates the various research designs of selected studies. • Critiques selected nursing research studies using specific evaluation criteria. • Determines appropriate research methodology for application to selected research problems. • Identifies the correct statistical analysis approaches for application to selected research problems. 	<p>Online Postings r/t Examining Research within Specialty Role Online Postings r/t Evaluation of Nursing Research using a Theoretical Framework</p> <p>Research Proposal Online Postings r/t Critique of a Research Study Research Proposal</p> <p>Research Proposal</p>

NURS 710 Seminar: Scholarly Project Preparation	<ul style="list-style-type: none"> • Participates in peer reviews and provides constructive feedback to peers on scholarly project proposal components and practice essays for comprehensive exam in a professional manner • Accepts constructive feedback from graduate peers and faculty regarding scholarly project proposal components and practice essays for comprehensive exam • Completes the scholarly project proposal • Gathers resources from previous coursework to utilize when practicing and taking the comprehensive exam • Completes practice essays to sample questions similar to the questions that will be on the comprehensive exam • Verbalizes an understanding of the process for taking the comprehensive exam • Takes the comprehensive exam at the end of the semester at either an outreach or on-campus location 	Online Postings r/t Development of Research Proposal Online Postings r/t Development of Research Proposal Scholarly Project Proposal Scholarly Project Proposal Online Postings r/t Preparation for Comprehensive Exam Online Postings r/t Preparation for Comprehensive Exam Online Postings r/t Preparation for Comprehensive Exam
NURS 720 Scholarly Project	<ul style="list-style-type: none"> • Implements and analyzes a scholarly project related to the chosen advanced specialty role • Adheres to the legal, ethical, nursing, and organizational standards related to the project • Demonstrates personal and professional accountability in the implementation of the scholarly project 	Scholarly Project Synthesis Paper (for all)
NURS 730 Seminar: Practicum Proposal Development	<ul style="list-style-type: none"> • Identify the purpose and focus of the advanced specialty role practicum and how it relates to the student's preparation for his or her chosen advanced specialty role • Describe the clinical setting, health care organization, or agency environment in which the practicum will occur • Design goals and objectives for clinical practicum the student plans to achieve in this practicum experience and how this experience will assist the student in preparing for the selected advanced specialty role • Identify a preceptor, his or her qualifications and role, and how this preceptor will assist the graduate nursing student in achieving the proposed specialty role practicum objectives and competencies. • Develop a list of current literature resources to assist with preparation and to use as a resource during the practicum experience. • Develop and submit for approval a formal proposal that includes the above outcomes, proposed dates and times for the experience, as well as preceptor and agency approval. 	Practicum Proposal (for all)
NURS 740 Advanced Specialty Role Practicum	<ul style="list-style-type: none"> • Synthesizes and applies advanced specialty role knowledge from practice, theory, and research in preparation for advanced specialty role • Identifies issues, concerns, and challenges and implements appropriate strategies through application of advanced concepts and utilization of comprehensive and holistic methodological approaches in a clinical practicum experience • Implements and analyzes a clinical project related to advanced specialty role. 	Clinical Practicum Paper (for all)
EDUC ELECTIVE	<ul style="list-style-type: none"> • Varies according to course objectives 	

<p>NURS 600 Issues and Trends in Nursing Education</p>	<ul style="list-style-type: none"> • Analyzes the role components of teacher, scholar, and collaborator as the framework for specialty role practice of nursing education. • Examines the core values, knowledge and skills foundational to the practice of nursing education. • Analyzes teaching and learning theory within the context of the adult learner in the discipline of nursing. • Examines current research in nursing education. • Examines the cognitive, affective, and psychomotor domains of nursing. • Examines the current legal and accreditation standards which guide nursing education programs. 	<p>Online Participation and Activities</p> <p>Online Participation and Activities</p> <p>Online Participation and Activities</p> <p>Online Participation and Activities Online Participation and Activities</p> <p>Online Seminar Leader Role</p>
<p>NURS 610 Instructional Design, Assessment, & Evaluation in Nursing Education</p>	<ul style="list-style-type: none"> • Analyzes the role of teacher and adult learner in the establishment of an optimal learning environment in higher education. • Applies evidence-based education theory in the process of instructional design and learning assessment within a nursing curriculum. • Examines the continuum of instructional methods to determine appropriate applications for different educational environments in nursing programs. • Demonstrates the use of selected instructional methods in the context of a nursing program. • Demonstrates the use of measurable learning outcomes in the design of instruction. • Examines the applications of instructional technology in nursing education. • Demonstrates the understanding of how to adapt teaching and learning strategies to the laboratory and clinical setting. • Develops an appropriate plan for program evaluation in nursing education. 	<p>Online Participation and Activities</p> <p>Online Participation and Activities</p> <p>Online Participation and Activities</p> <p>Developing a Class Session Paper; Presentation (Teach the Class Session) Developing a Syllabus Paper; Presentation Online Participation and Activities</p> <p>Observation of Nursing Faculty Paper Online Participation and Activities Online Participation and Activities</p>
<p>MMBA 612 Introduction to Performance Metric Systems</p>	<ul style="list-style-type: none"> • Describes and compares models of organizational systems, how they interrelate with each other, their contribution toward meeting organizational goals, and how key leading and lagging measures/indicators are used to measure their internal and external performance. • Describes and compares major performance metric systems, including the Balanced Scorecard, and the Criteria for the Malcolm Baldrige National Quality Award, and other domestic and international performance metric systems. • Identifies and utilizes the major resources, including professional journals, organizations, and online sources, for remaining current in the field of performance metrics, and explain why an organization would choose a performance metric-based management system. • Identifies and selects appropriate measures/indicators for measuring and tracking customer satisfaction and dissatisfaction; customer-perceived value, retention, and positive referrals; levels, and identifying developing trends of product and service performance in areas important to customers • Identifies and selects appropriate strategies and methods for comparing customer satisfaction levels with those of key competitors. 	<p>Written Assignments/Research Paper/Quizzes</p> <p>Written Assignments/Research Paper/Quizzes</p> <p>Written Assignments and Peer Dialogue</p> <p>Quizzes and Written Assignments; Project</p> <p>Quizzes and Written Assignments; Project</p>

	<ul style="list-style-type: none"> • Identifies, develops, and maintains strategies and systems for measuring and tracking current levels and trends in key measures/indicators of financial performance including aggregate measures of financial return and/or economic value and market performance including market share/position, business growth, and new markets entered • Identifies, develops, and maintains strategies and systems for measuring/tracking levels and trends in key measures/indicators of organizational performance of key design, production delivery, business, and support processes; and key measures/indicators for regulatory/legal compliance and other measures of citizenship and measures of productivity cycle time, supplier/partner performance and other measures of effectiveness and efficiency • Identifies, develops, and maintains strategies and systems for measuring and tracking key measures/indicators of employee well-being, satisfaction, dissatisfaction, and development; and work system performance and effectiveness • Identifies, develops, and maintains strategies and systems for measuring/tracking current levels and trends in key measures/indicators of financial performance • Practice basic managerial skills including writing with minimal grammar and spelling errors, effectively communicating and providing professional feedback to others, and practicing research and critical thinking skills • Explains why an organization would choose performance metric-based management • Calculate ratios for financial analysis with Excel and display the results in easy to read, comparative charts showing historical trends • Complete a ratio analysis • Make informed comparative analyses between two organizations 	<p>Quizzes and Written Assignments; Project</p> <p>Quizzes and Written Assignments; Project</p> <p>Quizzes and Written Assignments; Project</p> <p>Quizzes and Written Assignments; Project</p> <p>Written Assignments and Peer Dialogues</p> <p>Written Assignments /Research Paper and Quizzes Ratio Analysis</p> <p>Ratio Analysis Ratio Analysis</p>
<p>MMBA 635 Organizational Resources</p>	<ul style="list-style-type: none"> • Compare strategies for organizing and managing work and jobs to promote cooperation, initiative/innovation, organizational culture, and flexibility to evolve with business needs • Construct methods that anticipate and overcome the resilience to change • Determine key factors and strategies to ensure the quality and availability of functional organizationally critical information options that achieve information needs, management strategies to insure information needs are met, role of management and other human resources in defining information requirements • Select and utilize methods to evaluate how the organization builds and manages its knowledge assets with the aim of improving organizational efficiency and effectiveness • Measure and evaluate benefits and risks associated with alternative systems of information that deliver on its intended purpose • Analyze potential impact of information systems on the organization, human resources, stakeholders, and longer term potential impact on organizational human resources • Select methods to engage the workforce to achieve 	<p>Online Participation and Activities Team Project</p>

	organizational and personal success	
MMBA 625 Organizational Leadership & Corporate Citizenship	<ul style="list-style-type: none"> • Describes the characteristics of the major models of effective leadership and how effective these models are in the various types of organizational culture • Describes the characteristics of effective leadership systems • Understands the concept of organizational values and effective strategies for deploying them throughout an organization • Describes strategies for developing, setting, and deploying short-and long-term directions and performance expectations. • Describes methods and strategies for communicating values, direction, and expectations to employees • Describes effective strategies for creating an environment of empowerment, innovation, organizational agility, and employee and organizational learning • Describes effective methods and strategies for assessing organizational performance, capabilities, and success, competitive performance, progress towards goal, and the organization's ability to meet changing organizational needs • Selects key performance indicators that predict and assess organizational success • Describes a process for performing an organizational review and mechanisms and strategies for translating findings into opportunities for improvement and innovation and deploying them throughout the organization to promote organizational alignment • Describes successful strategies for using organizational review findings to improve leadership and the leadership system • Describes strategies for assessing the impact on society of a variety of products, services, and operations <ul style="list-style-type: none"> • Describes effective strategies for assessing risks associated with various products, services, and operations • Describes effective strategies to proactively deal with public concern over current and future products, services, and operations • Understands the concept of ethical conduct and behavior in business with all stakeholders, including customers, employees, stock-holders, suppliers, in all inter-actions and transactions and the need for leaders to model this behavior • Describes successful strategies for company involvement in key communities 	Online Participation and Activities: Answering Questions; Analysis of Case Studies; Discussion Postings Writing Papers
PROJ 640 Project Management	<ul style="list-style-type: none"> • Research the project management framework, context, and processes and describe appropriate applications • Construct project plans that demonstrate the appropriate of all phases of the project integration process • Demonstrate an understanding of the scope and time management processes • Evaluate projects, programs, and portfolios for contribution to overall organizational goals 	Classroom Exercises, Assignments and/or Assessments Construct Project Plans, Evaluate Situations, Provide Solutions Determine proper scope & time management response plans Determine proper scope & time management response plans

OTHER MMBA COURSES as substituted to best meet the needs of the individual student's career goals	Varies according to course	Varies according to course
MISI 610 Data Base Management & Administration	<ul style="list-style-type: none"> • Analyzes data base systems and their environment • Constructs responsibilities and tasks of a database administrator • Designs and implements a database system • Constructs database structures and accesses profiles • Evaluates database issues 	Presentation, Demonstration Project and/or Final Exam (all)
MISI 665 Secure Information Systems	<ul style="list-style-type: none"> • Research and evaluate the impact of secure management information systems in an organizational setting • Research, assess, and develop strategies for secure information systems delivery • Utilize Information Systems Life Cycle to develop and deploy a secure information system 	Presentation, Demonstration Project and/or Final Exam (all)
MISI 740 Business Intelligence	<ul style="list-style-type: none"> • Design and critique a data warehousing/business intelligence environment • Develop skills to interrogate data warehouses for key metric data and demonstrate appropriate decision making • Design & develop a systems integration plan in a data warehouse/business intelligence environment • Assess tools and technologies for appropriate use in a data warehouse/business intelligence environment 	Presentation, Demonstration Project and/or Final Exam (all)
OTHER MISI COURSES as substituted to best meet the needs of the individual student's career goals	• Varies according to course	Varies according to course

The MSN program coordinator compiles all course assessment data and presents a report to the nursing faculty in the fall and spring semesters for the previous semester's courses. The report includes identified problem areas as noted on the Course Assessments provided by faculty members. These problem areas are then discussed by the entire faculty and appropriate action is taken when indicated. This process has been an effective method to review the rigor, currency, and cohesiveness of the nursing courses. When consistent feedback indicates the need for course and curriculum revision, the faculty have an empirical base upon which to make these determinations and recommendations. Samples of TracDat Course Assessment reports that illustrate the relationship between the nursing course learning outcomes and the evaluation methods for each will be available for review onsite.

Criterion 4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.

Faculty consistently strive to ensure that the curriculum and instructional approaches incorporate educational theory. During curriculum revisions, Bloom's taxonomy of the learning domains of knowledge, skills, and attitudes is used to assist with the writing of learning outcomes. The School of Nursing embraces the learner-centered teaching philosophy and in particular the work of Maryellen Weimer, *Learner-Centered Teaching: Five Key Changes to Practice* (2002). Dr. Sharon Colley, one of our graduate faculty members, conducted a qualitative research study in 2008-2009 that looked at the faculty's perceptions of the implementation process to a learner-centered teaching philosophy in the School of Nursing. Findings from this study served to inform the faculty on areas of strength and weakness that could be addressed at the curriculum level. A research article stemming from this study has been accepted for publication in the NLN publication *Education Perspectives*, as a way to disseminate the study findings to other schools who may be attempting to implement such a change. A follow-up study is planned for 2012-13 that will focus on the students' perceptions of the learner-centered approach in the nursing program. This may further inform faculty as to curriculum areas of success or areas needing revision.

The design of the MSN curriculum supports an interdisciplinary collaborative approach. When the students advance to their specialty concentration courses, they either take the suggested courses or select courses from the College of Business or College of Education. In these courses situated within the disciplines of education and business, students not only learn from faculty who have a different disciplinary perspective, but also interact with peers within these courses from another discipline. In this context, the MSN students are able to view real world, complex problems from different perspectives outside of nursing that provide a broader range of solutions to assist them in solving problems. The interdisciplinary approach also enriches the students' lifelong learning habits by fostering an environment that works toward eliminating disciplinary lines.

Faculty members also stay current with the best standards of practice and research by attending professional development opportunities including conferences. For example, two graduate faculty members attended the AACN Master's Education Conference in March, 2012 where they were able to discuss issues and concerns unique to master's education in nursing. Strategies and techniques to improve graduate level teaching skills as well as improve curriculum design were brought back and shared with the rest of the faculty. For example, information brought back related to other universities' successes for improving nurse educator practicum experiences will be utilized as faculty continue to revise the MSN curriculum.

Innovation is also evident in the curriculum and instructional processes. An example of innovation is the design of NURS 500: Advanced Roles in Professional Practice. Because there currently are no textbooks that address specialty practice nursing (instead focusing on advanced practice nursing), this course was innovatively designed utilizing the most recent literature to focus on issues and challenges related to this unique role. Dr. Marietta Bell-Scriber presented this innovative design in a poster presentation in San Diego, CA at the AACN Master's

Education Conference in 2005, which was enthusiastically viewed by other MSN faculty who were also struggling to create a similar role course for their nurse educator, nurse administrator, or informatics nurse specialist students.

The online structure of Ferris’s MSN program provides a platform for flexibility and technological advances. Due to the versatility of this virtual environment, faculty members are able to offer different and unique learning opportunities in each course design. A review of the courses will reveal the use of online debates, various group projects, and differently designed discussion groups that reflect the opportunity for faculty to be flexible in their teaching approaches. Additionally, faculty members will utilize newly evolving pieces of technology to create an engaging learning environment, such as the use of Tegrity that brings the faculty member visually and audibly to the student and SafeAssign that offers students the opportunity to check their papers for integrity.

Criterion 4.7 Program length is congruent with the attainment of outcomes.

The MSN program is offered on a part-time or full-time basis for registered nurses who are working full or part-time during the time they are enrolled in the program. Table 4.7A represents a part-time completion schedule which demonstrates how students can achieve the objectives in an established and published program length of 7 semesters (*Note: SCC stands for Specialty Concentration Course). All of the nursing courses are offered 100% online and most of the specialty courses are offered mostly if not entirely online allowing the part-time student to complete the courses within the 7 semester timeframe.

**Table 4.7A
Part-time Option MSN Completion Schedule
Fall 2012 start**

Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
NURS 500 NURS 510	NURS 520 NURS 530	*SCC *SCC	*SCC *SCC	NURS 710 NURS 730 COMP. EXAM	NURS 720 &/or NURS 740	NURS 720 &/or NURS 740

***SCC = Specialty Concentration Course**

For students who prefer a full-time schedule, a 5 semester option is offered. Table 4/7B illustrates this option. The complete MSN completion schedule can be located on the MSN webpages via <http://www.ferris.edu/htmls/colleges/alliedhe/Nursing/MSN-program/MSN-Schedule-Options-2011.pdf>. The schedule includes both full and part-time options for the student.

Table 4.7B
Full-time Option MSN Completion Schedule
Fall 2012 start

Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
NURS 500 NURS 510 *SCC	NURS 520 NURS 530 *SCC	*SCC *SCC	NURS 710 COMP. EXAM NURS 730	NURS 720 NURS 740

The final documents to support the Curriculum section of this report can be found in the Appendices. The MSN Program Curriculum Guide (Appendix G) outlines the program of study and offers a check sheet to assist students in keeping tabs of their progress. This guide can also be located on the MSN webpage at <http://www.ferris.edu/htmls/colleges/alliedhe/Nursing/MSN-program/MSN-ProgramCheck-Sheet.pdf>

Each MSN course syllabus will be provided onsite or can be accessed at this link: [\(insert link here\)](#) to demonstrate the organization of the professional courses and how they provide the theoretical and experiential learning experiences that support the curriculum design. These materials will include additional course and institutional policies as well as evaluation instruments and rubrics for various course assignments and learning experiences.

Criterion 4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.

Practice learning environments are appropriate and provide a variety of experiences that facilitate the achievement of student learning and program outcomes. Sites used for practice experiences are selected based on their suitability to meet the needs of the students and enable them to satisfy the student learning and program outcomes. In NURS 730, graduate students work with faculty to locate a preceptor and agency for their specialty role practicum experiences. The setting for this practicum can be an organization, clinic, agency, academic institution, and so on. A preceptor is identified, along with qualifications and role, and supported as to how this preceptor will assist the graduate student in achieving the proposed specialty role practicum's learning outcomes. It is a requirement that the preceptor is master's prepared and currently practicing in the student's selected specialty role. Both the agency and preceptor's approval is obtained in writing and copies are attached to the proposal and provided to the preceptor and agency. Although the graduate student designs his or her own contract, it must be approved by the graduate faculty member teaching the practicum course. On occasion, the facility requires a more standard practicum agreement. When this occurs, the University has a boilerplate affiliation agreement that is utilized. As the agreement is proposed, there is often a back and forth exchange between the practicum agency and the University as the agreement is carefully reviewed. Within the University, the contract is reviewed at the department level as well as by the general counsel's office to assure consistency with the student's right to due process in the attainment of the learning objectives for NURS 740, where the practicum occurs. After agreement and all signatures are obtained, a copy of the practicum contract is placed in the MSN Program Coordinator's files. The FSU standard affiliation practicum agreement, as well as current affiliation agreements will be available onsite for review.

4.8.1 Student clinical experiences are evidence based and reflect contemporary practice

During the semester of the practicum, the faculty communicates with the preceptor via telephone or email and oversees the clinical aspects of the course. The students are required to keep a journal that documents hours, noting all activities and experiences. Students must provide their reflections on observations, insights, and discoveries during their practicum experience and post journal entries online every two weeks for instructor and peer feedback. Students are also required to complete a synthesis practicum paper at the end of the semester that addresses the issues, concerns, and challenges they faced; strategies and approaches applied to meet these challenges; application of knowledge from practice, theory, and research; and their own as well as the preceptor's and other's (e.g., agencies', students', faculty's) evaluations of the individualized learning outcomes. Table 4.8.1A provides an overview of the variety of experiences students have elected to pursue in the context of this course.

Table 4.8.1A
NURS 740 Advanced Specialty Role Practicum Experiences
2011-12

Agency Name	Preceptor/Title	Semester	Focus of Experience
Ferris State University	Sharon Colley Assistant Professor	Spring 2011	Nursing Education
Mott Community College	Gail Burleson, Nursing Faculty	Spring 2011 Fall 2011	Nursing Education
Ferris State University	Michelle Teschendorf, Assistant Professor	Summer 2011	Nursing Education
Robert Miller College	Debra Pierce, Nursing Faculty	Summer 2011	Nursing Education
John Muir Medical Center, Concord Campus	Suzanne Seitz Clinical Nurse Specialist	Fall 2011	Nursing Education
Central Michigan Community Hospital	Sheri Myers, VP Patient Services	Fall 2011	Nursing Administration
Spectrum Health Grand Rapids	Jeanne Roode, Director of Emergency, Trauma and Neuroscience Services	Fall 2011	Nursing Administration
Kellogg Community College	Kathy Bess, Nursing Faculty	Fall 2011	Nursing Education
Grand Valley State University	Betsy Davis, Adjunct Faculty	Fall 2011	Nursing Education
Holland Hospital	Patti VanDort, VP & CNO	Fall 2011	Nursing Administration
Baker College of Muskegon	DorReatha Lassow Maternal Child Instructor	Spring 2012	Nursing Education
Saint Mary's Health Care	Leanna Krokowski, Clinical Services Director of Neuroscience	Spring 2012	Nursing Administration
Spectrum Health	Karen VanderLaan, Nurse Researcher	Spring 2012	Nursing Administration
Mott Community College	Michelle Montpas, Nursing Faculty	Spring 2012	Nursing Education
McLaren Bay Region	Monica Baranski Manager Patient Care Services	Fall 2012	Nursing Administration
Pine Rest Christian Mental Health Services	Pamela Hietbrink, Nursing Informatics Specialist	Fall 2012	Nursing Informatics
Spectrum Health Gerber Memorial Hospital	Janice Stone VP of Clinical Integration	Fall 2012	Nursing Administration
Spectrum Health Grand Rapids	Sarah Fisher Nurse Manager	Fall 2012	Nursing Administration

Criterion 4.9 Post-master's certificate programs follow national standards and guidelines and demonstrate that students have sufficient didactic and clinical experiences to meet role expectations and certification requirements.

Ferris's Nursing Education Certificate program is designed for either post-MSN or post-BSN students who need teaching and learning knowledge beyond their traditional academic and practice knowledge because they will be teaching in the academic or clinical setting. As recommended in the Carnegie Foundation report (2009), *Educating Nurses: A Call for Radical Transformation*, individuals who choose a nurse educator role require preparation in curriculum design and development, teaching methodologies, educational needs assessment, and learner-centered theories and methods. Thus, the Nursing Education Certificate curriculum is designed to meet these requirements. Additionally, it is recommended that the nurse educator builds on baccalaureate knowledge with graduate-level content in the areas of health assessment, physiology/pathophysiology, and pharmacology to strengthen his or her scientific background and facilitate his or her understanding of nursing and health-related information. Therefore, with the revision of the MSN curriculum, a new course, *Advanced Physical Assessment, Pathophysiology, & Phramcotherapeutics*, is going to be added as a required course in the nurse educator track and the Nursing Education Certificate program.

Criterion 4.10 Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

As reflected in the previous tables, course content, instructional materials, and evaluation methods are appropriate for the students' learning outcomes. Similar to FSU's undergraduate nursing students, MSN students in the online learning environment are expected to engage in intensive, rigorous, and active learning assignments that are varied according to what is appropriate for the virtual learning environment. Some of these learning activities include groups (e.g., discussion groups, group projects, group debates, live or asynchronous chats for group work) or the individual student (e.g., application of linked data and information related to content in courses or scholarly project/practicum experiences to narrated presentations, papers, case studies, surveys, or journaling). Online communication between faculty and students and students and peers is also supported with live or asynchronous chats and email. Technology is intentionally used effectively to meet the students' learning outcomes and course requirements.

Students in online courses have the same access to university resources as are available for face-to-face or blended delivery courses. FLITE, disability services, writing support services, as well as TAC are available to students by instant messaging, email, or phone. Students may also elect to use face-to-face services, if they so desire.

Standard 5: Resources

STANDARD: Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

Criterion 5.1 Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.

The fiscal allocation from the institution, not including grants, gifts and other restricted sources, are comparable with similar programs within the College, and sufficient for the program to achieve its goals and outcomes. The Academic Affairs budgeting process evolves from the planning process, which occurs within each level of each institutional unit. Each college develops an annual set of initiatives, which describes how that college will address the strategic directions of the university. The 2011-13 Strategic Planning document for the College of Health Professions is available on site for review. Within the strategic plan are goals that are supported by more specific objectives for the upcoming year. Each objective has a point person(s) or unit designated to oversee the implementation of the objective. A timeframe for outcome assessment is also included. If the objective requires any additional resources for implementation, that is noted in the plan. In the School of Nursing, the strategic plan for each program is developed collaboratively by the Director and faculty as appropriate for each year.

The Dean reviews the plans submitted by each program within each department. The Dean, who has day-to-day oversight responsibility for the budget, works with each Department Head/Director to allocate funds received from central administration to build a budget for the programs for which he or she has oversight. Budget requests made by the Department Heads are approved based on the ability of the Department Heads or Director of the School of Nursing to demonstrate fiscal need and how funds received further the mission of the program, college, and university. The internal determination of budget allocation through a collaborative effort between the Dean and Director of the School of Nursing is effective in linking fiscal resources to strategic goals of the School of Nursing's programs.

Although the base supply and expense (S & E) budget for each academic program within the college remains fairly consistent from year to year, the internal allocation of funding supports the opportunity to request additional funds when the need for funding ultimately supports the mission of the University as an institutional priority. While new internal resources have not been allocated recently, it is significant to note that in the 2007-08 AY, the Dean was successful in securing funding for four new nursing faculty positions to support the growing enrollment in the RN to BSN track. These positions were established as full-time temporary 12 month three year continuing positions starting in the 2008-09 AY. These positions were renewed for an additional three years at the end of the 2011-12 AY in view of the ongoing enrollment in the RN to BSN completion track, but also support instructional need in the pre-licensure track as well as the MSN program as needed.

For the MSN program, the base S & E budget is one of several components of the entire budget for the School of Nursing. Within the School of Nursing, there are budget accounts for the administration of the department, as well as for each program. The base budgets for the BSN program reflect a higher S & E allocation due to the high costs of part time instruction and technical instructional support required for the pre-licensure program. By comparison, the MSN program budget reflects lesser instructional costs from either a part-time faculty or technical support perspective. Table 5.1A identifies the general fund budgets for all of the tracks and programs within the School of Nursing.

**Table 5.1A
School of Nursing Budget Allocations for FY 2012**

Program/Track	Enrollment for Fall 2011	FY 2012 S & E Budget Allocation
BSN Program	Pre-licensure: 130 Post-licensure: 458	\$33,000
MSN Program	87	\$3,600
SON Administration	N/A	\$3,000

Table 5.1B reflects the actual budget for the MSN program for the past 3 fiscal years, corresponding with academic years 2009-10, 2010-11, and 2011-12. Salaries are not included in these budget reports, just an individual listing of the expenses included in the program's S& E budget.

**Table 5.1B
MSN Program Budgets for Past 3 Fiscal Years**

Revenue/Expenses	FY 10 AY 2009-10	FY 11 AY 2010-11	FY 12 AY 2011-12
REVENUE SOURCES			
Base S & E Budget	\$6,821	\$3,600	\$3,500
Transfer from Dean's Office:			
• Carry forward	N/A	N/A	N/A
• Incentive funds			
• Equipment Allocations			
Total Revenue for S & E, Travel & Equipment	6,821	3,600	3,500
SUPPLY & EXPENSE COSTS			
Copy/Fax Costs	364	8	178
Books & Subscriptions & Webinars	149	0	399
Dues & Memberships (shared with undergrad programs)	2,167	1,392	1,000
Travel Expenses	389	650	852
Miscellaneous S & E	1,213	1,111	1,096
Total Base S & E Expended	\$4,282	\$3,161	\$3,525

Online instruction is included in the general instructional budget for faculty positions and supplemental instruction. Incentive funding is no longer provided for online courses, although this has been where most of the enrollment growth for off campus programming has occurred for both the School of Nursing and the College of Health Professions.

It is difficult to identify budget allocations that are comparable to the MSN program in terms of enrollment and S & E budget allocations within the College of Health Professions due to the MSN program currently being the only graduate program within the college. Therefore the FY 2012 budget for the MSN program is compared with undergraduate programs within the College of Health Professions in Table 5.1C. Programs are designated as *clinical* or *non-clinical* as a way to distinguish between programs that are more costly in terms of laboratory equipment and/or instructional costs related to clinical supervision. Non-clinical programs do not typically have these added expenditures.

The Director of the School of Nursing has responsibility for several components of the MSN program budget, which includes assisting with building and managing a line-item S & E and supplemental faculty and incentive budget for each program for which she provides oversight. The S & E budget includes allocation for travel, office and laboratory supplies, minor equipment, testing, telephone, copying, mailing, FAX, and printing expenses. The supplemental faculty budget includes allocation for compensation of part-time faculty.

**Table 5.1C
Comparison of S & E Budgets within the CHP for FY 2012**

Program/Track	Enrollment Fall 2011	Type of Program	S & E Base Budget FY 2012
MSN			\$3,500
Dental Hygiene	74	Clinical	\$20,700
Respiratory Care	79	Clinical	\$13,091
Clinical Lab Sciences (AAS/BS)	45	Clinical	\$45,000
Nuclear Medicine (BS)	148	Clinical	\$12,070
Diagnostic Medical Sonography (AAS)	19	Clinical	\$15,500
Radiography (AAS)	62	Clinical	\$23,000
Health Care Systems Administration (HCSA)	340	Non-clinical	\$8,000
Health Information Technology (AAS) and Management (BS)	145	Non-clinical	\$12,000

In addition, the Director of the School of Nursing oversees the utilization of the alumni account for the programs within the department. The Director solicits input from the faculty prior to building the base budget's S & E for the School of Nursing programs. In addition, she solicits input regarding the use of alumni and incentive funds. Providing the Director with some discretionary use of these funds allows for one-time expenditures that are not budgeted for in the base budget to be funded as needed.

Following the finalization of the creation of an annual budget, at the start of the fiscal year, the Director of the School of Nursing reviews the annual budget with faculty each fall. The S & E budget does not allow for much discretionary spending, but the additional resources from the carry over or incentive funds does provide an opportunity for faculty to have input in regard to how funds can best be utilized to promote the goals of the nursing programs.

At this time the resources allocated to the nursing programs from the University through the College of Health Professions, and specifically to the MSN program track, are adequate to support the administrative costs of the program. The addition of faculty positions as well as funding for increased adjunct instructional costs related to growth in the MSN track have allowed the MSN program to maintain its growth over the years. Additional growth at the graduate level will require additional faculty resources for the anticipated increased instructional load with the revision of the MSN curriculum.

Faculty members also have access to other sources of monetary support for professional development, research, and community and practice opportunities. Several faculty grant sources are available to supplement travel costs for professional development or professional presentations. These include the College of Health Profession's Faculty Enrichment Grant and the Timme Endowment Grant for professional development. All full-time faculty members are eligible to apply for these funds. In addition, the Faculty Center for Teaching and Learning (FCTL) offers many opportunities for faculty to earn professional development stipends following participation in designated on-campus professional development activities. Furthermore, the opportunity to secure funding for research and other areas of scholarship are also available through the University Faculty Research Grant program and the Ferris Foundation Exceptional Merit Grant program, where faculty research projects are reviewed and recommended for funding. Of note is the recent establishment of the University's first dedicated Director of Grants and Research. This office is in the process of establishing policies and procedures related to assisting faculty and staff to identify, write, and administer grants.

Finally, faculty members also have the opportunity to apply for a funded sabbatical leave to pursue an area of professional development that will also support the goals of the program. Most recently, Dr. Marietta Bell-Scriber was selected as a Fulbright scholar and spent the 2011-12 AY in Cyprus as a visiting professor. An experience such as this has the opportunity to enhance the global perspective of students at the graduate level.

Criterion 5.2 Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

Faculty and administrative staff consistently assess the office spaces in terms of meeting the teaching needs of faculty who teach online. This is done both formally and informally.

Victor F. Spathelf (VFS) Building – College of Health Professions

The VFS College of Health Professions was built in 1979 and has been renovated over the years as needed. The College of Health Professions houses not only the School of Nursing, but also programs in Dental Hygiene, Medical Imaging, Clinical Lab Sciences, Respiratory Care, and Health Care Systems Administration. In addition to eight classrooms, the College also accommodates the Dean's office, a conference room, a student lounge, a faculty lounge, and a computer lab. However, students in the online MSN program do not typically utilize these facilities.

The full-time faculty and staff in the School of Nursing are provided individual office space that is sufficient to meet their needs. Faculty individual office spaces afford students the ability to meet with their instructors or advisors in an environment that is private and quiet, as might be needed for situations such as testing, remediation, or student issues. Faculty are provided office computers, printers, and on-campus technology support for any issues that may arise either with equipment in their office or in the classroom setting. Desks, filing cabinets, bookshelves, chairs, and other needed furnishings or equipment. Part-time faculty members have the use of a shared office that they may utilize when on-campus. Faculty who teach at a distance for the online courses have the same access to technology support as on-campus faculty through live on-line chats, phone, or email.

Criterion 5.3 Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

Faculty and students review learning resources and technology on a regular basis. The graduate exit surveys contain questions related to learning resources and the use of technology. The information gleaned from these surveys as well as informal feedback from students via email/discussions and formal feedback via the IDEA form serve to inform faculty on the selected textbooks, technology, and other learning resources. Additionally, the School of Nursing faculty review and discuss any textbook changes in a very deliberate manner prior to making changes. For example, over the past academic year, new textbooks were reviewed related to the revisions of the MSN curriculum.

Technology in the School of Nursing is current and accessible to faculty and students, if they were to come to campus. Faculty members are provided training to technology in orientation sessions, as well as ongoing assistance and training sessions as technology is updated or added. Faculty are asked for input by the Director of the School of Nursing, and also make requests or suggestions for technology or other learning resources through formal and informal communication methods including email, face-to-face discussions, and during School of Nursing meetings.

The Ferris Library for Information, Technology, and Education (FLITE) was opened in 2001 and is a state of the art facility offering 173,484 gross square feet with 60 study rooms for private or group study, 10 seminar rooms, two multimedia labs, an adaptive technologies lab, a distance learning room, a darkroom, and a graphics studio. Additionally, FLITE offers students and faculty 300 networked computers with Internet access and 1,200 installed computer jacks, electronic databases, microfiche readers and printers, fax machines, and color and black & white printing. It has a capacity for 440,000 print materials. FLITE offers numerous tutorials and support materials for students and faculty on topics related to research, databases, plagiarism, and more. They also provide services to faculty and students, some of which include providing information sessions to students, writing assistance, and access to interlibrary loans.

The School of Nursing has a FLITE Health Sciences Librarian who is available to assist faculty and students with accessing library resources, creating library class help pages, working with students related to research needs, and identifying with faculty input needs for program specific texts or reference materials for the library. The Health Sciences Librarian provides a one hour orientation to FLITE services upon the graduate student's entry into the MSN program. She

either provides this orientation online or travels to the outreach location where the orientation is being held and provides the orientation face-to-face. The librarian is also placed into the discussion area of one of the core courses the first semester where all newly admitted MSN students can easily ask questions related to locating articles, textbooks, and other information. She monitors her discussion area, Monday-Friday, responding to the students' questions within a 24 hour time-frame. The Health Sciences Librarian's CV is available on-site for review.

Criterion 5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.

The fiscal, physical, technological, and learning resources for the online MSN program are sufficient to meet faculty and student needs and ensure the achievement of students' learning outcomes, as well as the program's outcomes. An adequate number of adjunct and full-time faculty are employed to support the continuing needs of the MSN program, while maintaining ratios of a maximum of 24 students to 1 instructor in the core and specialty online courses. This ratio has shown to be adequate for assuring the quality of instruction. For the MSN capstone courses where the scholarly project and practicum are completed, ratios are intentionally reduced to 10 students to 1 instructor due to the rigor and guidance graduate students need in these synthesis courses to achieve their learning and program outcomes.

Faculty members are provided 6 hours of training in Blackboard for online course delivery, with additional one-to-one training available as needed. There is also a plethora of evidence-based supportive material and literature on online teaching and learning available on the Faculty Center for Teaching and Learning website. New faculty to the School of Nursing who may be unfamiliar with online teaching are mentored by faculty who are identified as proficient to expert with online instruction.

The School of Nursing affords online students the same access to resources as face-to-face students. Students are provided the same access to the FLITE library resources, Health Sciences Librarian, and support services as traditional face-to-face students. Students are able to access FLITE resources online that include databases and other electronic resources via their *MyFSU* homepage. Library support for Internet-based classes can also be accessed at <http://www.ferris.edu/library/distanceed/homepage.html>. Students may also take advantage of these services face-to-face if they choose.

Additionally, there is a full-time off-campus support staff person available in the Dean's office that provides interested MSN candidates assistance with the application process and registration. This staff person also gathers all of the admission materials so the candidate's portfolios can be reviewed and a determination made for program entry by the MSN Program Coordinator in a timely manner. The addition of this staff member in 2008 substantially improved student satisfaction with the admission process to the MSN program.

Ferris State University recently moved to Blackboard to support in the FerrisConnect Learn environment to upgrade to the latest supported platform available for academic learning. Support for FerrisConnect is available at <http://www.ferris.edu/ferrisconnect/> and provides information to both faculty and students related to compatible browser and Java versions, as well as a host of

other technical support issues. Technical support staff are also available to online students in a variety of ways, including live chat, email, telephone, or face-to-face. The Technology Assistance Center (TAC) can be accessed at <http://www.ferris.edu/htmls/mytechsupport/factachome.htm>. This service is available 24 hours a day, 7 days a week unless noted otherwise during necessary maintenance upgrades, and offers students and faculty assistance with a multitude of technology issues including those that may be interfering with a class or submission of assignments, virus and security issues, and information on software and hardware requirements.

SECTION THREE: STANDARD 6 OUTCOMES

Standard 6: Outcomes

STANDARD: Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

Criterion 6.1 Program Assessment is ongoing and findings demonstrate the achievement of the student learning and program outcomes of the nursing education unit and NLNAC standards.

Increasing global and career complexity is causing Ferris State University to be responsive to changing stakeholder expectations of graduates. Ferris State University has committed to improving assessment practices and recently implemented a comprehensive, value-adding assessment plan institution wide. The School of Nursing is fully committed to this change process and strives to ensure that all of its programs and courses provide students with the best learning experiences in order to be successful in their careers and lives. To assure delivery of optimal educational experiences, the School of Nursing is dedicated to continually gathering and evaluating evidence of student learning. Academic Affairs provides extensive support to faculty to continuously expand their knowledge and assist with developing assessment plans. The Academic Assessment plan and assessment support can be accessed at <http://www.ferris.edu/htmls/administration/academicaffairs/assessment/plan.htm>.

The School of Nursing has a systematic plan in place for assessing and evaluating student learning and the achievement of program outcomes. This plan was developed based on NLNAC standards and criteria. The assessment and evaluation plan is housed in the University's TracDat system. TracDat is a product of Nuventive and provides a coordinated institution-wide system that supports strategic planning, assessment, quality improvement, and accreditation. The TracDat system, implemented in 2009 for the School of Nursing, has provided a more efficient method of managing assessment and improvement strategies. Course assessment data is entered every semester and program assessments are updated every academic year. Appendix H reflects the Systematic Assessment Plan for Evaluation of the MSN program outcomes as well as the NLNAC Standards 1-6. These assessment plans are systematic guides for the program and drive curricular decisions. The full data set for the systematic evaluation plan is available on site for review. Course assessments of learning outcomes are completed each semester in every course and submitted to the program coordinators for their review. Faculty include recommendations or notes that speak to any outcome that was not met at the established level or to outcomes that consistently are met at 100% as these may indicate need for change in the evaluation method or the expected level. The program coordinator reviews the aggregate data and shares results with faculty during program meetings (see MSN program minutes available onsite). Once feedback from faculty is obtained, the data is entered into the TracDat system. Any changes related to particular course outcomes that are planned or in process are noted within the system for tracking purposes. Program outcomes are entered on an annual basis based on aggregate data. Data results are consistently shared with faculty and advisory board members to demonstrate achievement of course and program outcomes or to demonstrate a possible need for revisions to courses or the curriculum. The full assessment reports for both the MSN program will be available onsite for review.

6.2 Aggregated evaluation findings inform program decision making and are used to maintain or improve student learning outcomes.

MSN Program minutes (available on-site) reflect the ongoing discussions related to assessment and evaluation of student learning and program outcomes. MSN course assessments are reviewed at MSN faculty meetings at the end of each semester and as needed throughout the academic year. These assessments serve to inform faculty as to any concerns or issues with assignments, content, or course materials that may be influencing assessment outcomes. Revisions or modifications are made as necessary in a continuing effort to improve student and program learning outcomes. Examples of these revisions and/or modifications can be viewed in the TracDat reports available onsite.

The aggregated program assessment findings are reviewed with faculty throughout the academic year during MSN program meetings. In addition, two-year alumni surveys are sent to all MSN program graduates. All of this data serves to inform faculty on areas of concern and guides curriculum decisions. If any areas of concern are found in review of the data, revisions or modifications may be made to course or program assessment measures. These planned changes are noted in the TracDat system and are monitored over time. See Table 6-A for examples of these changes.

Criterion 6.3 Evaluation findings are shared with communities of interest.

The advisory board for the MSN program is provided information on program assessment and evaluation findings at annual meetings where members are asked for their input as to any issues associated with these findings. Any curricular changes that are considered or made are presented to the advisory board and discussed. The School of Nursing strives to give consideration to advisory board input and suggestions and to incorporate these suggestions into any curricular or program changes that are made. Minutes from advisory board meetings that reflect these discussions are available on-site.

The School of Nursing participates in multiple annual surveys from a variety of national constituents including the National League for Nursing (NLN), the NLNAC, and the American Association of Colleges of Nursing (AACN). These surveys request a variety of data related to program enrollment, completion rates, as well as other demographic student data which contributes to a national database of master's nursing programs.

Criterion 6.4 The program demonstrates evidence of achievement in meeting the following program outcomes:

Performance on licensure exam

- ***Performance on certification exams***
- ***Program completion***
- ***Program satisfaction***
- ***Professional/job placement***

6.4.1 For entry-level master's programs, the program licensure exam pass rate will be at or above the national mean.

The Ferris MSN program does not have a track for entry-level students.

6.4.2 Eighty percent of first-time candidates for certification exams will pass the exams.

6.4.3 Eighty percent of students will graduate from their program within 1 1/2 times the length of the program

6.4.4 Eighty percent of the graduates and their employers will express satisfaction with the program

6.4.5 Eighty percent of those seeking employment will be involved in role-related professional practice at one year post-graduation

Table 6.4A demonstrates evidence of achievement related to the 6.42, 6.43, 6.44, & 6.45 outcomes.

Table 6.4A
MSN Program Evaluation: *Program Outcomes Summary*

Required Program Outcomes	Expected Level of Achievement	Actual Level of Achievement	Actions	Time Frame
6.4.1 Performance on Licensure Exam	For entry-level master's programs, the program licensure exam pass rates will be at or above the national mean	N/A	N/A	N/A
6.4.2 Performance on Certification Exams	80% of first-time candidates for certification exams will pass the exam.	2012- 0% (0 of 4) of the MSN alumni reported not taking a certification exam.	No action required. Certification is not required for advanced specialty practice.	N/A
6.4.3 Program Completion	80% of students who are admitted to the MSN program will graduate within 1.5 times the length of the program or 11 semesters from the completion of their first nursing course (NURS 500 or NURS 520).	2012-25% (2 of 8) of the students who successfully completed NURS 520 in Spring 2008 completed the program within 11 semesters. 2 students withdrew from the program, 1 student completed in 12 semesters, 1 student in 13 semesters, and 2 students in 14 semesters. 57% (8 of 14) of the students who successfully completed NURS 500 in Fall 2007 completed them program within 11 semesters. 4 students withdrew from the program and 2 students completed in 12 and 14 semesters. 75% (3 of 7) of the students who successfully completed NURS 520 or 530 in Spring 2007 completed the program within 11 semesters. 3 students withdrew from the program. 2011-75% (12 of 16) of the students who successfully completed NURS 500 in Fall 06 completed the program within 5 years. 4 students withdrew from the program. 78% (7 of 9) of the students who successfully completed NURS 500 in Fall 05 completed the program within 5 years. 2 students withdrew from the program. 83% (5 of 6) of the students who successfully completed NURS 500 in Fall 04 completed the program within 5 years. 1 student withdrew from the program.	Pending action- Criterion for success was changed in 2011-12 to reflect the NLNAC guidelines which states that 80% of the students will graduate from their program within 1.5 times the length of the program. Using the 7 semester template, this would be within 10.5 or 11 semesters. With curriculum currently under revision, new criterion for graduation rates will need to be considered.	2012-13 AY with new curriculum revisions

<p>6.4.4 Program Satisfaction</p>	<p>80% of graduates and their employers will express satisfaction with the program</p>	<p>On Spring '12 graduate exit survey (5 graduating students) - 100% (5 of 5) of the graduates reported being "very satisfied" or "somewhat satisfied" with the quality of the MSN program. On Summer '11 graduate exit survey (3 graduating students)- 66% (2 of 3 students) were very or somewhat satisfied in 39 of 41 questions on the survey. 2 of 41 questions on the satisfaction survey were noted as "somewhat dissatisfied". Areas of somewhat dissatisfaction noted with at least 1 of 3 (33%) students included access to relevance of nursing course content to the nurse administrator role & overall quality of administration specialty courses. On Spring '11 graduate exit survey (5 graduating students), 97% of students were somewhat or very satisfied on 37 of 38 questions. 21 of 41 questions on the satisfaction survey were noted as "somewhat dissatisfied". 1 of 41 questions noted as "very dissatisfied". Areas of somewhat dissatisfaction noted with at least 2 of 5 (40%) students included access to academic advising, overall quality of nursing capstone courses, & rigorous expectations in capstone courses. Area noted as "very dissatisfied" by 1 of 5 (20%) students included timely communication about program changes. On Fall '10 graduate exit survey, 90% of the students rated 37 of 41 questions as either "somewhat satisfied" or "very satisfied". Those noting dissatisfaction with any aspect of the program did not exceed 20% for any item on the survey. 4 of 41 questions on the satisfaction survey were noted as "somewhat dissatisfied" by 1 of 6 students and "somewhat satisfied" or "very satisfied" by 5 of 6 students. On Spring '10 graduate exit survey, of 9 graduating students, those noting dissatisfaction with any aspect of the program did not exceed 22% for any item on the survey. Overall satisfaction rating was between 88-100%.</p>	<p>Overall satisfaction with the quality of the MSN program added to Graduate Exit Survey beginning with the 2012 result.</p>	<p>2011-12 AY</p>
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6.4.5 Professional/Job Placement	80% of those seeking employment will be involved in role- related professional practice at one year post-graduation	2012- 3 of 4 graduates (75%) reported at 2 years program completion that they are currently employed in specialty leadership role. One graduate decided to become a travel nurse because it was a long time goal. Would love to return to specialty role of nurse educator but is not sure when this will occur.	Pending Action-Current Alumni Survey assesses two year post-graduation employment in specialty role; thus survey needs to be revised to one year NLNAC criterion	2012-23 AY
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6.5 The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.

The MSN program is delivered in an entirely online format. Thus, the Systematic Plan for Evaluation encompasses all MSN students. Students must meet the expected course outcomes, as well as the program outcomes. Results for all online students are documented in the TracDat system.

SECTION FOUR: APPENDICES

Appendix A
Ferris State University School of Nursing Organizing Framework

VISION

The Ferris State University School of Nursing's vision is to be recognized as a leader in innovative and scholarly nursing education at the undergraduate and graduate levels with programming that is evidence-based and globally focused in design while remaining responsive to the diverse needs of the student population, the profession of nursing and an evolving health care delivery system.

UNDERGRADUATE MISSION

The mission of the undergraduate program in nursing is to provide innovative and relevant baccalaureate programming that prepares graduates for roles in current professional nursing practice and to effectively respond and contribute to future changes in the nursing profession and health care delivery system.

BSN Program Outcomes

1. Provide collaborative leadership roles in the provision, delegation and supervision of nursing care while retaining accountability for patient safety and the quality of that care. **(Collaborative Leadership)**
2. Integrate theories and knowledge from the arts, humanities, sciences and nursing to develop a foundation for nursing practice. **(Theoretical Base for Practice)**
3. Organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities. **(Generalist Nursing Practice)**
4. Assimilate current evidence into the practice of nursing. **(Scholarship for Practice)**
5. Advocate for improving health care within the spheres of political action representing the continuum of health care environments. **(Health Care Environment)**
6. Develop a level of professionalism that is congruent with the inherent values and ethics of the discipline of nursing. **(Professionalism)**

GRADUATE MISSION

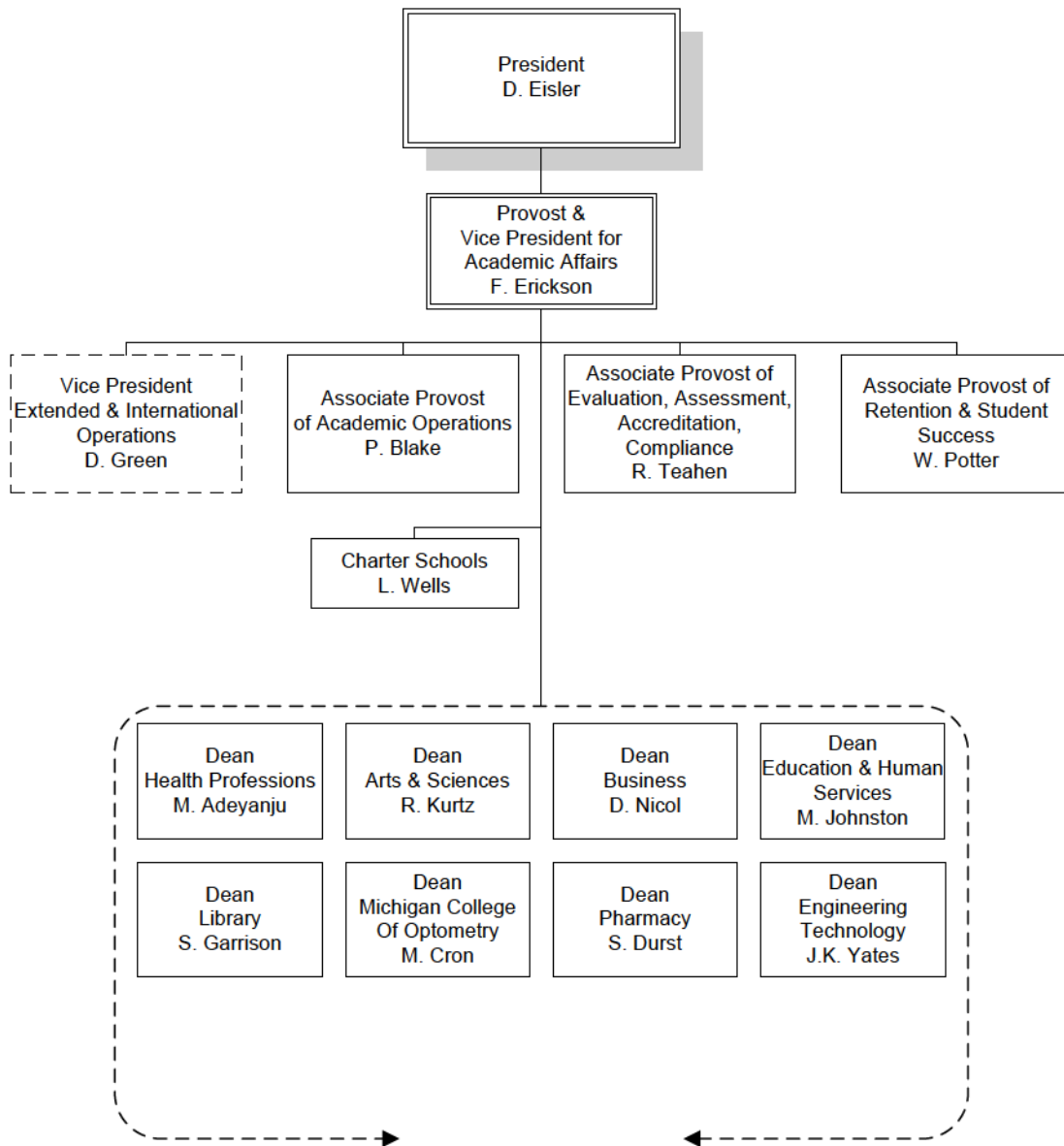
The mission of the graduate program in nursing is to provide an innovative curriculum that prepares graduates for leadership in specialty areas of practice that directly and indirectly influence health care outcomes and advance the nursing profession.

MSN Program Outcomes*

1. Assume a leadership role within a selected specialty area of practice with the goal of improving health care and advancing the nursing profession. **(Nursing Role Development)**
 2. Apply advanced knowledge synthesized from nursing and related disciplines in a specialized area of practice. **(Theory & Evidence Base for Practice)**
 3. Directly influence care rendered to diverse populations by other registered nurses in complex health care delivery systems. **(Context for Nursing Care)**
 4. Synthesize scholarly inquiry and scientific thinking to address issues central to the profession of nursing and delivery of health care. **(Research/Scholarly Endeavors)**
 5. Engage with multidisciplinary teams in ethical decision-making and effective problem-solving related to issues and concerns affecting specialty role practice and health services. **(Cognitive Growth)**
 6. Demonstrate a commitment to the advancement of the profession by sharing scholarly work in a public arena **(Advancement of the Profession)**
- *Note: Currently under revision to align with the newly revised BSN Program Outcomes and curricular constructs**

APPENDIX B
Academic Affairs Organizational Structure

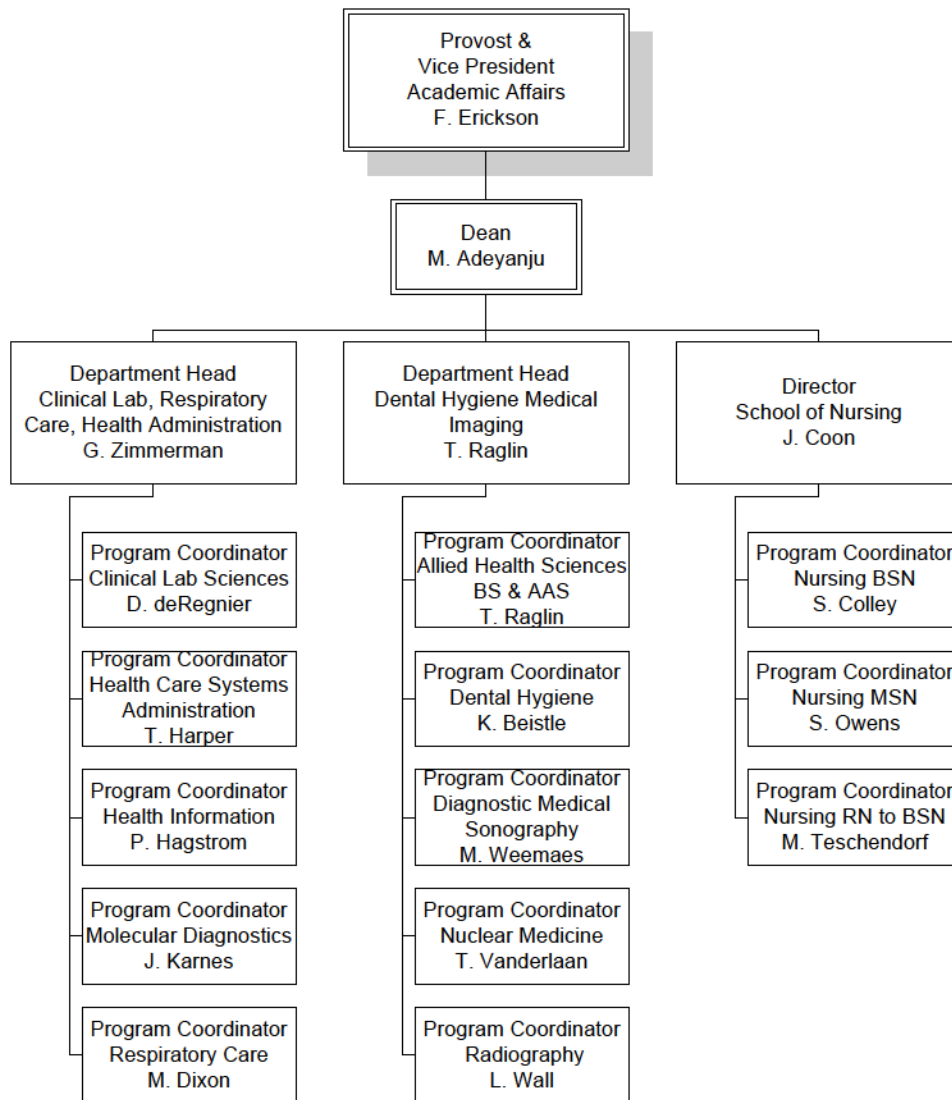
FERRIS STATE UNIVERSITY
ACADEMIC AFFAIRS DIVISION



APPENDIX C
College of Health Professions Organizational Structure

FERRIS STATE UNIVERSITY
ACADEMIC AFFAIRS DIVISION

COLLEGE OF HEALTH PROFESSIONS



APPENDIX D
Resume for Dr. Julie Coon, Director of the School of Nursing

Julie A. Coon, Ed.D, MSN, RN

Work: School of Nursing
Ferris State University
200 State Street
Big Rapids, MI 49307
231-591-2267 – office
231-591-2325 – fax
coonj@ferris.edu – email

Home: P.O. Box 91
Lake City, MI 49651
231-839-4838

EDUCATION

Professional Degrees:

Grand Valley State Colleges: BS in Nursing - 1975
Wayne State University: MS in Nursing – 1982
Western Michigan University: Ed.D in Educational Leadership - 1997

PROFESSIONAL EXPERIENCE

Clinical Nursing Appointments:

1975-77: Mercy Hospital: Obstetrical Staff Nurse
1977-81: Mercy Hospital: Clinical Manager, Obstetrics
1982-84: Medical Arts Group: Clinical Nurse Specialist in Women's Health

Academic Appointments:

1982-84: Kirtland Community College – Nursing Instructor
1984-01: Ferris State University – Faculty: Promoted from Assistant to Full Professor
1998-01: Ferris State University – Program Coordinator for ADN and BSN programs
2001-2005: Ferris State University – Department Head for Nursing & Dental Hygiene
2005-present: Ferris State University – Director, School of Nursing
2010-12: Interim Dean, College of Allied Health Sciences

SCHOLARSHIP

Research Interests: Critical Thinking Attributes in Nursing Students and Nursing Faculty

Professional Presentations: Multiple presentations, papers and workshops on Critical Thinking in Nursing Practice and Education at local, state and national levels from 1994 to present.

Professional Awards :

Michigan Professor of the Year – Carnegie Foundation for the Advancement of Teaching & the Council for the Advancement and Support of Education 1994

Who's Who in American Nursing - 1997

Phi Kappa Phi - 1997

Professional Memberships

Sigma Theta Tau – National Honor Society for Nurses

National League for Nursing

American Nurses Association

Michigan Association of Colleges of Nursing (MACN) – President 2009-10

Past Chair of the MCNEA/MACN/MONE State Task Force to Increase BSN Prepared RNs

West Michigan Advisory Council – Chair for 2008-09

Coalition of Michigan Organizations of Nursing (COMON)

APPENDIX E
Position Description for the Director of the School of Nursing

FERRIS STATE UNIVERSITY
OFFICE OF HUMAN RESOURCES
POSITION DESCRIPTION

POSITION TITLE:	Director – School of Nursing	Page <u>1</u> of <u>3</u>
SUPERSEDES:	Nursing & Dental Hygiene Dept Head 06/03; Nursing Dept Head 5/97 and Allied Dental Department Head, 5/97	
EFFECTIVE DATE:	July 1, 2005	
DEPARTMENT(S):	College of Allied Health Sciences, Academic Affairs Division	
F.L.S.A.:	Exempt	
GROUP:	Administrative (At Will)	

- I. SUMMARY OF FUNCTION: Administer the academic affairs of the department. Assure that the academic needs of the students are served in an effective manner including preparation for professional registry/certification and employment. Oversee curricular and pedagogic currency so that programs meet accreditation requirements and expectations of employers. Maintain adequate student enrollment, retention, and graduation numbers as prescribed by program quotas and/or accreditation standards. Supervise and evaluate faculty, staff, and other employees. Oversee the budget of programs within the department.
- II. CHARACTERISTIC DUTIES include the following. Other duties may be assigned.
- Essential
1. Work with faculty, staff, and other administrators to implement to foster student learning.
 2. Oversee the recruitment, orientation, and evaluation of a diverse faculty and staff.
 3. Encourage professional growth and development and evaluate faculty and staff in conjunction with expectations for tenure and/or other forms of evaluation.
 4. Prepare class schedules that meet the needs of varying student audiences.
 5. Determine workload for faculty and staff.
 6. Work with program coordinator and faculty to ensure curricular and pedagogic currency to satisfy accreditation standards, meet the needs of employers, and stay of abreast of industry trends and standards.
 7. Maintain effective communication and establish quality relationships with students, faculty, staff, and other outside professional entities including accreditation bodies, program advisory committees and clinical affiliates where students are placed for internship.
 8. Work with program coordinators and Admissions to formulate annual student recruitment activities and meet projected enrollment goals congruent with that outlined within the program's annual strategic plan.
 9. Work with program coordinators and the Educational Counselor(s) to formulate student retention activities and meet retention goals congruent with accreditation standards and that outlined within the program's annual strategic plan.

10. Implement an effective academic advising program that meets the needs of a diverse student population.
 11. Work with faculty and the dean to develop an annual strategic plan for each program within the department that outlines goal, objectives, and action plans that align with the strategic vision of the University and College.
 12. Collaborate with the dean to create an annual budget for programs within the department that corresponds with the annual strategic plan.
 13. Create long- and short-term goals as part of the strategic planning process for procurement of technical equipment and other educational resources, funding of professional development activities for faculty and staff, and funding of research or service learning projects through internal and external resources so that instructions is congruent with industry standards.
 14. Provide oversight of purchases and expenditures to assure that programs within the department remain at least revenue neutral at year-end.
 15. Perform all other duties as assigned.
- III. **RESPONSIBILITIES:** Reports directly to the Academic Dean. Responsible for maintaining the confidentiality of designated information. Performs all duties in compliance with applicable University policies and procedures and state and federal requirements.
- IV. **SUPERVISORY RESPONSIBILITIES:** Supervises faculty and staff. Carries out responsibilities in accordance with University policies and applicable law.
- V. **REQUIRED QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Any equivalent combination of education, training and experience, which provides the required knowledge, abilities and skills, may be considered. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education/Skills

Minimum: Current RN license in the State of MI, Master of Science in Nursing and a Doctorate in Nursing or related field. Demonstrated ability to supervise and establish a collaborative working relationship with a diverse workforce and external constituency. Must possess comprehensive administrative skills in the areas of communication, supervision, collaboration, and budget management; strong interpersonal and organizational skills with attention to detail and accuracy; and qualities of integrity and industriousness.

Preferred: Demonstrated academic accomplishment commensurate with senior faculty rank.

Work Experience

Minimum: Five years of demonstrated work experience in higher education to include teaching and administrative responsibilities.

Preferred: Three years of demonstrated work experience in higher education to include teaching and administrative responsibilities.

- VI. This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of this position. It is not intended to limit or in any way to modify the right of any supervisor to assign, direct and control the work of employees under his/her supervision. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.

APPENDIX F
Program Coordinator Position Description for the
College of Health Professions

POSITION TITLE: Program Coordinator

EFFECTIVE DATE: May 14, 2012

FSLA: Exempt

GROUP: Faculty

1. **SUMMARY OF FUNCTION:** Provides oversight to assure quality of specific educational programs within disciplinary area of expertise.

2. **CHARACTERISTIC DUTIES:**
 - A. Oversees Curriculum & Program Compliance Issues & Processes**
 - 1. Accreditation Oversight**
 - a. Completes annual reports for accreditation agency and/or national surveys
 - b. Coordinates preparation of accreditation site visit report & arrangements for the visit and follow up (Additional Release Time or compensation)
 - 2. Academic Program Review Oversight**
 - a. Serves as chair during Academic Program Review when scheduled (Additional Release Time or Compensation)
 - 3. Curriculum Oversight**
 - b. Prepares curriculum documents for submission to College and University Curriculum Committees for minor curricular revisions & clean-ups
 - b. Coordinates comprehensive curriculum revisions or the creation of a new program: UCC Category 1. (Additional Release Time or Compensation)
 - 4. Assessment Oversight**
 - a. Collects program assessment data according to established program assessment plan
 - b. Enters program assessment data & results into TracDat
 - c. Collects & analyzes aggregated course assessment data from all program faculty
 - d. Enters course assessment data into TracDat
 - e. Leads faculty review of assessment data & records actions in TracDat
 - f. Maintains TracDat Currency (edits, upload program documents, etc.)
 - B. Maintains relations with internal and external entities.**
 - a. Answers inquiries about the program and its curriculum from both inside and outside the University
 - b. Coordinates & Chairs advisory committees meetings
 - c. Works with external professional groups to promote the program
 - d. Monitors and updates program materials including program's website, catalog pages and printed materials
 - e. Coordinates & Chairs program meetings
 - f. Represents program at CAHS Leadership council
 - g. Meets with the Department Head on a regular basis

C. Other Program Specific Activities – Defined by Program

a. Examples may include but not be limited to:

- Accreditation Reports / Surveys
- Program Orientations
- Representation at University scheduled recruitment activities
- Equipment & Inventory oversight
- Credentialing application verification forms
- Contact with accreditation agencies
- Medical Director communications
- Off campus activities
- Coordination of Standardized or Credentialing testing for program
- Graduate applications review
- Group advising
- Student issues
- Course equivalency reviews
- Continuing Education offerings
- Working with adjuncts / orienting new faculty
- Special Projects – as assigned or negotiated with Department Head

Revisions

August, 2004

August, 2008

March 2012

APPENDIX G
Curriculum Plan for the MSN Program

Ferris State University
Master of Science in Nursing (MSN)
ADMISSION CRITERIA & CURRICULUM GUIDE

Admission Criteria	Standard	Meets
BSN Degree <u>or</u> BS Degree in related field <u>or</u> BSN Bridging Coursework	GPA 3.0 Overall Grade of B or higher in all NURS Coursework	
Licensure as a Registered Nurse	MI Licensure or eligibility	
Clinical Nursing Experience	Minimum of 2 years full time	
Writing Sample	APA Format Preferred on Specified Topic or 2 page typed goal statement stating your professional goals and how the MSN program can assist you in meeting your goals	
Letters of Reference	Three Professional References	
Curriculum Vitae	Include Professional Achievements	
Official Transcripts	Undergraduate / Graduate Coursework	
Completed Application Form	MSN Application	
International Students: TOEFL	Minimum Score of 550	
Transfer Credit	Students may transfer a maximum of 11 credits of appropriate graduate level coursework from an accredited college or university. A minimum of 70% FSU credits are required to earn the degree.	
Conditional Admission	Standard	
Conditional Admission may be granted in cases where selected admission criteria have not been demonstrated.	The Graduate Program Coordinator will make recommendations regarding conditional admission to the Director of the School of Nursing, whose approval is required. If a student is admitted with a GPA of less than 3.00, undergraduate deficiencies, or TOEFL scores between 500-549, he or she must complete 9 semester hours of graduate work with a 3.0 GPA, or clear any deficiencies, or complete ESL courses or retake TOEFL exam to qualify for regular admission.	
Graduation Requirements	Standard	Meets
Grade Point Average (GPA)	3.0 overall GPA required for program	
Grade below 2.0	There can be no grade below a "C"	
Grades of "C"	No more than 2 grades of "C"	
Independent Study/Special Topics	No more than 6 hours	
Pass of Comprehensive Exam	Required of all MSN candidates	
Professional Portfolio	Required of all MSN candidates	
Time Limit for Degree Completion	Five years from first enrollment in a graduate course. An extension may be granted in extenuating circumstances.	

REQUIRED COURSES FOR MSN DEGREE

PRE	NUM	COURSE TITLE [Pre-requisites in brackets]	CR	GR
NURSING CORE – 12 CREDITS				
NURS	500	Advanced Roles in Professional Nursing Practice [Grad Status]	3	
NURS	510	Theoretical Foundations of Nursing [Grad Status]	3	
NURS	520	Health Care Delivery Systems & Nursing Practice [Grad Status]	3	
NURS	530	Nursing Research Design, Methods & Analysis [Grad Status]	3	
SPECIALTY CONCENTRATIONS – 12 CREDITS EACH				
<u>NURSING EDUCATION CONCENTRATION*</u>				
EDUC	570	Teaching & Learning Theories in the Classroom [Grad Status]	3	
NURS	600	Issues & Trends in Nursing Education [Grad Status]	3	
NURS	610	Instructional Design, Assessment & Evaluation in Nursing Education [Grad Status]	3	
EDUC	ELE C	Education Elective (course to be specified and approved by advisor)	3	
		*Other EDUC or NURS courses may be substituted to best fit the needs of the individual student's professional career goals		
<u>NURSING ADMINISTRATION CONCENTRATION*</u>				
MMB A	612	Introduction to Performance Metric Systems [Grad Status]	3	
MMB A	635	Organizational Resource Systems [Grad Status]	3	
MMB A	625	Organizational Leadership & Corporate Citizenship [Grad Status]	3	
PROJ	640	Project Management [Grad Status]	3	
		*Other courses may be substituted to best fit the needs of the individual student's professional career goals		
<u>NURSING INFORMATICS CONCENTRATION*</u>				
MISI	610	Data Base Management & Security [Grad Status]	3	
PROJ	640	Project Management [Grad Status]	3	
MISI	665	Secure Information Systems [Grad Status]	3	
MISI	740	Business Intelligence [Grad Status]	3	
		*Other courses may be substituted to best fit the needs of the individual student's professional career goals		
INTEGRATION OF KNOWLEDGE – 12 CREDITS				
NURS	710	Seminar: Scholarly Project Preparation [Grad Status; all core & major courses]	2	
NURS	720	Scholarly Project [Grad Status; all core & major courses]	4	
		Comprehensive Exam	Pass	
NURS	730	Seminar: Practicum Proposal Development [Grad Status; all core & major courses]	2	
NURS	740	Advanced Specialty Role Practicum [Grad Status; all core & major courses]	4	
TOTAL CREDITS REQUIRED FOR DEGREE			36	

Appendix H
Curriculum Plan for RN to MSN Program Track

FERRIS STATE UNIVERSITY
RN to MSN PROGRAM ADMISSION & CURRICULUM GUIDE

REQUIRED		COURSE TITLE – PRE-REQUISITES IN ()	CRED	GRADE	REQ. MET
NURSING BRIDGING COURSEWORK: 56 CREDITS REQUIRED					
		Basic Nursing Program – Nursing Credits: ADN or Diploma	40	NA	
		RN License Expiration date: _____ Renewed	NA	NA	
NURS	324	Transition into Professional Nursing (Permit by Program Major)	3		
NURS	325	Professional Nursing Skills Development (Permit by Major)	1		
NURS	310	Population Based Health Promotion (Permit by Major)	3		
NURS	340	Community Nursing (Permit by Major, EHSM 315)	3		
NURS	350	Research in Nursing (Permit by Major, EHSM 315)	3		
NURS	ELEC	Select from NURS 300,314,315,316,317,318, 319 or 440	3		
COMMUNICATION COMPETENCE – 12 CREDITS REQUIRED					
COMM		Select from COMM 105, 121, 200, 201, 221, or 251	3		
ENGL	150	English 1 (none)	3		
ENGL	250	English 2 (ENGL 150)	3		
ENGL	321	Advanced English Composition (ENGL 250)	3		
SCIENTIFIC UNDERSTANDING – 7 Minimum CREDITS REQUIRED					
ELEC		Biology / Chemistry Transferred from Basic RN program (includes lab)	8-12		
QUANTITATIVE SKILLS – 3 CREDITS OR PROFICIENCY REQUIRED					
MATH	115 or 117	Intermediate Algebra (MATH 110) or Contemporary Math (MATH 110) or Math ACT score of 24 or higher	(3)		
SOCIAL AWARENESS – 9 CREDITS REQUIRED					
Select 3 courses from at least two of the approved areas. See website for current list.					
ELEC		Social Awareness Foundation Course	3		
ELEC		Social Awareness Elective	3		
ELEC		Social Awareness Elective (200 level or higher)	3		
CULTURAL ENRICHMENT – 9 CREDITS REQUIRED					
Select 3 courses from at least two of the approved areas. See website for current list					
ELEC		Cultural Enrichment Elective	3		
ELEC		Cultural Enrichment Elective	3		
ELEC		Cultural Enrichment Elective (200 level or higher)	3		
CAHS CORE CURRICULUM REQUIREMENTS – COURSE OR PROFICIENCY					
CCHS	101	Orientation to Health Care (none) or RN license	3	NA	
CCHS	102	Safety Issues in Health Care (none) or RN license	1	NA	
CCHS	103	Clinical Skills (none) or RN License	1	NA	
EHSM	315	Epidemiology & Statistics	3		
NURSING PROGRAM REQUIREMENTS FOR ACCELERATION TO MSN PROGRAM					
<ul style="list-style-type: none"> • One course from any category above must meet “global” designation • Students who return to the University after an interrupted enrollment (not including summer semester) must meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted • Application is made to the MSN program upon completion of the NURS bridging courses and all General Education Requirements for the BS degree • Grade of 3.0 or “B” in all Bridging NURS courses is required for accelerated admission to MSN Program • See MSN Program Admission Requirements and MSN Curriculum Guide 					

Ferris State University
Master of Science in Nursing (MSN)
ADMISSION CRITERIA & CURRICULUM GUIDE

Admission Criteria	Standard	Meets
BSN Degree <u>or</u> BS Degree in related field <u>or</u> BSN Bridging Coursework	GPA 3.0 Overall Grade of B or higher in all NURS Coursework	
Licensure as a Registered Nurse	MI Licensure or eligibility	
Clinical Nursing Experience	Minimum of 2 years full time	
Writing Sample	APA Format Preferred on Specified Topic or 2 page typed goal statement stating your professional goals and how the MSN program can assist you in meeting your goals	
Letters of Reference	Three Professional References	
Curriculum Vitae	Include Professional Achievements	
Official Transcripts	Undergraduate / Graduate Coursework	
Completed Application Form	MSN Application	
International Students: TOEFL	Minimum Score of 550	
Transfer Credit	Students may transfer a maximum of 11 credits of appropriate graduate level coursework from an accredited college or university. A minimum of 70% FSU credits are required to earn the degree.	
Conditional Admission	Standard	
Conditional Admission may be granted in cases where selected admission criteria have not been demonstrated.	The Graduate Program Coordinator will make recommendations regarding conditional admission to the Director of the School of Nursing, whose approval is required. If a student is admitted with a GPA of less than 3.00, undergraduate deficiencies, or TOEFL scores between 500-549, he or she must complete 9 semester hours of graduate work with a 3.0 GPA, or clear any deficiencies, or complete ESL courses or retake TOEFL exam to qualify for regular admission.	
Graduation Requirements	Standard	Meets
Grade Point Average (GPA)	3.0 overall GPA required for program	
Grade below 2.0	There can be no grade below a "C"	
Grades of "C"	No more than 2 grades of "C"	
Independent Study/Special Topics	No more than 6 hours	
Pass of Comprehensive Exam	Required of all MSN candidates	
Professional Portfolio	Required of all MSN candidates	
Time Limit for Degree Completion	Five years from first enrollment in a graduate course. An extension may be granted in extenuating circumstances.	

REQUIRED COURSES FOR MSN DEGREE

PRE	NUM	COURSE TITLE [Pre-requisites in brackets]	CR	GR
NURSING CORE – 12 CREDITS				
NURS	500	Advanced Roles in Professional Nursing Practice [Grad Status]	3	
NURS	510	Theoretical Foundations of Nursing [Grad Status]	3	
NURS	520	Health Care Delivery Systems & Nursing Practice [Grad Status]	3	
NURS	530	Nursing Research Design, Methods & Analysis [Grad Status]	3	
SPECIALTY CONCENTRATIONS – 12 CREDITS EACH				
NURSING EDUCATION CONCENTRATION*				
EDUC	570	Teaching & Learning Theories in the Classroom [Grad Status]	3	
NURS	600	Issues & Trends in Nursing Education [Grad Status]	3	
NURS	610	Instructional Design, Assessment & Evaluation in Nursing Education [Grad Status]	3	
EDUC	ELEC	Education Elective (course to be specified and approved by advisor)	3	
		*Other EDUC or NURS courses may be substituted to best fit the needs of the individual student's professional career goals		
NURSING ADMINISTRATION CONCENTRATION*				
MMBA	612	Introduction to Performance Metric Systems [Grad Status]	3	
MMBA	635	Organizational Resource Systems [Grad Status]	3	
MMBA	625	Organizational Leadership & Corporate Citizenship [Grad Status]	3	
PROJ	640	Project Management [Grad Status]	3	
		*Other courses may be substituted to best fit the needs of the individual student's professional career goals		
NURSING INFORMATICS CONCENTRATION*				
MISI	610	Data Base Management & Security [Grad Status]	3	
PROJ	640	Project Management [Grad Status]	3	
MISI	665	Secure Information Systems [Grad Status]	3	
MISI	740	Business Intelligence [Grad Status]	3	
		*Other courses may be substituted to best fit the needs of the individual student's professional career goals		
INTEGRATION OF KNOWLEDGE – 12 CREDITS				
NURS	710	Seminar: Scholarly Project Preparation [Grad Status; all core & major courses]	2	
NURS	720	Scholarly Project [Grad Status; all core & major courses]	4	
		Comprehensive Exam	Pass	
NURS	730	Seminar: Practicum Proposal Development [Grad Status; all core & major courses]	2	
NURS	740	Advanced Specialty Role Practicum [Grad Status; all core & major courses]	4	
TOTAL CREDITS REQUIRED FOR DEGREE			36	

Appendix I
Curriculum Plan for Nursing Education Certificate

Ferris State University
School of Nursing
Certificate in Nursing Education
Curriculum Guide

Admission Criteria*	Standard	Meets
Bachelor of Science in Nursing Degree (BSN)	GPA 3.0 or higher	
Licensure as a Registered Nurse	MI Licensure or Eligibility	
Writing Sample – not to exceed 1 typed page	Professional Goal Statement	
Official Transcripts	From BSN and / or MSN Program	
Completed Application Form	Certificate Application	

** Admission to the Nursing Education Certificate Program does not guarantee admission to the MSN Program. Please refer to MSN Admission Criteria for guidelines for admission to the MSN program.*

Progression Requirements	Standard	
Grade Point Average (GPA)	3.0 required in all courses	
Repeated courses – grade below 3.0	Cannot repeat more than 2 courses	

REQUIRED CERTIFICATE COURSES 12 CREDITS				
PRE	NUM	Course Title	CR	GR
EDUC	570	Teaching & Learning Theories in the Classroom	3	
NURS	600	Issues & Trends in Nursing Education	3	
NURS	610	Instructional Design, Assessment & Evaluation in Nursing Education	3	
EDUC	Elec	Graduate level elective – Courses to be specified for selection and must be approved by advisor	3	
TOTAL CREDITS REQUIRED FOR CERTIFICATE			12	

Appendix J
Systematic Plan for Evaluation of the MSN Program

Assessment Plan
Ferris State University
Program - Nursing (M.S.)

Program - Nursing (M.S.)

Mission Statement: The graduate program in nursing is designed to provide an innovative curriculum that prepares graduates to assume advanced leadership roles in specialty areas of practice that are focused on improving health care systems and advancing the nursing profession

Advisory Board/Committee Meetings: Once per year

Next FSU Academic Program Review: 2016-2017

Accreditation Body: National League for Nursing Accreditation Commission (NLNAC)

Academic Year of Next Accreditation: 2012-2013

Review:

College: CAHS

Outcome: Assume a leadership role within a selected specialty area of practice with the goal of improving health care and advancing the nursing profession.

CAHS Outcome: Knowledge & Professional Competency

SON Outcome: Nursing Role Development

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students complete a clinical practicum in a specialty leadership role in NURS 740 achieve a grade of 85% or greater on the Grading Rubric for the Clinical Practicum Paper. Assessment Method Category: Internship Evaluation	90% of students completing the leadership practicum will achieve a grade of 85% or greater on the Grading Rubric for the Clinical Practicum Paper.	Data collected each semester and reported in fall for AY.	Yes
Alumni surveys sent 2 years post-graduation. Graduates report work setting parameters related to leadership specialty roles assumed within 2 years of graduation. Assessment Method Category: Survey - Alumni (after one year)	80% of graduates who respond to the survey will report that they are employed in a leadership specialty role by 2 years of completion of the program.	Surveys sent 2 years post-graduation in spring; results reported every fall.	Yes

Related Courses

- NURS 500 - Adv Roles in Prof Nurs Pract
- NURS 510 - Theoretical Found Nurs Prac
- NURS 520 - HCD Systems-Nurs Practice
- NURS 530 - Nursing Research Design
- NURS 600 - Issues-Trends in Nursing Educ
- NURS 610 - Instructional Design-Nurs Educ
- NURS 710 - Scholarly Project Preparation
- NURS 720 - Scholarly Project
- NURS 730 - Sem-Practicum Proposal Dev
- NURS 740 - Adv Specialty Role Practicum

Outcome: Apply advanced knowledge from nursing and related disciplines in a specialized area of practice.

CAHS Outcome: Knowledge & Professional Competency

SON Outcome: Theoretical Foundations for Practice

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students are required to create a Scholarly Project that is based on the best evidence for practice. Scholarly Projects are evaluated in NURS 720 where a synthesis paper is created reflecting the application of evidence-based and theoretical knowledge to a project related to their advanced specialty role, which is assessed by Item G on the Grading Rubric for the Scholarly Project Synthesis Paper, which evaluated demonstration of the application of knowledge from practice, theory and research. Assessment Method Category: Project/Model/Invention	90% of students completing the Scholarly Project Synthesis Paper will achieve "meets expectations" for item G on the Scholarly Project Grading Rubric.	Data collected each semester and reported in fall for AY.	Yes
Comprehensive Exam in NURS 710 - synthesis of leadership role with theory and research. Assessment Method Category: Test - Internally Developed - Pre/Post or Post	90% of students completing the competency exam will earn a passing grade of 85% or higher.	Data collected each semester and reported in fall for AY.	Yes

Related Courses

- NURS 500 - Adv Roles in Prof Nurs Pract
- NURS 510 - Theoretical Found Nurs Prac
- NURS 520 - HCD Systems-Nurs Practice
- NURS 530 - Nursing Research Design
- NURS 600 - Issues-Trends in Nursing Educ
- NURS 610 - Instructional Design-Nurs Educ
- NURS 710 - Scholarly Project Preparation
- NURS 720 - Scholarly Project
- NURS 730 - Sem-Practicum Proposal Dev
- NURS 740 - Adv Specialty Role Practicum

Outcome: Analyze various frameworks for application in complex health care delivery systems.

CAHS Outcome: Critical Thinking & Problem Solving

SON Outcome: Context for Nursing Care

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Comprehensive Exam in NURS 710 - synthesis of leadership role with theory and research. Assessment Method Category: Test - Internally Developed - Pre/Post or Post	90% of students completing the competency exam will earn a passing grade of 85% or higher.	Data collected each semester and reported in fall for AY.	Yes
Students are required to complete a clinical practicum in a specialty leadership role in NURS 740 and write a synthesis paper reflecting their assimilation to the role. Evaluation of this outcome is reflected in the evaluation of item D on the Grading Rubric for Clinical Practicum Paper which reflects the ability to analyze the leadership role in the health care setting selected for the experience. Assessment Method Category: Internship Evaluation	90% of students completing the leadership practicum will achieve "meets expectations" for item D on the Grading Rubric for the Clinical Practicum Paper.	Data collected each semester and reported in fall for AY.	Yes

Related Courses

- NURS 500 - Adv Roles in Prof Nurs Pract
- NURS 520 - HCD Systems-Nurs Practice
- NURS 530 - Nursing Research Design
- NURS 710 - Scholarly Project Preparation
- NURS 720 - Scholarly Project
- NURS 740 - Adv Specialty Role Practicum

Outcome: Participate in scholarly inquiry and scientific thinking to address issues central to the profession of nursing and delivery of health care.

CAHS Outcome: Critical Thinking & Problem Solving

SON Outcome: Research / Scholarly Endeavors

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students complete a scholarly project in NURS 720 that is related to their advanced specialty leadership role. Evaluation of this outcome is reflected on the Scholarly Project Synthesis Paper Grading Rubric. Assessment Method Category: Project/Model/Invention	90% of students completing the scholarly project will achieve a grade of 85% or greater on the Scholarly Project Synthesis Paper Grading Rubric.	Data collected each semester and reported in fall for AY.	Yes
Comprehensive Exam in NURS 710-synthesis of leadership role with theory and research Assessment Method Category: Test - Internally Developed - Pre/Post or Post	90% of students competing the competency exam will earn a passing grade of 85% or higher		Yes
Students are required to complete a clinical practicum in a specialty leadership role in NURS 740 and write a synthesis paper reflecting their engagement in ethical decision-making and effective problem-solving related to issues and concerns affecting the specialty role. Evaluation of this outcome is reflected in the evaluation of Item C on the Clinical Practicum Paper Grading Rubric which evaluates the analysis of strategies and approaches that were applied during the practicum to address issues, challenges, and concerns. Assessment Method Category: Internship Evaluation	90% of students completing the clinical practicum paper will achieve "meets expectations" for Item C on the Clinical Practicum Paper Grading Rubric.		Yes

Related Courses

- NURS 510 - Theoretical Found Nurs Prac
- NURS 530 - Nursing Research Design
- NURS 710 - Scholarly Project Preparation
- NURS 720 - Scholarly Project

Outcome: Engage in ethical decision-making and effective problem solving related to issues and concerns affecting specialty role practice.

CAHS Outcome: Professional & Ethical Behavior

SON Outcome: Cognitive Growth

Outcome Type: Learning
Start Date: 01/08/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Comprehensive Exam in NURS 710 - synthesis of leadership role with theory and research.	90% of students completing the competency exam will earn a passing grade of 85% or higher.	Data collected each semester and reported in fall for AY.	Yes
Assessment Method Category: Test - Internally Developed - Pre/Post or Post			
Students are required to complete a clinical practicum in a specialty leadership role in NURS 740 and write a synthesis paper reflecting their engagement in ethical decision-making and effective problem-solving related to issues and concerns affecting the specialty role. Evaluation of this outcome is reflected in the evaluation of Item C on the Clinical Practicum Paper Grading Rubric which evaluates the analysis of strategies and approaches that were applied during the practicum to address issues, challenges, and concerns.	90% of students completing the clinical practicum paper will achieve "meets expectations" for item C on the Clinical Practicum Paper Grading Rubric.	Data collected each semester and reported in fall for AY.	Yes
Assessment Method Category: Internship Evaluation			

Related Courses

- NURS 500 - Adv Roles in Prof Nurs Pract
- NURS 520 - HCD Systems-Nurs Practice
- NURS 530 - Nursing Research Design
- NURS 600 - Issues-Trends in Nursing Educ
- NURS 710 - Scholarly Project Preparation
- NURS 720 - Scholarly Project
- NURS 740 - Adv Specialty Role Practicum

Outcome: Demonstrate a commitment to the advancement of the profession by sharing scholarly work in a public arena.

CAHS Outcome: Communication

SON Outcome: Advancement of the Profession

Outcome Type: Learning
Start Date: 01/08/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Students present their scholarly project in a public forum that is approved by the NURS 720 course instructor. Evaluation of this outcome is reflected in the evaluation of the Presentation of Scholarly Project Grading Rubric.	100% of students completing the scholarly project within their Advanced Specialty role will achieve a grade of 85% or greater on the Presentation of Scholarly Project Grading Rubric.	Data collected each semester and reported in fall for AY.	Yes
Assessment Method Category: Presentation(Oral)			
Graduate survey report of career advancement activities 2 years after graduation. Examples include: 1) Advanced Certification in specialty area or 2) Enrollment in a doctoral/graduate program.	50% of graduates who respond to the survey will report that they have attained advanced certification and / or enrolled in a doctoral / graduate program by 2 years of program completion.	Surveys conducted 2 years post-graduation in spring with results entered in fall.	Yes
Assessment Method Category: Survey - Alumni (after one year)			

Related Courses

- NURS 500 - Adv Roles in Prof Nurs Pract
- NURS 510 - Theoretical Found Nurs Prac
- NURS 520 - HCD Systems-Nurs Practice
- NURS 530 - Nursing Research Design
- NURS 710 - Scholarly Project Preparation
- NURS 720 - Scholarly Project

Outcome: The MSN Program will maintain standards related to the National League of Nursing Accreditation Commission Required Outcomes

CAHS & SON Outcome: Specialized Accreditation

NLNAC Required Outcomes: Program Completion Rates, Program Satisfaction and Job Placement Rates

Outcome Type: Other
Start Date: 01/08/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Graduation Rates Assessment Method Category: Survey - Students	80% of students who are admitted to the MSN program will graduate within 1.5 times the length of the program or 11 semesters from the completion of their first nursing course (NURS 500 or NURS 520).	Data collected each semester and reported in fall for AY.	Yes
Student demographic data as reported by institutional research each fall. Assessment Method Category: Survey - Students	At least 10% of the students enrolled in the MSN program each academic year will represent gender or ethnic diversity.	Data collected and reported each fall semester for current AY.	Yes
Student Satisfaction survey Assessment Method Category: Survey - Graduate (Current Year)	80% of students surveyed at the end of the program will report that they are satisfied or highly satisfied with the quality of the MSN program.	Data collected each semester and reported in fall for AY.	Yes
Employment Rates Assessment Method Category: Survey - Alumni (after one year)	80% of graduates will report that they are employed in a specialty leadership role within 2 years of program completion.	Surveys administered 2 years post-graduation each spring with results reported in the fall.	Yes

Outcome: The MSN Program will maintain standards related to the National League of Nursing Accreditation Commission Standard 1: Mission & Administrative Capacity

CAHS & SON Outcome: Specialized Accreditation

NLNAC Standard 1: The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Review of Mission / Philosophy / Outcomes of the School of Nursing for ongoing congruency with Ferris State University. Assessment Method Category: Z - Other - specify	The Mission / Philosophy / Outcomes of the School of Nursing are congruent with those of the University.	These documents will be reviewed for congruency whenever the University or School of Nursing make substantive changes.	Yes
Review of appointments to Department, College and University Committees or other governance activities. Assessment Method Category: Z - Other - specify	Representation of SON faculty, administration and students is evident at all levels of governance activities within the Department, College and University as appropriate.	Annual review of committee memberships - Fall semester organizational meeting.	Yes
Review of Graduate Advisory Board membership. Assessment Method Category: Z - Other - specify	The Graduate Advisory Board will reflect communities of interest and expertise in the areas of nursing education, administration and informatics.	Reviewed Annually in the Spring semester.	Yes
Review of the position descriptions and required credentials of all administrative or leadership personnel related to the MSN Program to include the Director of the School of Nursing, the MSN Program Coordinator and lead faculty for the program. Assessment Method Category: Z - Other - specify	All personnel will meet the standards established by the NLNAC for Master's Programs in terms of academic credentials and areas of responsibility.	Position Descriptions are reviewed at the time of a vacancy within the School of Nursing or the MSN program.	Yes
Review of the policy & procedure manual to identify need for revisions and updates. Assessment Method Category: Z - Other - specify	All policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff and are consistent with the governing institution unless justified by the outcomes and goals of the School of Nursing or MSN program.	1/3 of all policies are reviewed annually or as an issue or need arises which requires a policy or procedure revision.	Yes
Review of program complaints and grievances. Assessment Method Category:	Records reflect that the program complaints and grievances receive due	Reviewed and reported annually in the Fall	Yes

	process and include evidence of resolution.	semester for the preceding academic year.	
Bi-Annual Online Survey by the Office of Extended and International Operations to assess student perceptions of the quality & consistency of online education. Assessment Method Category: Survey - Students	Online instructional delivery for MSN students is congruent with the mission of Ferris State University and the School of Nursing. MSN Students report satisfaction with online instructional delivery.	Online Student Survey is administered each fall and spring semester.	Yes

Outcome: The MSN Program will maintain standards related to the National League of Nursing Accreditation Commission Standard 2: Faculty & Staff

CAHS & SON Outcome: Specialized Accreditation

NLNAC Standard 2: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Review of faculty CVs for academic credentials and experiential areas of expertise to assure they are qualified as graduate faculty. Assessment Method Category: Survey - Faculty	The majority of graduate faculty hold earned doctorates. Graduate faculty are experientially qualified to teach MSN courses.	Reviewed annually for faculty who are in progress of attaining doctorates. Reviewed with each new faculty hire.	Yes
Review of faculty credentials in the areas of advanced practice certifications and expertise. Assessment Method Category: Survey - Faculty	Faculty credentials reflect appropriate certifications and expertise in their area(s) of teaching.	Reviewed annually as needed and with each new faculty hire.	Yes
Review of faculty assignments for MSN courses. Assessment Method Category: Data Analysis	The number and utilization of faculty (full and part-time) ensure that program outcomes are achieved.	Assignments are reviewed for each Academic Year prior to the fall semester.	Yes
Review of Annual Faculty Activity Reports and / or CV for scholarly activity and evidence based practice as appropriate. Assessment Method Category: Survey - Faculty	All graduate faculty will demonstrate ongoing scholarly activity that supports the MSN program and the School of Nursing. All graduate faculty with advanced practice certification demonstrate evidence-based practice to maintain currency within the discipline.	Annual review of faculty activity reports and / or CV - each spring semester.	Yes
Collaboration with the College of Business to assure that COB faculty who teach course in the MMBA and MISM areas are qualified and available to support the needs of the MSN program. Assessment Method Category: Survey - Faculty	MMBA and MISM courses are offered on a schedule that meets the needs of MSN students and are taught by appropriately credentialed faculty.	Reviewed on an annual basis in collaboration with the COB.	Yes
Tenure Track faculty are reviewed in accordance with the College Tenure Policy and / or the University Post Tenure Review Policy. Non Tenure track faculty are reviewed annually by the Department Head or Program Coordinator as appropriate. Assessment Method Category: Data Analysis	Tenure Track faculty successfully attain tenure. Tenured faculty demonstrate satisfactory performance in accordance with the PTR guidelines. Non tenure track faculty demonstrate ongoing satisfactory teaching performance for reappointment each year.	Tenure Track evaluation is annual for 4-5 years. Post Tenure Review occurs every 5 years for tenured faculty. Non Tenured faculty are evaluated every year for reappointment.	Yes

COB faculty are evaluated according to the guidelines of that College. School of Nursing staff to include the Secretary are evaluated on an annual basis using established evaluation forms for the University. Assessment Method Category: Data Analysis	All non-nursing faculty and staff performance is regularly reviewed in accordance with FSU policies. All staff performances are satisfactory and result in annual reappointments.	COB Faculty reviews are in accordance with that college. Staff evaluations occur annually at the end of the fiscal year.	Yes
Review of Annual Faculty Activity Reports for ongoing professional development to support distance (online) educational delivery. Assessment Method Category: Survey - Faculty	All graduate faculty engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.	Reviewed annually with Faculty Activity Reports.	Yes

Outcome: The MSN Program will maintain standards related to the National League of Nursing Accreditation Commission Standard 3: Students

CAHS & SON Outcomes: Specialized Accreditation

NLNAC Standard 3: Student policies, development and services support the goals and outcomes of the nursing education unit.

Outcome Type: Other

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
All policies related to students are reviewed on an annual basis, to include the School of Nursing Policy & Procedure Manual as well as the Graduate Nursing Student Handbook. Assessment Method Category: Z - Other - specify	Graduate Nursing Student policies are congruent with those of the University, are publicly accessible on the website, non-discriminatory, and consistently applied. Differences are justified by the goals and outcomes of the MSN program. Changes in policies, procedures and program information are clearly and consistently communicated to students in a timely manner.	Graduate Nursing Student Handbook is reviewed annually. The SON Policy & Procedure Manual is reviewed every three years - 1/3 of the policies reviewed each year unless a policy is identified as needing revision outside of this review schedule.	Yes
Annual Student Satisfaction Survey: Review of student services for MSN students to assure access and appropriateness for online graduate students. Assessment Method Category: Survey - Students	Student services are commensurate with the needs of students pursuing or completing the MSN program online.	Annual Student Satisfaction Survey is administered each spring semester.	Yes
Ongoing observance of practices related to student educational and financial records. Assessment Method Category: Z - Other - specify	No violations of FERPA or the Higher Education Reauthorization Act Title IV eligibility and certification requirements are identified.	Ongoing.	Yes
Review of School of Nursing and MSN Program websites and printed materials. Assessment Method Category: Visual Displays (e.g. webpage, film, Concept maps, graphics, etc.)	Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.	All websites and documents are reviewed on an annual basis each spring semester.	Yes
Survey administered by Office of Extended & International Operations regarding student perceptions about technology orientation and technological support for online learners. Assessment Method Category: Survey - Students	Students report that they received adequate orientation to technology, including technology requirements and policies specific to online learning as well as ongoing technological support.	Survey is administered each fall and spring semester.	Yes

Outcome: The MSN Program will maintain standards related to the National League of Nursing Accreditation Commission Standard 4: Curriculum

CAHS & SON Outcome: Specialized Accreditation

NLNAC Standard 4: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary

health care environments.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Faculty review of the MSN curriculum: Program Outcomes Assessment Method Category: Data Analysis	Program outcomes are congruent with the AACN Essentials of Masters Nursing Education, the SON curriculum framework and are determined to be of appropriate rigor and currency.	A comprehensive curriculum review occurs every two years.	Yes
Faculty review of the MSN curriculum: Information Literacy, EBP & Diversity. Assessment Method Category: Data Analysis	The curriculum reflects a focus on information literacy, evidence-based practice and nursing practice within a culturally and ethnically diverse global society.	The curriculum is reviewed comprehensively every two years.	Yes
Faculty review of the MSN Curriculum: Evaluation Methodologies Assessment Method Category: Data Analysis	Evaluation methodologies are varied, reflect established professional and practice competencies and measure achievement of student learning and program outcomes.	The Curriculum is reviewed comprehensively every two years.	Yes
Faculty Review of the MSN Curriculum: Instructional Processes Assessment Method Category: Data Analysis	The MSN curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research and best practice standards while allowing for innovation, flexibility and technological advances.	The curriculum is reviewed comprehensively every two years.	Yes
Faculty review of MSN Curriculum: Program Length Assessment Method Category: Data Analysis	The program length is congruent with the attainment of outcomes.	The MSN curriculum is comprehensively reviewed every two years.	Yes
Faculty review of MSN Curriculum: Practice learning environments. Assessment Method Category: Data Analysis	Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students. Clinical experiences are evidence-based and reflect contemporary practice.	The curriculum is reviewed comprehensively every two years.	Yes
Faculty review of the MSN Curriculum: Quality of Online Instructional Delivery Assessment Method Category: Data Analysis	Learning activities, instructional materials and evaluation methods are appropriate for the online delivery format and consistent with student learning outcomes.	The curriculum is comprehensively reviewed every two years.	Yes

Outcome: The MSN Program will maintain standards related to the National League of Nursing Accreditation Commission Standard 5: Resources

CAHS & SON Outcome: Specialized Accreditation

NLNAC Standard 5: Fiscal, physical and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

Outcome Type: Other

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
SON Director review of School of Nursing and MSN Program Supplies & Expense Budgets. Assessment Method Category: Data Analysis	Fiscal resources are sufficient to ensure the achievement of the MSN Program outcomes and commensurate with the resources of the University.	The budget is reviewed by the Director each year.	Yes

Ongoing review of physical resources: classrooms, laboratories, offices Assessment Method Category: Data Analysis	Physical resources to include classrooms, laboratories, offices, etc. are sufficient to ensure the achievement of MSN program outcomes and meet the needs of faculty, staff and students.	Physical resources are evaluated on an ongoing basis.	Yes
Ongoing evaluation of learning resources & technology Assessment Method Category: Survey - Faculty	Learning resources and technology are selected by the faculty and are comprehensive, current, accessible to faculty and students, most notably for MSN students engaged in online delivery.	Resources and technology are reviewed on an ongoing basis.	Yes

Outcome: The MSN Program will maintain standards related to the National League of Nursing Accreditation Commission Standard 6: Outcomes

CAHS & SON Outcome: Specialized Accreditation

NLNAC Standard 6: Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Ongoing MSN Program Assessment & Documentation in TracDat Assessment Method Category: Data Analysis	MSN Program assessment is ongoing and findings demonstrate the achievement of the student learning and program outcomes of the nursing education unit and NLNAC Standards as evidenced by documentation in the TracDat Assessment system.	MSN program assessment results are entered in the fall semester for the preceding academic year.	Yes
MSN Program Assessment: Use of Assessment Findings Assessment Method Category: Data Analysis	Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.	MSN program assessment results are entered in the fall semester for the preceding academic year.	Yes
MSN Program Assessment: Sharing of Evaluation Findings Assessment Method Category: Data Analysis	Evaluation findings are shared with communities of interest to include: College & University Assessment Committees, MSN Advisory Board and program faculty.	MSN program assessment results are share with communities of interest on an annual basis.	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
MSN Program Assessment for Achievement in essential outcomes: Program completion, Program satisfaction & Professional /job placement. Assessment Method Category: Data Analysis	The MSN program demonstrates evidence of achievement in meeting the program outcomes: Program completion, Program satisfaction & Professional / job placement.	MSN program assessment results are entered in the fall semester for the preceding academic year.	Yes
Review of the MSN Program Assessment Plan for online learners. Assessment Method Category: Data Analysis	The systematic plan for evaluation encompasses students enrolled in distance education (online) and includes evidence that student learning and program outcomes are comparable for all students.	MSN program assessment results are entered in the fall semester for the preceding academic year.	Yes