Alabama Commission on Higher Education

Proposal for a New Degree Program - New Application Tool

Please check one: ___ Baccalaureate Program __X___ Graduate Program

A. General Information

1. Institution: Auburn University

2. Institutional Contact Person: George Flowers
    Title: Graduate School Dean
    Telephone: 334-844-2125
    Email: flowegt@auburn.edu

3. Program Identification:
    Field of Study/Program Title: Nursing
    Degree: Master of Science in Nursing
    CIP Code: 51.3801

4. Date of Proposal Submission: May 1, 2017

5. Proposed Program Implementation Date: Summer 2018

6. Program Administration:
    Name of College/School: Auburn University School of Nursing
    Name of Dean: Gregg Newschwander
    Name of Department: Nursing
    Name of Chair: Barbara Wilder

B. Program Purpose and Description

1. In no more than one paragraph describe the purpose of the proposed program. Please also include a brief statement regarding how the program's purpose is related to the University's mission and goals.

The Joint Master of Science in Nursing program was established in 2006 and professionally accredited in 2009 by CCNE. Since that time, the Auburn School of Nursing (AUSON) and Auburn University at Montgomery College of Nursing and Health Sciences have worked together effectively to provide this MSN degree. This proposal is one of two submitted in unison by the two schools to establish a separate MSN program at Auburn University. At the time of the MSN program establishment, there was one Dean for both programs. In 2015, to improve efficiency, the institutions appointed a separate dean for each campus. Enrollments and graduations have increased to the point that each campus can sustain separate programs. Today, complex health care systems demand advanced practice nurses that can function in a variety of sophisticated clinical practice settings. The AUSON has a responsibility to prepare master's prepared nurses to deliver evidence-based health care in diverse settings and to populations in Alabama and regionally, as well as to provide leadership in the education of the next generation of nurse faculty. Since Auburn is a land grant university, graduates of this program will be visual representations of Auburn's mission statement and strategic plan, by planning, providing, and evaluating quality health care that is delivered to residents of Alabama and the nation. The purpose of the master's program is to develop primary nurse practitioners and nurse educators capable of making a positive impact on quality patient care and health outcomes of under-served communities.

2. Please provide a description of the specific kinds of employment opportunities, post graduate professional degree programs, and other graduate programs that will be available to the graduates.

Graduates will be employed in public and private sectors. There is a strong demand for nurse practitioners and nurse educators, with many career options available in health care shortage areas. The Primary Care Nurse Practitioner graduates will have a broad spectrum of abilities to diagnose, treat, prescribe medications, and deliver health promotion and disease prevention services to medically underserved, diverse populations. The Nurse Educator graduates will be able to contribute to the nursing workforce through providing course content and clinical experiences that produce a highly educated baccalaureate nurse that will impact the delivery of effective evidence-based nursing practice that improves the health outcomes of their patients. Advanced practice nurses have long been in demand nationwide, especially in small towns, rural areas, and underserved metro neighborhoods. These roles not only expand access to care, but also increase treatment options and affordability to patients. As the nationwide shortage of nurses and primary care physicians worsens with the increasing numbers of Baby Boomers, advanced practice nurses will help alleviate the health care delivery deficit by closing the frontline gap in access to care and the treatment of medically underserved patients.

*3. Succinctly list at least four (4) but no more than seven (7) of the most prominent **student learning outcomes** of the program. These outcomes should lend themselves to subsequent review and assessment of program accomplishments.*

In accordance with the Essentials of Master's Education in Nursing (AACN, 2011), the AU MSN faculty identified the following expected outcomes for the master's student at the completion of the program.

The MSN program prepares the graduate to:

1. Demonstrate strategies that improve collaboration and communication among team members, patients, patients' support networks, and health care professionals to design, coordinate, and evaluate the delivery of patient care.

2. Apply advanced nursing concepts in the comprehensive and systematic assessment of health and illness in complex situations, care environments, and actual and potential risks in diverse populations.

3.   Integrate clinical judgment, evidence-based findings, and theory while implementing health care policies that improve access, equity, efficiency, and social justice in the delivery of health care.

4.   Provide ethical, culturally sensitive, patient-centered care based on epidemiological, social, and environmental data to improve health status of patient populations in an advanced nursing role independently and collaboratively with professionals from multiple disciplines.

5.   Apply leadership knowledge and skills in economics of care, managing micro-, meso- and macro-systems of care and evaluating continuous quality improvement processes.

6.   Design innovative educational programs for patients, families, and interprofessional health care teams using teaching and learning principles

C. Need for the Program

1. *State need. Briefly describe why the program is specifically needed for the State of Alabama. (State need is considered a priority in the review process.)*

According to 2013-2014 data from the American Association of Colleges of Nursing (Fang, Arietta, Trautman, 2015), 13,444 qualified applicants were turned away from graduate programs at the master's level. A critical need exists locally, regionally, and nationally for advanced practice nurses. The need for graduate education for nurses practicing at the highest levels is critical for a number of reasons including the expansion of scientific knowledge required for safe nursing practice and growing concerns regarding the quality of patient care delivery and positive health outcomes in the ever increasing complexity of health care systems. Some of the most compelling reasons include:

    1) aging populations that will require more health care providers.
    2) the increasing complexity of technology in health care settings.
    3) the expectations of cost effective quality health care by consumers.[1]

The need for this program in Alabama is documented in reports from Alabama's Office of Primary Care and Rural Health. This agency lists 55 out of 67 Alabama counties as rural. According to the Office of Primary care and Rural Health, 43.6% of Alabama's population lives in rural areas where eight rural Alabama counties do not have hospitals and the potential number of patients for each rural Alabama primary care physician is 2,160.[2]

According to the U.S. Department of Health and Human Services, all 67 Alabama counties are considered either medically underserved or housing a medically underserved population[3], which makes adding advanced practice nurses essential for improved health outcomes for rural Alabamians. Advanced practice nurses are key providers of quality care for rural citizens of Alabama. Hooker and Muchow research (2015) stated that Alabama has the lowest state ratio of nurse practitioners (40 per 100,000).[4]

AUSON has had success through the joint program meeting the needs of Alabama's rural and medically underserved population. These advanced practice nurses through their education and clinical expertise are prepared to deliver quality health care and educate future nurses.[5]

---

[1]Fang, D., Liy, Arietti, L., Treatman, D. E. (2015). 2014-2015 Enrollment and Graduate Data in Baccalaureate and Graduate Programs in Nursing, Washington, D.C., American Association of Colleges of Nursing.
[2]Alabama Department of Public Health Office of Primary Care & Rural Health (2010). Alabama's Rural Health at a Glance. Retrieved from http://www.adph.org/rural/Default.asp?.d=879.
[3]Alabama Department of Public Health, Office of Primary Care: Rural Health, Medically Underserved Areas/Populations (MUA/Ps). Retrieved from http://www.adph.org/Ruralhealth/assets/MUAPMAP.pdf.
[4]Hooker, R. & Muchow, AN (2015). Modifying State Laws for Nurse Practitioners and Physician Assistants Can Reduce Cost of Medical Services. Nursing Economics, 33(2) 88-94.
[5]Bureau of Labor Statistics, US Department of Labor, Occupational Outlook Handbook, 2016-17 ed., Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners. http://www.bls.gov/ooh/healthcare/nurse-anesthetists-nursemidwives-and-nursepractitioners.htm (visited May 1, 2017).

2. _Employment Opportunities._ _Based on your research on the employment market for graduates of this program, please complete the following table reporting the total projected job openings (including both growth and replacement demands) in your local area, the state, the SREB region, and the nation. These job openings should represent positions that require graduation from a program such as the one proposed._

Please briefly describe your methodology for determining employment opportunities - projected job openings. Be sure to cite any data sources used in formulating these projections. The actual survey instrument, detailed results, and associated data file(s) must be maintained internally by the institution for five years from the implementation date. The survey upon which the proposal is based must be available for ACHE Staff examination upon request for that five year timeframe. The survey instrument, detailed results, or associated data file(s) should not be included in the proposal.)

Table 1   Career and College Readiness/Preparation - Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	36	38	40	42	44	200
State	68	71	74	77	70	370
SREB	991	1031	1073	2293	2385	7773
Nation	53,000	55,120	57,325	59,618	62,003	287,066

The Bureau of Labor Statistics, 2014-2024 projections for the growth of health care occupations is expected to be 19%, much faster than the average for all occupations. The projections show an increase of about 2.3 million new jobs. Health care will add more jobs in the 2014-2024 period than any other occupations. This growth is a result of an aging population and the increase in individuals with health insurance coverage. According to the Bureau of Labor Statistics, Nurse Practitioners are one of the fastest growing occupations with a projected growth of 31% and over 170,000 available jobs in 2014.[5] Projected job openings were collected using data from the Bureau of Labor Statistics [5] and Indeed.com[6] - self-proclaimed as the job site worldwide with over 100 million visitors per month. The site is accessible in 50 countries and 26 languages. These sites show short-term and long-term occupational projections so an employment survey was not conducted. The data provided in Projected Job Openings, Table 1 were derived from the Bureau of Labor Statistics (www.bls.gov) and Indeed.com which shows the nurse practitioner category is listed as one of the fastest growing occupations. This category has a projected growth of 35.2% representing approximately 44,700 jobs nationally. Indeed.com is an online posting of available jobs that allowed us to survey job possibilities either by a specific region and nationwide. Year 1 figures in the projected job openings table were attained by reviewing current, local, state, regional, and national job listings on Indeed.com and the Bureau of Labor Statistics. A 4% increase was projected annually for the next four years. This 4% was applied in Table 1 to calculate the projected job openings through year 5.

Health care represents a major economic contributor in Alabama. Our graduates and students live and work across Alabama and surrounding states and many return to those areas to fill needed primary care roles in a variety of healthcare settings. Most graduates have jobs by the time of their graduation with the remainder reporting employment in six months after graduation. Our students have benefitted from all of their clinical experiences by gaining clinical experience, but also over 50 students have been employed by one of the clinical sites upon graduation. The nurse educator graduates also have been employed upon graduation.

3. _Student Demand - Enrollment projection._ _Please briefly describe your methodology for determining enrollment projections. If a survey of student interest was conducted, please briefly describe the survey instrument, number and percentage of respondents, and summary of results._

(The survey instrument and associated data file(s) need not be included in the proposal. This proposal information should be maintained for ACHE Staff review for five years from the actual implementation date.)

_____
[5]Bureau of Labor Statistics, US Department of Labor, Occupational Outlook Handbook, 2016-17 ed., Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners. http://www.bls.gov/ooh/healthcare/nurse-anesthetists-nursemidwives-and-nursepractitioners.htm (visited May 1, 2017).
[6]Indeed.com

The AUSON has been successful in achieving the outcomes of the joint graduate program, as demonstrated in each graduate student culminating e-portfolio. Over the past five years, enrollment in the master's program has increased 2,500% and the number of alumni has increased to approximately 200. The joint Master's program now 50 graduates per year. 80% of these graduates are Alabama residents. While designed to be a nationally accessible program, the AUSON BSN program will provide a significant feeder system for the AUSON graduate program.

In an informal survey of present baccalaureate nursing students conducted by AUSON, 73% reported they were likely or very likely to enroll in graduate studies at AUSON within five years. AUSON faculty report they routinely receive inquiries from BSN students and other nurses at clinical agencies asking for information about AUSON graduate programs. Due to the hybrid format of the program, the Director of the Program receives daily requests for information about the program, its admission criteria, and plan of study.

D. Specific Rationale (Strengths) for Program
What is the specific rationale (strengths) for recommending approval of this proposal. List no fewer than three (3) and no more than five (5) potential program strengths.

1. The AUSON program has met the accreditation standards of the Commission on Collegiate Nursing Education (CCNE) and earned its initial accreditation for a five-year period in 2010 and reaccreditation for the maximum ten-year period in 2015. Achieving the reaffirmation of accreditation signifies that the program has demonstrated achievement of the MSN essentials as identified by the American Association of Colleges of Nursing (AACN). It also signifies that the courses in the MSN plan of study prepares the students to practice at the highest level of advanced practice. The graduates can apply advanced nursing concepts to diverse populations across the lifespan in a variety of health care settings and evidence-based education to patients, families, staff, and nursing students.

2. The AUSON program has exceeded projected enrollment and graduation rates since the focus of the MSN tracks was redirected in 2010. Since 2010, enrollment has steadily increased form the initial six students to the present total enrollment of 150 students, representing an increase of 2,500%. The number of graduating students has also had a steady increase with the four students in 2011, 12 students in 2012, 29 students in 2013, 20 students in 2014, 32 students in 2015, 49 in 2016, and 51 in 2017.

3. There is a strong job demand for both nurse practitioners and nurse educators. Advanced practice nurses have long been in demand nationwide, especially in small towns, rural areas, and under-served metro neighborhoods. (Please see page 2, #2 for more details.)

4. The AUSON is in compliance with both the National Organization of Nurse Practitioner Faculty and National Task Force recommendations in regard to nurse practitioner programs. The recommendations from these two groups form the basis for program curriculum content and as a means to evaluate nurse practitioner programs.

5. The nurse educator track has been instrumental in helping to relieve the critical shortage of nurse faculty in Alabama. The Nurse Educator program has graduated greater than 25 nurse educators who are being employed in Alabama at several universities and junior colleges.

E. Similar Program
Using the ACHE Academic Program inventory found at
http://www.ache.state.al.us?Content?Departments/Instruciton/StudentInfo.aspx
list below all programs at the same degree level (by institution) that utilize the same 6-digit CIP code as the one being requested in the program proposal.

The following institution offers programs with same CIP code.

- Auburn Montgomery

The following programs at other CIP codes that may be offering similar instruction.

- Troy University School of Nursing
- The University of Alabama Capstone College of Nursing
- The University of Alabama at Birmingham School of Nursing
- The University of Alabama in Huntsville College of Nursing
- University of North Alabama
- University of South Alabama
- Jacksonville State University

If there are no similar programs, place a "0/none" by 1. in the listing directly below.

Note: Institutions should consult with ACHE Staff during the NISP phase of proposal development to determine what existing programs are considered duplicative of the proposed program.

Please add numeration and list additional similar programs, if applicable.

If the program duplicates, closely resembles or is similar to another program already offered in the State, provide justification for that duplication.

National accrediting agencies, the Commission on Collegiate Nursing Education (CCNE) and the Accreditation Commission for Education in Nursing (ACEN), provide the framework for all nursing curricula elements and competencies that must be present in the curriculum. There is, then, a mandated duplication with other nursing programs in the state that also have master of nursing programs with regard to core courses and competencies. The difference is the focus of the program and the population served. This MSN program, Primary Care Nurse Practitioner and Nurse Educator, focuses primarily on the provision of patient care and improvement of health outcomes for medically underserved residents of central Alabama. The Primary Care Nurse Practitioner program graduates will improve access to care and provide primary health care services, while the nurse educators will help build the nursing workforce through their teaching of baccalaureate nursing students.

Recently, several statistical models have predicted a growing need for advance practice nursing in both of the program focuses (2014, The Future of Nursing Workforce: National and State Level Projects 2012-2025, HRSA).

Also, if a graduate program, please identify and list any similar programs at institutions in other SREB states.

Table 2   SREB Institutions Who Offer Either MSN as Nurse Practitioner or Nurse Educator

Program	SREB State	Proprietary Status
Albany State University	Georgia	Public
Alcorn State University	Mississippi	Private
Arkansas Tech University	Arkansas	Public
Armstrong State University	Georgia	Public
Bellarmine University	Kentucky	Private
Barry University	Florida	Private
Baylor University	Texas	Private
Charleston Southern University	South Carolina	Private
Clemson University	South Carolina	Public
Coppin State University	Maryland	Public
East Carolina University	North Carolina	Public
East Tennessee University	Tennessee	Public

Program	SREB State	Proprietary Status
Eastern Kentucky University	Kentucky	Public
Florida Atlanta University	Florida	Public
George Mason University	Virginia	Public
Frontier Nursing University	Kentucky	Private
Georgia College & State University	Georgia	Public
Johns Hopkins University	Maryland	Public
Kennesaw State University	Georgia	Public
Louisiana State University - Health Science Center	Louisiana	Public
Mississippi University for Women	Mississippi	Public
Murray State University NE	Kentucky	Public
Northern Kentucky University	Kentucky	Public
Northwestern State of Louisiana University	Louisiana	Public
Northwestern State University	Oklahoma	Public
Notre Dame of Maryland University NE	Maryland	Private
Oklahoma Baptist University NE	Oklahoma	Private
Old Dominion University	Virginia	Public
Prairie View A&M University	Texas	Public
Salisbury University NE	Kentucky	Public
Samford University	Alabama	Private
Spalding University	Kentucky	Private
Stevenson University NE	Maryland	Private
Texas A&M University - Corpus Christi	Texas	Private
Texas Women University	Texas	Public
Towson University NE	Maryland	Public
University of Arkansas for Medical Sciences	Arkansas	Public
University of Arkansas - Fayetteville	Arkansas	Public
University of Central Florida	Florida	Public
University of Delaware	Delaware	Public
University of Florida	Florida	Public
University of Kentucky	Kentucky	Public
University of Louisiana - Lafayette	Louisiana	Public
University of Louisville	Kentucky	Public
University of Memphis	Tennessee	Public
University of Miami	Florida	Private
University of Mississippi Medical Center	Mississippi	Public
University of North Carolina - Chapel Hill	North Carolina	Public
University of North Carolina - Greensboro	North Carolina	Public
University of North Florida	Florida	Public
University of South Carolina	South Carolina	Public
University of Tennessee - Health Science Center, Memphis	Tennessee	Public
University of Texas - Arlington	Texas	Public
University of Texas Medical Branch at Galveston	Texas	Public
University of Virginia	Virginia	Public
Virginia Commonwealth University	Virginia	Public
Wesleyan College	Georgia	Public
West Virginia University	West Virginia	Public
Western Kentucky University	Kentucky	Public
William Carey University	Mississippi	Private

F. Collaboration With Other Institutions/Agencies

Does the institution plan on collaborating with other institutions in the delivery of this program?

    x   Yes   ____   No

If yes, please indicate below which institutions and describe the basis of this collaboration.
If no, please indicate your reasons why.

This program would be open to collaboration with other institutions. Initially, the AU/AUM joint program partnered with Troy University for the delivery of two courses, but that practice was discontinued by mutual decision due to increasing enrollments at both universities. Feedback from communities of interest has been important in assisting the joint MSN program to achieve its outcomes and continued participation of these communities of interest will provide sources of information that will continue to guide decision-making about program curriculum. AU MSN program maintains strong partnerships with many other clinical agencies that have provided clinical experiences for the MSN students. Presently, AUSON maintains many active collaborative clinical agreements with over 825 health care agencies, many of which serve rural, underserved populations.

G. Curriculum

MSN NP Courses

Credit hours required in major course	19
Credit hours required in minor	0
Credit hours institutional general education or core curriculum	24
Credit hours required in support courses	0
Credit hours in required or free electives	0
Credit hours for thesis or dissertation	0
Total credit hours required for completion	**43**

MSN Nurse Educator Courses

Credit hours required in major course	9
Credit hours required in minor	0
Credit hours institutional general education or core curriculum	24
Credit hours required in support courses	0
Credit hours in required or free electives	0
Credit hours for thesis or dissertation	0
Total credit hours required for completion	**33**

2. Will this program be related to other programs at your institution?

Yes

If so which one and how?

The MSN coursework will build on the existing BSN coursework.

3. Please identify any exiting program, option, concentration, or track that this program will replace at your institution.

This program will replace the existing joint MSN program.

4. *Is it likely that this program will reduce enrollments in other graduate program at your institution? Is so, please explain.*

No, it is not likely to reduce enrollments in any other graduate programs at Auburn University.

5. *If this is a graduate program, please list any existing undergraduate programs at the institution which are directly or indirectly related to the proposed graduate program. If this is a doctoral proposal, also list related master's programs at your institution.*

Undergraduate: Bachelor of Science in Nursing

6. *Please complete the table below indicating the proposed program's courses. Include the course number and number of credits. (If feasible/useful, please group courses by sub-headings within the table).*

Table 3   MSN Course Numbers and Titles

Course Number and Title*	Number of Credit Hours	*If New Course
Core MSN Courses		
NURS 7346 Advanced Theory	3	
NURS 7356 Quality, Safety, & Preventative Health	3	
NURS 7366 Evidence-Based Practice I	2	
NURS 7236 Advanced Pathophysiology	3	
NURS 7376 Evidence-Based Practice II	2	
NURS 7256 Health Policy & Ethics for Nurse Leaders	3	
NURS 7946 Evidence-Based Practice III	2	
NURS 7246 Advanced Pharmacology	3	
NURS 7116 Advanced Health Physical Assessment	3	
NE Specific Courses		
NURS 7326 Curriculum Development & Evaluation	3	
HIED 8500 The Professoriate	3	
NURS 7816 Nursing Education Practicum	3	
NP Specific Courses		
NURS 7226 Roles & Issues of the Primary Care Nurse Practitioner	3	
NURS 7336 Diagnostic Reasoning & Clinical Management	3	
NURS 7446 Primary Care I: Women & Children	3	
NURS 7556 Primary Care II: Adults & Elderly	3	
NURS 7926 Primary Care Practicum	7	

7. Enumerate and briefly describe any additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum, or internship, some of which may carry credit hours included in the list above.

1. Scholarly Project - This project is part of 3 course Evidence-Based Practice sequence. The MSN student chooses a practice topic with guidance from course faculty. This project demonstrates synthesis of the current evidence related to a practice area and practice topic which culminates in a poster presentation at Auburn University Research Day.

2. Clinical Practicum Hours - The course of study for NP students requires completion of 730 clinical hours of direct patient care. These clinical hours are part of several clinical courses (NURS 7116 - 60 hours, NURS 7336 - 90 hours, NURS 7446 - 120 hours, NURS 7556 - 120 hours, NURS 7926 - 360 hours).

3. Educational Practicum Hours - The course of study for NE students requires completion of 240 clinical/teaching hours. These clinical hours are part of two courses: NURS 7116 - 60 clinical hours plus NURS 7816 - 180 teaching hours.

4. Professional e-Portfolio - This requirement is part of practicum courses for each track (Nurse Practitioner and Nurse Educator). Each student reflects on the established competencies for their chosen tracks and describes how they have met each competency and what aspect or assignment they feel helped them achieve the competency.

8. *Does the program include options/concentrations. If so, please describe the purpose and rationale and list the courses in the option.*

The AU MSN program will have two tracks (Nurse Practitioner and Nurse Educator) as currently offered in the AU/AUM joint program. The MSN program offers roles targeted to meet the current and future need of the healthcare workforce.

9. *State and list if the program has any special admission requirements. If none, state: "The program has no special admission requirements".*

Admission to the MSN program will be based on review of the following criteria that will provide a determination of the student ability to be successful on all MSN degree requirements.

*   submission of an application
*   submission of all official transcripts (undergraduate and graduate)
*   current valid unencumbered license as a registered nurse in the state(s) in which the student participates in any clinical experience
*   a minimum GPA of 3.0 on a 4.0 scale
*   3 satisfactory recommendations
*   a 500-word written statement of career, educational, and scholarship goals which identifies the area of clinical interest, as well as define potential clinical and leadership goals

H. Program Review and Assessment
In the final analysis, the institution and its governing board are accountable for the quality, utility, and productivity of this and all other programs of instruction.

With this in mind, please describe the procedures that will be used in assessing the program's outcomes.

Be sure to include:
1. An assessment process for the student learning outcomes:

Assessment Methods: The assessment methods will be a variety of assignments designed to measure student learning and prepare graduates to integrate multiple knowledge-based and evidence-based methods to improve the quality, delivery, and safety of patient care. All the assessments will culminate with the student's practicum experience. The assessments are designed to give the student the opportunity to develop expertise in either clinical practice or nursing education. The varied assessment measures will assess the student's ability to integrate specialized nursing knowledge in their chosen area of specialization. These expert nursing skills will be applied in their practice area, with their quality and safety improvements, when initiating policy changes, conducting scholarly inquiry and research utilization. The intent of the master's coursework and practicum experiences is to promote practice changes that will improve patient health outcomes and delivery of nursing care in medically underserved areas. Through the leadership of the Auburn University MSN graduates, the quality and delivery of health care will be improved. Couse assessments will include reflective writings, evaluations of accomplishment of course objectives, testing, and development of nationally identified care competencies. Any testing will be conducted on campus. Program oversite will be provided by the Auburn University School of Nursing Dean and Director of the School of Nursing graduate program and

housed with course faculty. Students will submit assignments either directly to course faculty or through Canvas learning management system.

Evaluation of the MSN is a process guided by AU MSN Evaluation plan. This annual report collects required data about enrollment rates, employment rates, program completion rates, graduate and alumni perception of program quality and national certification pass rates. This annual report is reviewed by all MSN faculty and Dean. This report is reviewed at the annual MSN evaluation retreat and used to modify teaching and revise curriculum as appropriate as well as program improvements. Data related to program outcomes is collected through Skyfactor. Skyfactor provides aggregate data and benchmarks for comparison with six comparable institutions. The Skyfactor survey has the ability to rate the degree to which the AU MSN program has prepared the MSN students to meet each AACN essential.

2. *A follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a master's or doctoral program (graduate or professional).*

Information is collected about the graduates' accomplishments, such as presentations, publications, and advanced degrees of MSN graduates, both informally and formally. Skyfactor Alumni survey is circulated one year post graduation to collect employment data. Information obtained is aggregated on an annual basis and presented at the annual evaluation retreat.

I. Accreditation
If there is a recognized (USED or CHE) or other specialist accreditation agency for this program, please identify the agency and explain why you do or do not plan to seek accreditation. If there is no accrediting or similar body for this degree program state as such in your response.

The AUSON will seek accreditation for the MSN program from the Commission on Collegiate Nursing Education (CCNE), an autonomous national accrediting agency. This accreditation assures the quality and integrity of the program. Currently, the AU baccalaureate and the joint AU/AUM program are accredited by CCNE.

J. Instructional Delivery Method

1. *Describe which instructional delivery methods will be utilized in delivering this program.*

The MSN program would be a hybrid program with some portion of each course offered via distance learning either in synchronized or asynchronous time. For the MSN program, 40% of the courses offered totally online and the remaining 60% of courses are offered in a hybrid format. The format includes course content delivered online with a 1-2 on-campus course meeting per semester for such things as orientations, presentations, simulations, and skills labs. The content is delivered in this hybrid format to facilitate student learning and accessibility.

2. *If distance technology is being utilized, indicate an approximate percent of the total program's courses offered that will be provided by distance education.*   40%

3. *If distance education is not being utilized, please explain why not.*

K. Resource Requirements
1. *Faculty. Do not attach the curriculum vitae of each existing or additional faculty members to this proposal. (The institution must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active.) Please do provide a brief summary of Faculty and their qualifications specific to the program proposal.*

There are 19 qualified and credentialed faculty that are available for the proposed MSN program and many have been teaching in the AU/AUM joint MSN program. The faculty include certified nurse practitioners and

nurse educators, course content specific faculty, and other faculty with specialized clinical experience. All faculty hold doctoral degrees or national certification in their respective field.

a) *Please provide faculty counts for the proposed program:*

Table 5   **Program Faculty**

Status	Faculty Type	
	Primary	**Support**
Current - Full Time	19	0
Current - Part Time	0	5
Additional - Full time (to be hired)	0	0
Additional - Part Time (to be hired)	0	0

b) *Briefly describe the qualifications of new faculty to be hired.*

As the MSN program is implemented, no new faculty will be required. As the program grows, new faculty will be hired as needs are identified. All MSN faculty will have doctoral degrees and/or be nationally certified as deemed appropriate.

2. *Equipment*. Will any special equipment be needed specifically for this program?

_____ Yes   __x____ No

If "Yes", please list:

No new equipment will be needed.

The cost of the new equipment should be included in the table following (Section K).

3. *Facilities*. Will any new facilities be required specifically for the program?

_____ Yes   __x____ No

The AU School of Nursing will be moving into a new building in June 2017 and the MSN program needs were considered and planned for in the new building planning.

4. *Library*. Are there sufficient library resources to support the program?

__x__ Yes   _____ No

Please provide a brief description of the current status of the library collections supporting the proposed program.

AU has Ralph B. Draughon Library that offers a wide selection of resources and the library collection is sufficient to support all colleges and schools. The Ralph B. Draughon library holds 3.2 million volumes, 2.5 microform items, over 10 million archival manuscripts, 2.6 government documents, 35,000 periodicals and online access to 35,000 journals. Students have electronic access to 3 libraries. AU libraries participate in interlibrary loan system which connects the students to 227 electronic databases including the Cochrane. These library resources provide excellent support for the MSN program and are equally and easily accessible to faculty and students.

If "No", please briefly describe how any deficiencies will be remedied; include the cost in the table following (Section K).

5. *Assistantships/Fellowships*. Will you offer any assistantships specifically for this program?

__x__ Yes   _____No

If "Yes", how many assistantships will be offered? Be sure to include the amount in the table following.

___3-4__ Number of assistantships offered
Be sure to include the cost of assistantships in the table following (Section K).

6. *Program Budget*. The proposal projected that a total of $664,496 in estimated new funds will be required to support the proposed program.

A projected total of $980,100 will be available to support the new program.

L. New Academic Degree Program Proposal Summary Form

- In the following "NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY" table, please provide a realistic estimate of the costs of the program.

- This should only include the additional costs that will be incurred, not current costs.

- Indicate the sources and amounts of funds available for the program's support.

- DO NOT LEAVE ANY PORTION/SOURCES OF THE NEW FUNDS OR FUNDS AVAILABLE BLANK. ENTER "$0" IF THERE ARE NO NEW FUNDS NEEDED OR NO FUNDS AVAILABLE.

- THERE MUST BE AN ACTUAL DOLLAR AMOUNT PROVIDED FOR TUITION SINCE THOSE FIGURES REPRESENT PROJECTED ENROLLED STUDENTS.

- If it is stated that new funds are requested or if it is a reallocation of resources, please explain directly below from what source(s) the funds for the proposed new program, (e.g. faculty, equipment, etc.) will be attained.

- If tuition is used to support the program, what start-up revenue source will be used to initiate the program.

Also, include enrollment and completer projections.

*- New enrollment headcounts are defined as **unduplicated** counts across years. For example, if "Student A" would be initially enrolled in the program in year 2 and again in enrolled in the program in years 4 and 5; "Student "A" is only counted in the new enrollment headcount in year 2.*

*- Total enrollment headcounts represent the actual number of students enrolled (both part-time and full-time each year. This is a **duplicated** count.*

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION	Auburn University
PROGRAM	School of Nursing

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
FACULTY	112,200	0	123,420	0	135,376	370,996
LIBRARY	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
STAFF	0	0	0	0	0	0
ASSISTANTSHIPS	50,000	50,000	50,000	65,000	65,000	280,000
OTHER	2,500	2,600	2,700	2,800	2,900	13,500
TOTAL	164,700	52,600	176,120	67,800	203,276	664,496

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year3	Year 4	Year 5	TOTAL
INTERNAL REALLOCATIONS	110,340	0	0	0	0	110,340
EXTRAMURAL	0	0	0	0	0	0
TUITION	54,360	135,900	195,696	233,748	250,056	869,760
TOTAL	164,700	135,900	195,696	233,748	250,056	980,100

ENROLLMENT PROJECTIONS AND DEGREE COMPLETION PROJECTIONS
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	Year 1	Year 2	Year 3	Year 4	Year 5	5-YEAR AVERAGE
FULL TIME HEADCOUNT	10	25	36	43	46	32
PART TIME HEADCOUNT	0	0	0	0	0	0
TOTAL HEADCOUNT	10	25	36	43	46	32
NEW ENROLLMENT HEADCOUNT	10	15	20	20	20	
						AVERAGE
DEGREE COMPLETION PROJECTIONS	0	9	13	17	17	14

APPENDIX A

AUBURN
UNIVERSITY
SCHOOL OF NURSING

MSN NURSING

MSN Nurse Practitioner Track	
SUMMER SEMESTER Year 1	**FALL SEMESTER Year 1**
NURS 7346 Advanced Theory .... 3 NURS 7356 Quality and Safety and Preventative Health .... 3 (30 project hours, 2.5 theory: .5 project) NURS 7366 Evidence Based Practice I 2	NURS 7236 Advanced Pathophysiology .... 3 NURS 7376 Evidence Based Practice II. .... 2 NURS 7256 Healthcare Policy and Ethics for the Nurse Leaders .... 3 (30 project hours, 2.5 theory: .5 project)
SPRING SEMESTER Year 1	**SUMMER SEMESTER Year 2**
NURS 7946 Evidence Based Practice III. .... 2 NURS 7246 Advanced Pharmacology .... 3 NURS 7116 Advanced Health and Physical Assessment .... 3 (60 clinical hours, 2 theory: 1 clinical)	**NURS 7226 Roles and Issues of the Primary Care Nurse Practitioner………………………………………………………………………3 NURS 7336 Diagnostic Reasoning and Clinical Management……………..3 (90 clinical hours, 1.5 theory: 1.5 clinical)**
FALL SEMESTER Year 2	**SPRING SEMESTER Year 2**
NURS 7446 Primary Care I: Women and Children .... 3 (120 clinical hours, 1theory: 2 clinical) **NURS 7556 Primary Care II: Adults and Elderly .... 3 (120 clinical hours, 1 theory: 2 clinical)**	**NURS 7926 Primary Care Practicum .... 7 (360 Practicum, 1 theory: 6 clinical)**
	Total Credits 43; Total Clinical Hours 750

- Students may enter the program any semester on a part time basis based on space availability. All full time students are admitted in summer semester only.
- EBP courses, all core courses and track specific courses must be successfully completed before taking the Primary Care Practicum (NURS 7926).
- EBP courses MUST be taken in sequence.
- You may not start Semester 2 courses until all Semester 1 courses are successfully completed. All courses are only offered in the specific semester listed.

AUBURN
UNIVERSITY
SCHOOL OF NURSING

MSN NURSING

MSN Nurse Educator Track	
SUMMER SEMESTER Year 1	**FALL SEMESTER Year 1**
NURS 7346 Advanced Theory 3	NURS 7236 Advanced Pathophysiology 3
NURS 7356 Quality and Safety and Preventative Health .... 3 (30 project hours, 2.5 theory: .5 project) NURS 7366 Evidence Based Practice I 2	NURS 7376 Evidence Based Practice II 2
	NURS 7256 Healthcare Policy and Ethics for the Nurse Leaders 3
	(30 project hours, 2.5 theory: .5 project)
14274 NURS 7326 Curriculum Development and Evaluation 3	**HIED 8500 The Professoriate[1] 3**
SPRING SEMESTER Year 1	
NURS 7946 Evidence Based Practice III 2	
NURS 7246 Advanced Pharmacology 3	
NURS 7116 Advanced Health and Physical Assessment .... 3 (60 clinical hours, 2 theory: 1 clinical)	
NURS 7816 Nursing Education Practicum .... 3 **(180 Practicum Hrs., 3 clinical)**	
HIED 8510 Seminar in College Teaching (Optional) 3	Total Credits 33; Total Clinical Hours 240

- Nurse Educator courses are offered in **odd years only**.
- Students can enter the program any semester on a part time basis based on space availability. All full time students are admitted in summer semester only.
- EBP courses, all core courses and track specific courses must be successfully completed before taking the Nursing Education Practicum (NURS 7816). You must take all EBP courses in sequence.
- 1HIED 8500 is offered during Fall and Spring semester, however you must have HIED 8500 before you can complete your NE practicum. This is an <u>on campus</u> course taught through Higher Education.