A (revised) Proposal for a Master’s of Nursing (MSN) in Education and Leadership

Western New Mexico University
Silver City, NM 88062

A program to be administered by the
School of Nursing of Western New Mexico University

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WNMU HED Graduate Proposal

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WNMU HED Graduate Proposal

A. Program Purpose

The WNMU School of Nursing (SON) is proposing a new Master of Science (MS) degree entitled Master’s of Nursing in Education and Leadership which will:
  • Increase the number of master’s prepared nurse-educators in New Mexico
  • Generate a source of revenue for the SON.

(1) What is the primary purpose of the proposed program? What are its secondary purposes if any?

• The primary purpose of the program is to prepare a cadre of nurse educators who will be prepared for a variety of academic and educational leadership positions in New Mexico. Graduates will exercise leadership through scientific thinking, accountability, initiative, cultural inclusiveness, knowledge of organizations, system change, teamwork and a commitment to healthy populations and communities. Graduates will be prepared for nurse educator roles in Higher Education as classroom and clinical instructors, as educators in staff development settings and as patient educators in the healthcare setting.
  • Outcomes for the proposed program will be achieved in two phases. Phase 1 will offer candidates an opportunity to earn a MSN degree in Nursing Education and Leadership. In Phase 2, graduates will have the opportunity to complete a post-graduate certificate (15 credits) to fulfill eligibility for the National League for Nursing (NLN) Certification as a Nurse Educator (CNE).
  • Both the University of New Mexico (UNM) and New Mexico State University (NMSU) nursing programs have agreed to partner with us to offer 3 required core courses and refer appropriate students to our program.
  • Our secondary aim is to offer graduates of our RN-BSN program and graduates of accelerated programs in New Mexico a seamless transition to graduate nursing education.

(2) Consistency with role and scope of the institution- The proposed program clearly supports the mission of the university emphasizing our commitment to support students in an inclusive environment where faculty interact with students individually, while constructing a creative plan of study that fits the needs of the working student--emphasizing service in their respective communities and producing nurse educators.
(3) Institution’s priority for the proposed program-Our current RN-BSN online completion program is one of the fastest growing programs at WNMU having grown 200% from 2007-2015. That being said, our President and Provost are keenly aware of the need to increase the number of nurse educators in New Mexico, including educators for our own institution. Not only does the state require more nurses for the future, but must consider the need for Master’s prepared nurse educators to meet the rapidly changing complexity of patients and to prepare students for entry-level positions as they enter the profession.

The university restructured academic affairs creating a College of Professional Studies where a newly named School of Health Sciences has been established. The SON has been successful promoting interdisciplinary collaboration. In the spring we offer an 8-week Caregiving Refresher Course for the local community, partnering with Kinesiology and Occupational Health. In spring 2015, the SON partnered with the School of Business (SOB) to offer a post baccalaureate certificate Leadership in Healthcare Systems to ensure collaboration and sharing of resources. The SOB will continue to partner with us upon approval of the MSN program, offering several courses that emphasize the economics of healthcare, productivity and systems. The SON has been active in the ongoing outreach efforts to collaborate with other healthcare providers in the community such as Hidalgo Medical Services (HMS) providing professional development opportunities for their employees. The SON is also part of the international effort to collaborate with the University of Juarez to share resources and exchange students to enrich both our universities.

(4) Curriculum for the proposed program- For those students who hold a BSN--the program will consist of a 36-credit hour curriculum comprised of 9 hours of core courses identified by the American Association of Colleges of Nursing (AACN) as the 3 P’s (pathophysiology, physical assessment and pharmacology) and 27 hours of coursework including practicum hours supporting the transition to the nurse educator role. Successful candidates will earn a MSN degree in Nursing Education and Leadership. For those graduates interested in certification as a Nurse Educator (National League for Nursing Certification) they will be eligible to apply for a post-graduate certificate which will be comprised of 15 credits of advanced coursework in nursing education.
Plan of Study/Course Descriptions-

NUR 505: *Advanced Pathophysiology*—Focus on the pathophysiological processes across the lifespan that alters health status. Emphasis on the development of clinical reasoning skills that will distinguish the relationships between normal physiology and specific system alterations produced by injury, disease and related to etiology, pathogenesis, developmental and environmental influences and clinical manifestations of major health problems (Core course 3 credits- NMSU or UNM).

NUR 510: *Advanced Health Assessment*—Principles and techniques of advanced health assessment across the life span are examined and practiced developing the clinical basis for advanced nursing practice. Faculty and preceptors facilitate the didactic and clinical hours respectively (Core Course 3 credits-NMSU or UNM).

NUR 515: *Advanced Pharmacology*—Focuses on the nursing management of pharmacologic therapies associated with common health care problems across the lifespan. This course expands the baccalaureate foundation of applied pharmacology with application of pharmacokinetic methods, pharmacodynamics principles, and pharmacotherapeutic nursing interventions (Core Course 3 credits-NMSU or UNM).

NUR 501: *Theory and Science of Nursing*—Provides the foundation necessary to understand the development, analysis, and evaluation of nursing theory including the major streams of nursing scientific development. The focus of this course is on the application of theory in nursing education. Integration of leadership theory will also be emphasized using collective theories from other disciplines --- such as the educational, sociological, behavioral, and biomedical sciences (3 credits).

NUR 503: *Informatics, Healthcare Technology and Simulation*—This course focuses on the use and evaluation of health information technology and simulation relevant to health, patient care, and nursing education (3 credits).

BSAD 505 *Health Care Systems & Organizations*—An introductory course covering topics in organizational theory focusing on various systems, marketing and economics as they relate to the healthcare industry (3 credits).

BSAD 505: *Survey of Finance Topics in Healthcare*—A survey of the basic concepts of accounting, finance and management information systems. Topics include budgeting, break-even, financial reporting, ratio, variance, investment analysis and technology as they apply to the health care industry (3 credits).
NUR 507: Issues in Contemporary Health Care Environments- This course examines health care policy in terms of contemporary issues related to the delivery of healthcare, health care access, ethics, quality and cost. The course is presented from a public health perspective to help nurse educators critically analyze health policy and legal issues with special emphasis on the Affordable Care Act and health disparities (3 credits).

NUR 502: Research Utilization for Evidence-Based Practice - This course will analyze research principles to address clinically derived questions in nursing education and practice. Emphasis is on problem identification, design principles, sources and levels of evidence, and utilization of research (3 credits).

NUR 506: Curriculum, Assessment and Evaluation for Nurse Educators/Leaders. This course will provide students with foundational skills necessary for the nurse educator and/or leader role. Emphasis is on concepts basic to curriculum development, assessment and evaluation strategies within the academic and healthcare settings. This course serves as a core component of the 36 credit Masters of Nursing (MSN) in Education and Leadership. A service learning component includes completing a needs assessment in the student’s educational/leadership area of choice. Evidence-based strategies for the evaluation of student/patient-learning, practice change, and system change projects will be addressed (3 credits).

NUR 581: Transition to the Nurse Educator (Leader) Role- This course provides practical application of theory through a 400 hour practicum experience in the role of the nurse educator/leader as outlined in the eight core competencies identified by the National League of Nursing (6 credits).

Program Outcomes- The graduate of the Master’s of Nursing in Education and Leadership will:

1. Integrate theory and research in evidence-based nursing and teaching practice
2. Synthesize a variety of teaching strategies and educational resources to facilitate learning in the classroom, clinical areas and enhance staff development.
3. Formulate a personal philosophy of teaching.
4. Use information technology and simulation effectively and efficiently to educate and provide evidence-based care.
5. Devise a variety of assessment and evaluation strategies that measure student learning and program effectiveness in an academic or institutional setting.
6. Demonstrate ethical and cultural competence across all educational and practice settings.
7. Develops leadership skills as an educator to implement change within the academic and clinical setting.

B. Program Justification

1) Need- “Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for professional registered nurses continues to grow. Budget constraints, an aging faculty, and increasing job competition from clinical sites have contributed to this crisis” (Nursing Faculty Shortage Fact Sheet AACN, 2015, p.1). According to AACN’s report on 2014-2015 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing, the nation’s nursing schools turned away 68,938 qualified applicants from baccalaureate and graduate nursing programs in 2014 due to an insufficient number of faculty and unqualified clinical preceptors among many factors (AACN Research Data, 2014). According to the Special Survey on Vacant Faculty Positions released by AACN in October 2014, a total of 1,236 faculty vacancies were reported by 714 nursing schools with baccalaureate and/or graduate programs who participated—80.0% response rate. Participating schools also reported the need to create an additional 124 faculty positions to accommodate student demand. Schools cited most often, reasons for not filling positions were insufficient funds to hire new faculty and difficulty in recruiting qualified faculty for teaching positions.

“Master’s and doctoral programs in nursing are not producing a large enough pool of potential nurse educators to meet the demand” (Nursing Faculty Shortage Fact Sheet, 2015, p.2). Efforts to expand the pool of nurse educators are compromised due to the fact that thousands of qualified applicants to graduate nursing programs are turned away each year. In 2014, AACN found that 13,444 qualified applicants were turned away from master’s programs, and 1,844 qualified applicants were turned away from doctoral programs. The primary reason for not accepting all qualified students was a shortage of faculty (AACN Research Data, 2015).

“The nursing faculty shortage is bigger than one school or one state. It is a universal problem that affects the production of an adequate nursing workforce and, consequently, the nation’s health” (Cusson, 2014, Inside Higher ED). New Mexico statistics parallel the national projections that the nursing shortage will worsen. New Mexico currently ranks 49 out of 51 states (including the District of Columbia) for RN’s per 100,000 populations. New Mexico currently has 614 nurses versus the national average of 842. There is additional concern that long term care within the state will experience a more severe shortage of nurses because 49% of the New Mexico workforce is over the age of 50 and thus will be retiring over the next several years (White Paper: Nursing in New Mexico 2011).
Cusson (2014) suggests that solutions may be needed at the national level through a joint effort of nursing schools, professional organizations, and regulatory agencies. She asserts that offering incentives to nurses to enter academia such as free or reduced tuition, a stipend during study, and loan forgiveness, has been successful during past times of nursing faculty shortage. She concludes that it is time once again to consider the most effective strategies to provide a stable nursing faculty. WNMU School of Nursing is proposing affordable, flexible, and a seamless transition to graduate education in a region that currently is underserved in regards to graduate nursing education.

Evidence of need-In little over 8 years our RN-BSN program has grown to over 100 matriculating students. In 2014 and 2015 we enjoyed admission of an additional 46 students to both our online RN-BSN program and our two graduate certificates in nursing. Those students who have graduated from our program are seeking to continue their education and have expressed interest in returning to WNMU for graduate studies. In the spring 2015, twenty-two graduating students from our RN-BSN program completed the program exit survey through Educational Benchmarking Inc. When asked, “Are you interested in pursuing a graduate degree (Master Degree in Nursing?)” 68.2% responded yes, 22.7% responded maybe. Locally, RN’s employed at Gila Regional Medical Center have responded to a survey (n=98). When asked if they were interested in pursuing graduate education 63% responded yes or maybe and 67% were interested in enrolling in a graduate course for continuing education credit. In spring of 2013 graduates of our RN-BSN program were surveyed by postal mail assessing their interest in attending WNMU for graduate nursing education. Twenty-six graduates responded positively to the survey stating they were interested in pursuing the MSN graduate track if WNMU were approved. Students indicated overwhelmingly those barriers to their pursuit of graduate education 1) finances, 2) work schedules, and 3) family commitments. These results confirm that the structure and curriculum design of our graduate online program will be appealing to the RN student with multiple commitments.

Due to our geographic isolation it is difficult to recruit Master’s prepared faculty to WNMU’s SON—especially the role of Clinical Instructors who oversee students in the practicum areas. By offering the MSN in Education and Leadership—WNMU will cultivate a cohort of our own qualified clinical instructors who will be prepared at the Master’s level. Our colleagues from the surrounding community colleges also support our attempt to improve graduate nursing education opportunities in the region in order to increase availability for their baccalaureate-prepared nursing faculty (see letters of support).
2) Duplication.

(a) The MSN in Nursing Education currently is offered only at UNM, NMSU and is not being offered by any other institution in New Mexico (both public and private universities).

(b) Because WNMU is not a doctoral degree granting university we are unable to propose a graduate program for advanced practice nursing such as the Nurse Practitioner track. We have designed our curriculum to allow students to enroll in the 3 P’s at either UNM or NMSU so that a partnership is sustained. If students decide later to pursue a doctorate in nursing practice the 3 P’s will have already been completed at those respective institutions (see letters of support).

(c) The MSN in Nursing Education and Leadership program should be approved because it provides an additional option for RNs seeking to matriculate towards a graduate degree in Nursing, especially in the southwest region of the state. The AACN had proposed (by 2015) that all Nurse Practitioner programs begin to require the Doctorate of Nursing Practice (DNP) as the minimal degree for advanced practice. It is neither practical nor appropriate for the SON at WNMU to propose a DNP program since this is our first proposal for graduate education AND the DNP is being offered at other New Mexico institutions. Additionally, not all RNs are seeking NP advanced practice programs that typically focus on individual patients’ health and primary care. This proposed MSN track seeks to enroll nurses to become nurse educators allowing them to become nursing professors, clinical instructors and staff development educators practicing within a myriad of healthcare settings.

(d) Currently, prospective students do not have access to a comparable program in another state through either the WICHE professional student exchange or the WICHE regional graduate program other than the two identified. As mentioned previously, colleagues at various community colleges support our proposed program to facilitate the cultivation of nursing instructors in the rural regions of the southwest.

(e) Documentation from UNM and NMSU Nursing programs supporting our proposal for a MSN in Nursing Education and Leadership are located in the appendices.

(3) Inter-institutional collaboration and cooperation.

a. Early in the design phase of our proposal WNMU School of Nursing conducted major conversations with New Mexico State University and the University of New Mexico Schools of Nursing seeking input on how
we could share resources. Both institutions have been extremely supportive of our proposal and have both agreed to support us in the following ways: 1) Students will be eligible to enroll in the 3P’s core courses (pathophysiology, physical assessment and pharmacology) at both schools. 2) Those 9 credits will be transferrable to the MSN track at WNMU. 3) If a MSN graduate later decides to pursue a Doctorate of Nursing Practice (DNP) they will already have the core courses completed towards the DNP to pursue their education at either public NM institution.

b. NMSU has expressed the desire to encourage their “Road Runner” accelerated pre-licensure students to consider the MSN track for securing a graduate degree. UNM has agreed to assist us by offering the AACN required 3 P’s and to also refer potential students to the program. Local community colleges including Cochise College in AZ have expressed interest in their nursing faculty to complete a MSN degree in Nursing Education. Currently we have a student enrolled in one of our graduate certificates from Cochise College who plans to enroll in the MSN in Nursing Education and Leadership program if we are approved.

C. Clientele and Projected Enrollment

(1) Clientele.

Our recruitment efforts will focus on two groups: The first are graduates from our RN-BSN completion program students thus providing them a seamless transition to graduate education and second for those RNs in the entire state of New Mexico who desire a graduate degree but are NOT interested in pursuing an advanced practice role but rather focusing on the MSN track in Education and Leadership. The second cohort may apply with a BSN from another nursing program.

a. Students to be served- Student diversity will parallel the current pre-licensure representation of the SON and the RN-BSN completion program that has been successful in attracting an ethnically diverse and gender-rich matriculation pool. Our pre-licensure program currently is comprised of 49% minority representation for our second year cohort and for our first year cohort 75% of the students report a Hispanic ethnic origin. Fifteen percent of the pre-licensure program includes male students and 18% of our RN-BSN completion program is comprised of males. Thirty-eight percent of the RN-BSN students report a minority ethnic origin. We anticipate that candidates’ clinical practice will reflect our RN-BSN cohort especially focusing on those applicants who desire to make the
transition to academia, those who are nurse educators in the school systems and those who work for employers needing staff development educators. Most importantly the graduate track will create a pipeline for WNMU SON clinical instructors as well as for other nursing pre-licensure programs in the state and rural southwest.

b. **Application and admission procedures** for the MSN graduate program are comparable to those used for standard master’s degree applicants. Prospective students are informed by recruiters and online materials about admission requirements, computer resources required, program costs, the online format and the field practicum hours required for applicants to determine whether the program is appropriate for their expectations.

- This program admits baccalaureate prepared nurses with a minimum grade point average of 3.0 and hold a current unencumbered license as a registered nurse in the state in which the student will complete their clinical immersion hours.
- If a candidate does not have the required 3.0 GPA they may enroll in 2 (3 credit courses) as non-matriculating student to improve their grade point average.
- Satisfactory completion of a graduate-level course in statistics is required prior to admission for the BSN applicant.
- Computer proficiency, especially word processing and internet/web skills.
- Applicants are required to submit: Official grade transcripts, three letters of recommendation, including at least two from a former professor or someone who knows the applicant’s academic potential and one from someone who knows the applicant’s professional potential (such as a professional colleague).
- Statement of purpose-describing the applicant’s interest and goals for entering the program and how the program would complement and contribute to his or her career goals as a nurse educator (this actually will serve as a writing sample). WNMU SON faculty will compose the writing sample criteria annually.

C. Western New Mexico University enjoys the distinction of being a federally designated Hispanic-serving institution (HIS) and an open access institution. However, applicants will be expected to meet the graduate admission criteria identified in section b (above). We anticipate that many of our applicants like our RN-BSN graduates will also be first
generation college students and most certainly first generation graduate students. Therefore, one fulltime faculty member has been designated to coordinate the MSN graduate track thus ensuring student’s academic success especially if graduate education historically has been limited to this cohort. Dr. Bassi will be responsible for communicating with each candidate applying to the program and also to provide 1:1 advising regarding the coursework and the criteria for CNE certification. The same model has been used in our RN-BSN completion program where Dr. Leslie Shurts has successfully coordinated that program and will work with the RN-BSN faculty to advise and recruit MSN candidates. The WNMU School of Nursing also employs a fulltime Academic Advisor who has initiated an academic alert system notifying faculty when student performance is declining. Currently the faculty in the RN-BSN program meets bi-weekly to discuss student issues and propose appropriate interventions. We already have begun meeting to plan the MSN graduate track and as a faculty designed the program outcomes and curriculum.

(2) Projected Enrollment.

a. Table 1 presents projected enrollment in the MSN graduate program for the first 5 years of the program. The projected enrollment is based on the significant growth of the RN-BSN Completion program as presented in Table 2 and data results from surveys previously presented in this document.

<table>
<thead>
<tr>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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Table 1: Projected Student Enrollment

Table 2: RN-BSN Completion Program Years 2009-2014
b. We anticipate admitting at least 10 students per academic year for the first three years and then an increase to 15 students for year 4 and 5 but candidates may apply and be accepted each semester (Table 3). Numbers are based on projected enrollment of 18 credit hours per year. The expected number of part-time students will represent 50% of the admitting cohort which is reflected in our RN-BSN completion program since both online options promote matriculation for the working RN.

Table 3: Projected Enrollment and Credit Hours

<table>
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<tr>
<th>Enrollment Year</th>
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<th>Year 3</th>
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*Indicates 18 credit hours per academic year
**Indicates 9 credits hours per year

D. Institutional Readiness for the Program

1) Teaching faculty- WNMU Nursing faculty includes one doctoral-prepared and ANCC certified fulltime faculty member who will coordinate the MSN graduate track. Two additional faculty members are PhD prepared (Appendix C- Faculty CVs). Dr. Vicki Denson is certified as a Clinical Nurse Educator (CNE) by the National League for Nursing. Since WNMU is transitioning to the state-wide NMEC BSN curriculum the school of nursing sees this as an opportune time to cross train newer faculty members to assist with the RN-BSN completion program allowing our PhD faculty to teach in the MSN graduate track based on their interests. In the past, the school of nursing has not had the opportunity or the resources to utilize graduate assistants. We anticipate that by recruiting graduate candidates—identifying nursing education as their primary career goal, we will now have the opportunity to not only cultivate graduate assistants to assist with classroom instruction but will also cultivate clinical instructors which is sorely needed in the state. The university is committed to supporting the SON in the cultivation of these Master’s prepared clinical instructors and future faculty. Those applicants to the proposed MSN program who commit to service in the SON will receive 1 year of full tuition reimbursement for every academic year of service as a clinical instructor under the Nursing Tuition Assistance Program.
2) **The Miller Library** has approximately 1,200 print and electronic books in its collection capable of supporting a graduate program in nursing. In the last fiscal year, the nursing collection was reviewed on a title-by-title basis and updated through new acquisitions. While many of the new titles purchased were in print format, 205 books (totally $11,135) were purchased in electronic format. The topic coverage in the nursing book collection includes nursing administration, medical terminology, history of medicine, ethics in health care professions, patient education, clinical skills, public policy and health care, women’s health, social medicine, infectious diseases, chronic illnesses, wellness and fitness, rural health, health care reform, nursing assessment, nursing care plans, nursing research, health and environment, culture and health, learning disabilities, substance abuse, populations with special needs, gerontology, and alternative medicine. Because of New Mexico’s demographic profile, a special emphasis is placed on works that pertain to Hispanic and Native American health care needs and cultural considerations. The nursing book collection was augmented by acquiring works in related subject areas such as aging and gerontology, addiction, men’s health, public health, psychology, and health care. Nursing graduate work relies heavily on databases that cover scholarly journal literature, especially in evidence-based research. To that end, the Miller Library maintains subscriptions to CINAHL Complete (the most prestigious database for nursing studies), Nursing and Allied Health Collection, Public Health Reports, Psych INFO, the Psychology Collection, Sports Discus, and Academic Search Complete. Also available to nursing students and faculty are e-book collections such as the Merck Manuals and Credo Reference.

The Miller Library participates in both the Federal Depository Library Program and the New Mexico State Depository Program. To that end, the Miller Library provides ready access to online databases produced by federal or state agencies. Examples of these databases are the Center for Disease Control and Prevention, Medline Plus, PubMed, TOXNET, U.S.-Mexico Border Health Commission, Health New Mexico, and New Mexico Department of Health. Professional librarians and highly trained library technicians provide research assistance to nursing students and other library users in both face-to-face and online environments. Professional librarians teach library instruction sessions on a regular basis at the request of faculty. Finally, the Miller Library is a member of several library consortia which broadens the opportunities to provide resources to nursing graduate students. The consortia includes AMIGOS Library Services, Inc., (membership includes libraries in New Mexico, Arizona, Texas, Oklahoma, Arkansas, and Louisiana), the New Mexico Consortium of Academic Libraries, and the National Network of Libraries in Medicine.
3) The SON’s fiscal and physical resources are sufficient to enable the school to fulfill the school and university mission, vision and strategic plan while expanding to a graduate program. No additional space is required as faculty and students enjoy a new state of the art facility that was completed in 2010 and awarded a 2012 U.S. LEED Gold award.

4) WNMU utilizes the Instructure Canvas learning management system. The institution provides help desk support during regular business hours and for limited hours on weekends, as well as 24/7 access to the Canvas technical support team in Utah. The Office of Online Learning staff, including two Canvas managers and a digital media specialist, provides technological support to instructors who develop and deliver courses via Canvas. The University also provides a full time faculty developer who holds a PhD in curriculum/instruction with an emphasis in educational technology from New Mexico State University. The faculty developer works with instructors in the areas of course content, pedagogy and navigation design. WNMU provides three distance education classrooms furnished with Mediasite, a lecture capture tool used by instructors to record their teaching presentations. Mediasite recordings can be edited and embedded in online courses. Canvas also allows instructors to easily create and embed their own audio/video in their online courses.

5) The school of nursing’s professional support staff includes a 1.0 FTE Program Manager, 1.0 FTE administrative secretary, 1.0 FTE nursing advisor responsible for recruitment and 1.0 FTE technology support specialist. Hence, the operating resources are adequate to implement the MSN graduate track.

6) External Facilities and clinical-teaching settings will be aided by the TRIAD model developed by Dr. Bassi for the RN-BSN program which has been expanded to the MSN graduate track. We now have a designated Simulation Coordinator who will also provide teaching practice hours for candidates.

E. Projected Cost of the Program

1) New costs for program start-up.

a. Faculty-No new faculty are projected at this time. Faculty from the BSN program and pre-licensure program will also be cross trained to enhance all programs within the WNMU SON. The WNMU School of Business has committed faculty to teach 3-6 course credits per semester to encompass the business courses offered within the MSN plan of study.
b. Library-No new library resources will be necessary to support the proposed MSN graduate program. The current library holdings in conjunction with departmental funds for obtaining additional materials are sufficient for the program.

c. Facilities, equipment, and Technology Resources are adequate to implement and maintain the MSN graduate track.

d. Graduate Assistantships- Graduate assistantships for the proposed MSN program will be available and will be coordinated through the WNMU Graduate Division. We hope to identify one graduate assistant per academic year from the pool of recipients of the Nursing Tuition Assistance Program—which could include current junior faculty or potential clinical instructors.

2) We are not requesting specific new funding from the State of New Mexico. The program will receive funding based on performance incentives for graduate awards and STEMH awards.

<table>
<thead>
<tr>
<th>Table 4: State Funding</th>
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<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td>New Students</td>
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<tr>
<td>Returning Students</td>
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<td>Total Head Count</td>
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<tr>
<td>Graduates</td>
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<tr>
<td>Student Credit Hours</td>
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<tr>
<td>SCH Formula Funding</td>
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<tr>
<td>Incentive Award &amp; STEMH</td>
</tr>
<tr>
<td>Total Funding</td>
</tr>
</tbody>
</table>

*Student Credit Hours (SCH) generated assumes 9 credit hours per semester for a total of 18 SCH per academic year for fulltime status and 9 credits hours per year for part-time status

**Formula funding= $4.75 per SCH, $1000 Master’s Performance Incentive Award and $1000 STEMH Awards

(3) Other Support

The WNMU SON will actively pursue federal HRSA grants as they become available. Currently, HRSA is restricting graduate nursing school funding to support advanced nursing education programs for registered nurses preparing to become nurse practitioners, nurse midwives, nurse anesthetists, nurse administrators, and other specialties requiring advanced education, which does not include the MSN faculty role.

F. Quality of the Program
At the commencement of the 2014-15 academic year, a university wide retreat was held where our President encouraged each member of the university to reflect and embrace our strengths which distinctly include--low faculty : student ratios and our unique ability to personalize the student experience. Within the SON, both Faculty and students are supported by personalized academic advising by a dedicated nursing academic advisor. Our technology needs are supported by a school-specific technology position for our distance learning and online programs. Our Program Manager monitors our grant and school budgets and all university related affiliation agreements for clinical practicums and faculty practice. Our resources are annually reviewed and program outcomes are evaluated by the partnership between the American Association of Colleges of Nursing and Evaluation Benchmarking Inc. The RN-BSN program received a 10 year accreditation renewal in 2011 by the Commission of Colleges of Nursing Education (CCNE). Our pre-licensure Associate Degree and Bachelor’s Degree in nursing programs have been approved by the New Mexico Board of Nursing. The pre-licensure Associate Degree program is accredited by the Accreditation Commission for Education in Nursing (ACEN). The pre-licensure BSN program has been approved by the Higher Learning Commission and application has been made to obtain accreditation from the CCNE.

(1) All programs supported by state funds are expected to comply with principles of academic quality delineated as part of the NMHED’s regulation on instructional funding:

(2) Questions considered in the evaluation of proposals include the following:

a. Curriculum for the proposed MSN graduate track is structured to meet the stated goals of the Essentials’ of Masters Education by the American Association of Colleges of Nursing. The program includes key education-based content delivered in an online format according to the most recent AACN essential’s document (2011). As stated by AACN “Current challenges faced by schools of nursing, including faculty shortages and economic constraints, require groundbreaking and novel approaches to curricular design. The new and evolving approaches to inter-professional education, academic-service partnerships, and clinical/scientific learning, will stimulate innovative thinking thus turning these challenges into opportunities” (2011). In the proposed pursuit of certification as a CNE the NLN Core Competencies are contained through-out the curriculum. As mentioned previously, upon program completion, graduates will have the opportunity to enroll in a 15 credit post-graduate certificate in advanced nursing education courses while accumulating hours teaching. Upon successful passing of the CNE examination, they will be eligible for CNE certification. We believe that the curriculum and transition to the nurse educator practicum hours we have designed meets the challenges articulated by AACN and NLN using the TRIAD model, simulation and our ability to personalize the student experience.
because of our size and our collaborations both at the intradepartmental and
inter-institutional levels.

b. The program currently has sufficient faculty numbers for this program.
Administrative support has been secured to add faculty as required by the
growth of both the RN-BSN and MSN graduate programs.

c. Admission standards for the MSN graduate nursing program will be in
accordance with those set forth by the WNMU Graduate School and equitable
with other regional and national MSN programs. Detailed admission criteria are
outlined in section C.

d. The SON has a 1.0 FTE support position specifically for technology, who
oversees all aspects of technology for distance learning, face to face and online
programs within the SON.

e. The unique aspect of the Transition to the Nurse Educator/Leader Role
practicum coupled with service-learning opportunities ensures that students are
gaining additional work experience within their designated educational
environment. It is the practice of the SON to incorporate a service learning
component into every class within our programs. To date, 100 % of the RN-BSN
courses contain a service component, all nursing courses in our two graduate
certificates contains a service component and all courses in the proposed
graduate program contain a service learning component. Early in the plan of
study, students are directed to choose service areas to complement their
employment and to link theory application to teaching and clinical practice.

f. Academic support services include those provided to all WNMU graduate
students including our ability to offer the personalized student experience
because of the nature of our size. All of our online programs benefit from the
Virtual Classroom online SMARTTHINKING tutoring service which is available 24
hours per day, 7 days per week.

g. The culminating fieldwork course of the MSN plan of study is “Transition to
the Nurse Educator/Leader Role” when the SON in conjunction with the student
secures an individualized practicum where the student collaborates with a
master educator for a minimum of 200 hours to implement the role.

h. The RN-BSN completion program achieved Commission on Collegiate Nursing
Education program’s (CCNE) 10 year accreditation in 2011. CCNE requires a
process of substantive change notification in writing of any changes in
accredited programs. The WNMU SON has notified CCNE in writing that we have applied for a graduate MSN program and our plan is to participate in the accreditation process thru CCNE. Areas that we will monitor closely are:

- Program completion rates above 70% demonstrating program effectiveness.
- Enrollment in post-graduate certificate above 65% indicating pursuit of CNE certification.
- CNE Certification Pass rates that mirror the CNE national pass rate for that current year.

i. WNMU’s graduate programs are accredited by the Higher Learning Commission and WNMU is a member of the North Central Association of Colleges and Schools. Our current post baccalaureate certificate program “Leadership in Healthcare Systems” and “Nursing Clinical Leadership” both of which contains 15 graduate credits contained in the MSN plan of study have received HLC approval. Our intent is to seek HLC accreditation as part of this application process for review.

j. Specialized accreditation will be sought through the Commission on Collegiate Nursing Education (CCNE). Institutions with CCNE accredited nursing programs are required to notify CCNE of any substantive changes affecting the nursing programs which include the addition of a new nursing degree (e.g., a master’s degree), when another nursing degree (e.g., a baccalaureate degree) is accredited by CCNE (2013). The SON has notified CCNE of our proposal submission.

G. Assessment of Operations

(1) Program operations, progress of students and program completion rates are all reviewed in the monthly Graduate program meeting comprised of the Graduate and RN-BSN coordinator, Faculty chair, graduate faculty, the nursing faculty advisor and Program Manager. Corresponding agendas and minutes are maintained. This model has been successful with the RN-BSN program and graduate meetings have already commenced in preparation of this application.

The SON is represented at the University Assessment committee which meets the third Thursday of the month. Every department’s Student Learning Outcomes and total program review undergo rigorous examination every three years and five years respectively. Upon completion each program submits a report which is examined by the committee and recommendations are returned to the department. Upon completion of recommendations a final report is submitted to the VP of Academic Affairs. The SON
currently maintains an account with Educational Benchmarking Inc. who systematically assesses the RN-BSN completion program during the last practicum course of the program and provides an extensive report using comparative data with 3 similar size public universities nationwide.

(2) The focus of evaluation is to ensure that the mission, goals and expected program outcomes are congruent with the university and are consistent with the AACN Essentials of Graduate Education. Therefore WNMU SON will use several methods (both formative and summative) to evaluate the MSN graduate program. University wide course and faculty evaluations are routinely administered including online formative evaluations by the Virtual Classroom department. The SON collaborates with our Advisory Board to seek qualitative feedback from employers regarding our graduates. A formal survey is also distributed to all graduates’ employers to obtain quantitative data. The SON has committed to expand the use of Educational Benchmarking Inc. to provide a comprehensive assessment of the MSN program as we practice for the RN-BSN program.

H. Administrative Responsibility and Institutional Commitment

(1) The MSN graduate track will be included under the umbrella of programs offered within the SON administered by the Faculty Chair. The MSN graduate track including the graduate certificate is overseen by the Graduate Coordinator who is a doctoral prepared faculty member. The SON of Nursing is contained within the School of Health Sciences under the College of Professional Studies administered by the Provost and Vice President for Academic Affairs. The MSN graduate program will be governed by policies and procedures established by the Graduate Division and overseen by the Director of the Graduate and the Graduate Council (comprised of Graduate Coordinators from each graduate program). This is consistent with the administrative structure of other academic programs within the university.

(2) The School of Nursing has consistently been supported by all levels of administration in developing this MSN graduate program. Internal approvals have been obtained including Graduate Council, VPAA Dr. Jack Crocker, University President Joseph Shepherd and the University’s Board of Regents (to follow).
October 29, 2015

New Mexico Higher Education Department
2048 Galisteo Street
Santa Fe, NM 87505

RE: New Graduate Program Approval Request

To Whom It May Concern:

This letter is to confirm the support of WNMU School of Nursing as they submit a request for approval of their proposal for a Master of Nursing in Education and Leadership as outlined by the National League for Nursing and the American Association of Colleges of Nursing. Only two other programs exist in the state as provided by UNM and NMSU Colleges of Nursing, both who are supporting this proposal and have agreed to provide 9 credits of core courses for our students.

Included in this support is the provision of adequate and dedicated library audio/visual resources; sufficient classroom space and nursing laboratory space commensurate with the needs of students and faculty. Personnel and space is also devoted to clerical operations, student advising and counseling.

Western New Mexico University provides financial support in accomplishing the mission and goals of the School of Nursing. The allocation of funds includes adequate nursing faculty salaries, support personnel salaries and supplies and equipment as needed for nursing education in general.

Sincerely,

W. Jack Crocker, Ph.D.
Provost and Vice President for Academic Affairs

WJC/ams
References

AACN (2013). New AACN data confirm that baccalaureate-prepared nurses are more likely to secure jobs, Press release, Retrieved @

https://www.insidehighered.com/advice/2014/03/05/essay-how-colleges-can-deal-shortages-nursing-professors

Institute of Medicine Future of Nursing Report (2011). Retrieved:


http://www.aacn.nche.edu/research-data
Revised Graduate Program Approval Request  
Western New Mexico University School of Nursing  

APPENDICES

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<td>Appendix C</td>
<td>Original Letters of Support</td>
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</tbody>
</table>
APPENDIX A: Abbreviated Faculty CVs

CURRICULUM VITAE
Sherry Bassi
Professor
Western New Mexico University
Box 680
Silver City, NM 88062
(575) 538-6967
Sherry.bassi@wnmu.edu

I. EDUCATION:
Ed.D. -University of Sarasota, Sarasota, FL, 2001
  Doctorate in Human Services Administration with a concentration in Higher Education
  Dissertation: The Relationship between College Students’ High-risk Use of Alcohol and
  their Sense of Connectedness.
MS- Nursing- University of Connecticut, 1993
  Concentration: Community Health
  Thesis: Staff Nurses’ Perceptions of Preceptorship in Baccalaureate Nursing Education
BS- Nursing-University of Connecticut, cum laude, 1991
RN Diploma- Philadelphia General Hospital School of Nursing
Summer School of Alcohol and Drug Studies, Rutgers University, 1994
Management Institute for Women in Higher Education (HERS),
Wellesley College, 1999

II. REGISTRATION:
New Mexico RN-74335, Connecticut R28511 (RN)
2010, 2015

III. PROFESSIONAL EXPERIENCE:
  A. Experience in Higher Education
Promotion to Full Professor -2014 Graduate Coordinator
Associate Professor-
Western New Mexico University 8/1/2011-2014 RN-BSN Program
Associate Professor in Residence 2010- 12/2011 (promoted)
Assistant Professor in Residence 2002-2010
University of Connecticut School of Nursing
  Coordinator of RN-MS program, regional campus accelerated program and Clinical
  Nurse Leader (CNL) graduate track coordinator. Teach undergraduate/graduate clinical
  and classroom with Public Health/Community Health focus.
Coordinator of the AOD (Alcohol and other Drugs) Program in Student Affairs 1995-2002, Eastern Connecticut State University

- Develop, implement and administer all aspects of program including prevention, intervention and coalition building. Grant Writing.

Adjunct Faculty-Health and Physical Education Department, 2000-02

Eastern Connecticut State University

HPE 310 developed course “Alcohol and other Drugs on American College Campuses and in Education”

HPE 312 “Group Dynamics for Health Education” developed course to meet requirements for Health state certification.

Clinical Faculty Associate I, 1998-2001

University of Connecticut School of Nursing

Preceptor graduate community health students

Group Facilitator-Instructor, 1995-1998

“Stopping Men’s Violence” 26 week Criminal Justice Program

Adjunct Nursing Instructor, 1991-1993

University of Connecticut, Three Rivers Community College

**IV. SELECTED PUBLICATIONS**


**V. SELECTED RESEARCH AND EVALUATION GRANTS RECEIVED**


Bassi (2012-13). Foot Health Access: Enhancing Nursing Education through Wellness, Executive Director Discretionary Grant Con Alma Health Foundation, $2,500 (awarded).


Bassi (2011). Alcohol Prevention @ Avery Point, Connecticut Department of Mental Health & Addiction Services, $22,000 (awarded).

Bassi & Lenzini (2010) Women & Girls Fund, Southeastern CT Community Foundation, Nurse Managed Wellness Clinic Implementation, $10,000 (awarded)
Bassi (2010) Pfizer Community Foundation. HES program support $10,000 (awarded).

Bassi & Lenzini (2010). Dime Bank Foundation. Foot Care Clinic support $3,500 (awarded).

Bassi (2010). The Rotary of Mystic CT, HES afterschool program, $200 (awarded).


VI. DISSERTATION AND THESIS SUPERVISION

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Name</th>
<th>Title</th>
<th>Role</th>
</tr>
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<tbody>
<tr>
<td>2009-11</td>
<td>Mary Pat Lamberti</td>
<td>Improving Sleep in College Students: An Educational Intervention</td>
<td>Major Advisor</td>
</tr>
</tbody>
</table>

12/10   Jill Espelin | Substance Abuse Education for Undergraduate Nursing Students | Major Advisor |

4/10   Mary G. Amendola | A Study of Community-Based Participatory Research with Hispanic/Latino Community Leaders and Members | Associate Advisor |

VII. HONORS RECEIVED/ SPECIAL CERTIFICATIONS

Florence Wald Award for Outstanding Contributions to Nursing Practice 2009
Nightingale Award for Excellence in Nursing 2007
Community Service Award-Connecticut Department of Higher Education 2007
First Year Learning Community Award for Exemplary Practice 2005-2006
Mary Lawrence Research Development Award 2005
Mary Lawrence Research Development Award 2003
The Elizabeth Bush Leadership Award 2002
Sigma Theta Tau, Honor Society of Nursing—since 1991
Honor Society of Phi Kappa Phi—since 1991

VIII. REVIEW ACTIVITIES AND EDITORIAL BOARDS (most recent first)

A. Journal Reviewer
Nursing Education Perspectives, National League for Nursing-2009-current

B. CNL Validation Panel

Competencies & Curricular Expectations for CNL Education and Practice-Oct. 2013

IX. SELECTED PRESENTATIONS


X. SELECTED PROFESSIONAL SERVICE

Board of Directors Bridge Community- 10/12-present
Grant County Health Council- Senior Life Cycle Member 1/2012-current
Board of Directors-Silver Adult Care Services (SACS)-3/2012-current
Advisory Board Sierra House Silver City Gospel Mission –current

A. Service to the University

Vice President of Faculty Senate 2013-2015
UPC Budget Committee
UPC Wellness Committee
Annual Research Symposium Ad-Hoc Committee
University Senate Research Committee
Graduate Council representative
Service Learning Task Force
Post Tenure Reviewer School of Nursing
Chair- Mission/Vision Committee for the College of Health and Human Services

XI. SELECTED FACULTY PRACTICE-COMMUNITY PARTNERSHIPS/SERVICE

• Caregiver Refresher Course
• The Palomas Promotoras Project – Community Partnership Palomas Mexico
• Implemented Nurse Managed Foot Care Clinic
• Initiated application for formation of chapter of Sigma Theta Tau Nursing Honor Society
• MSN Graduate Program- Coordinating completion of a graduate proposal.

___________________________________________

Joseph T. Heidrick

Phone: (575) 574-2032  2211 North Yucca Dr.
heidrickj@wnmu.edu  Silver City, NM  88061

Education

M.S.N.  University of New Mexico  December, 2011

College of Nursing
Albuquerque, NM
Advisor: Patsy Duphorne, Ph.D.

B.S.  University of St. Francis  May, 1992
Health Arts
Joliet, IL

Honors & Awards

Outstanding Graduate Student Award  2011
Sigma Theta Tau International

Excellence in Professional Service Award  2013
Western New Mexico University

Professional Experience

Western New Mexico University  2014 - Present
School of Nursing  
Silver City, NM  88061  

Chair, School of Nursing

Western New Mexico University  
School of Nursing  
Silver City, NM  88061  

Associate Professor of Nursing (tenured)

Fort Bayard Medical Center  
Fort Bayard, NM  

Director of Education/Staff Development  
Taught Nursing Assistant Courses licensed by the NM Department of Health. Taught clinical nursing standards to staff of Certified Nursing Assistants, Registered Nurses and Licensed Practical Nurses which were related to the long term care of residents.

Gila Regional Medical Center  
Silver City, NM  88061  

Director of Staff Development  
Developed, coordinated and taught a variety of clinical nursing subjects to an acute care hospital staff. Subjects included infection control practices, intravenous therapy, and other nursing practice subjects.

Professional Training and Certifications

Certified Legal Nurse Consultant  
Provided consultation and medical record review/terminology interpretation for attorneys involved in healthcare litigation. Provided expert testimony regarding medical terminology interpretation.

HIV/AIDS Educator  
Received education and certification to train healthcare workers and general public in HIV prevention and disease manifestations.

Professional Affiliations

Sigma Theta Tau International 2011-Present  
Honor Society of Nursing
New Mexico Nurses Association 2004-Present
Albuquerque, NM

New Mexico Society of Healthcare Educators 1990-2000
Albuquerque, NM

New Mexico AIDS Education and Training Center 1985-1995
Santa Fe, NM

Southern Area Health Education Center (SoAHEC) 1994-2001
Board of Directors
Las Cruces, NM

New Mexico Hospital Worker’s Compensation Group 1995-2000
Board of Trustees
Albuquerque, NM

Professional Service Activities

Men’s Health Issues 2013
Panel Member and Speaker
Western New Mexico University – J. Cloyd Miller, Library

Outreach Youth Institute 2013
Guest Lecturer
Western New Mexico University

Community Service

El Refugio 1993-1995
Board of Directors
Silver City, NM

New Mexico Nursing Education Consortium 2010-Present
Curriculum Evaluation Committee

CURRICULUM VITAE

Vicki L. Denson, PhD, WHNP-BC, CNE
5100 NW 131st Circle, Vancouver, WA 98685
EDUCATION

• 2014 PhD in Nursing Science, New Mexico State University
• 2009 Post-Master Certificate in Nursing Education, Grand Canyon University
• 2002 Master of Science Nursing, Women’s Health Nurse Practitioner Program, Arizona State University
• 1998 Bachelor of Science in Nursing, Arizona State University

LICENSURE

• Registered Nurse:
  o Arizona - RN105739
  o New Mexico - RN76741
  o Oregon - 201243536RN
  o Washington – RN60518714

• Advanced Practice Nurse – Women’s Health:
  o Arizona -1548APN (inactive)
  o Oregon – 201250195NP (inactive)
  o Washington - AP60518718

CERTIFICATIONS

• 2015 Protecting Human Research Participants, certification through the National Institute of Health. Certificate number 1808125
• 2011 Certified Nurse Educator (CNE), certification through the National League for Nursing. Certificate number 460270
• 2002 Women’s Health Nurse Practitioner (WHNP), certification through the National Certification Corporation (NCC). Certificate number DEN104287992

PROFESSIONAL EXPERIENCE

Academic/Teaching

• December 1, 2012 to Present
  Assistant Professor Tenure Track (Online Remote Position) Western New Mexico University, School of Nursing
• **May 2008 to August 6, 2013**
  
  **Adjunct Faculty**, Grand Canyon University - Phoenix, Arizona
  
  - Master of Science in Nursing – Nurse Educator Program (web-enhanced courses) Teaching Responsibilities:
  
  - RN to BSN Program (web-enhanced) Teaching Responsibilities:
  - Advanced Practice Nurse Program (web-enhanced) teaching responsibilities:
  
  - **Technology used at Grand Canyon University: Angel learning platform, PowerPoint, videos**

• **July 2005 to June 2007**
  
  **Adjunct Faculty**, Arizona State University - Phoenix, Arizona
  
  - Provided lectures on infertility for the WHNP program
  - Clinical preceptor for WHNP and FNP students

**Clinical Practice**

• **January 2015 to Present**
  
  WHNP volunteer, New Heights Clinic – Vancouver, WA
  
  - Direct and manage the gynecologic care for underserved women of all ages including patient education.
APPENDIX B: Letters of Support for Revised Proposal
Dr. Sherry Bassi  
Professor- School of Nursing  
Graduate Coordinator  
Western New Mexico University  
Silver City, NM 88062  

Dear Dr. Bassi,  

On behalf of the University of New Mexico College of Nursing, I would like to express our support for Western New Mexico University School of Nursing’s application for a Master’s of Science in Nursing. We understand that your main focus is to provide seamless graduate education for RN-BSN completion program graduates and accelerated program graduates, especially for those nurses practicing in the rural southwest region of New Mexico.  

We are pleased to partner with you in this endeavor by providing the option for candidates admitted to WNMU’s MSN program to complete the AACN required “3 Ps”, physical assessment, pathophysiology and pharmacology at UNM. Candidates from WNMU may enroll in our courses, as space allows.  

The majority of this content is taught online. However, there are some clinical/“on the ground” components held in Albuquerque, in which candidates of the WNMU would be required to participate. We are excited that this will be a reciprocal relationship where candidates of your program may be exposed to our other graduate opportunities at UNM. Graduates may later decide to pursue a Doctor of Nursing Practice, Post-Master’s Certificate or Doctor of Philosophy at UNM, as they will already be accustomed to our courses.  

We look forward to our continued relationship pursuing this exciting new role that will benefit students, patients, employers and healthcare systems in our state as we prepare the nursing workforce for the evolving healthcare system.  

Sincerely,  

Nancy Ridenour, PhD, APRN, BC, FAAN  
Dean and Professor  

Carolyn Montoya, PhD, CPNP  
Interim Associate Dean for Academic Affairs
October 28, 2015

Dr. Sherry Bassi  
Professor, School of Nursing  
Graduate Coordinator  
Western New Mexico University  
Silver City, NM 88062

Dear Dr. Bassi:

We wish to express our support for the application to the New Mexico Department of Education by the Western New Mexico University School of Nursing (WNMU/SON) to establish a Master of Science in Nursing at that institution. We understand the program is intended to provide seamless graduate education for RN-BSN completion program graduates and accelerated program graduates, especially for those nurses practicing in the rural southwest region of New Mexico.

We are pleased to partner with you by offering our Commission on Collegiate Nursing Education (CCNE) accredited online courses in advanced physical assessment, pathophysiology and pharmacology to your students in the education/leadership specialty track.

We look forward to continuing this collaboration with WNMU/SON as you prepare the future nursing educators of New Mexico.

Sincerely,

Pamela Schultz, PhD, RN  
Enriquez Professor  
Associate Dean & Director SON
Santa Fe Community College (new)

Dr. Sherry Bassi  
Professor- School of Nursing  
Graduate Coordinator  
Western New Mexico University  
Silver City, NM 88062  
October 29, 2015

Dear Dr. Bassi,

I'd like to take this opportunity to express our enthusiastic support for Western New Mexico University School of Nursing's application for a Master of Science in Nursing. We understand that your aim is to provide seamless graduate education for RN-BSN completion program graduates, accelerated program graduates, and nurses desiring to become nurse educators. We appreciate the need for nurse educators in the state. We specifically would be interested in your MSN graduates as potential clinical instructors as we pursue articulation agreements to facilitate our graduates' pursuit of baccalaureate degrees in nursing. We look forward to this relationship that will benefit students, communities, employers and healthcare systems in New Mexico, as we prepare the workforce with much needed nursing faculty and leaders.

Sincerely,

Jenny Landen, R.N., M.S.N., FNP-BC  
Dean, School of Science, Health, Engineering and Math
Dr. Sherry Bassi  
Professor - School of Nursing  
Graduate Coordinator  
Western New Mexico University  
Silver City, NM 88062  

October 27, 2015  

Dear Dr. Bassi;  

I’d like to take this opportunity to express Cochise College’s enthusiastic support for Western New Mexico University (WNMU) School of Nursing’s application for a Master of Science in Nursing. We understand that your aim is to provide seamless graduate education for RN-BSN completion program graduates, accelerated program graduates, and nurses desiring to become nurse educators. As you are most likely aware, there is a national shortage of nurse educators. As the Dean of Nursing for Cochise College, the only college in both Cochise and Santa Cruz counties, I can attest that many of our associate clinical faculty choose WNMU because of the fact that they provide both affordable and accessible quality nursing education.  

We specifically would be interested in your MSN graduates as potential nursing faculty— as we pursue articulation agreements to facilitate our graduates’ pursuit of baccalaureate degrees in nursing and would encourage our associate faculty who are BSN prepared. We look forward to this relationship that will benefit students, communities, employers and healthcare systems in New Mexico, as we prepare the workforce with much needed nursing faculty and leaders.  

Sincerely,  

Jennifer Lakosil RN, MSN, PNP  
Dean of Nursing/Allied Health  
Cochise College
Appendix C: Original Letters of Support

September 3, 2014

Dr. Sherry Bassi
Professor- School of Nursing
Western New Mexico University
Silver City, NM 88062

Dear Dr. Bassi:

I'd like to take this opportunity to express my enthusiastic support for WNMI's pursuit of a Master of Science in Nursing, specifically the Clinical Nurse Leader track. Your program will target a unique area of growing need in the state addressing the health care needs of our citizens, increasing the number of master's prepared nurses and introducing the Clinical Nurse Leader (CNL) role to the state. Over the last several years we have seen an increase in chronic health issues and hospital acquired problems. The CNL role educates nurses to be at the front lines providing a resource at the unit level focusing on patient safety and ensuring quality care. We especially are intrigued by the opportunity for nurses to not only enroll in graduate nursing courses, but also have the opportunity to enroll in WNMI selected business graduate courses to enhance their leadership skills with emphasis on budgeting, using data to increase productivity and marketing.

Our organization looks forward to employing graduate prepared nurses that will maintain their presence working directly with patients, communities and various other systems in healthcare. Your program is unique and will prepare the workforce capable of addressing the evolving needs of our healthcare system.

Sincerely,

Patricia Sheyka, RN, MS
Chief Nursing Officer
September 8, 2014

Dr. Sherry Bassi  
Professor, School of Nursing  
Graduate Coordinator  
Western New Mexico University  
Silver City, NM 88062

Dear Dr. Bassi;  

I’d like to take this opportunity to express our enthusiastic support for Western New Mexico University School of Nursing’s application for a Master’s of Science in Nursing, specifically the Clinical Nurse Leader(CNL) graduate track.  

As you are aware the School of Business at Western New Mexico University will be partnering with the School of Nursing to present some of the “business oriented” curriculum as it pertains to the healthcare system. Topics that will be presented include: finance, accounting, marketing, management and economics. This cross disciplinary approach will have far reaching consequences as we are exploring the possibility of using this coursework to offer a Healthcare Administration Concentration as part of our Master of Business Administration Degree.  

We look forward to our continued relationship pursuing this exciting new role that will benefit students, patients, employers and healthcare systems in our state as we prepare the nursing workforce for the evolving healthcare system.

Sincerely,

[Signature]  
Dr. Steven M. Chavez  
Interim Associate Dean
Date: September 3, 2014

Pedro Corral BSN, RN, CNOR
601 E Cain Dr.
Silver City, NM 88061

Dear Dr. Bassi:

I'd like to take this opportunity to express my enthusiastic support for WNMU's pursuit of a Master of Science in Nursing, specifically the Clinical Nurse Leader track. As a graduate of the WNMU RN-BSN program I believe that the School of Nursing has an obligation to offer graduates an opportunity to continue their education pursuing a graduate degree. While there are a number of graduate programs offering graduate degrees in nursing in the state —most emphasize the nurse practitioner role, administration or education. For many of us our desire to stay at the patient bedside is paramount.

From my research I believe that the Clinical Nurse Leader role is perfect in meeting my career goals—allowing me to focus on my unique clinical area and become a leader and resource to my colleagues. I am also extremely interested in the opportunity to pursue ANCC certification and I understand that upon completion of my plan of study I will be eligible to sit for the certification examination—having completed the required immersion hours as part of my clinical practicum.

As a former student I believe that WNMU School of Nursing has the infrastructure, resources and faculty in place to offer graduate education and help me pursue my career goals. I anticipate your approval and look forward to enrolling.

Sincerely,

Pedro Corral BSN, RN, CNOR
October 6, 2014

Dr. Sherry Bassi
Professor – School of Nursing
Western New Mexico University
Silver City, NM 88062

Dear Dr. Bassi,

I’d like to take this opportunity to express my enthusiastic support for WNMU’s pursuit of a Master of Science in Nursing, specifically the Clinical Nurse Leader track. Your program will target a unique area of growing need in the state addressing the health care needs of our citizens, increasing the number of master’s prepared nurses and introducing the Clinical Nurse Leader (CNL) role to the state. Over the last several years we have seen an increase in chronic health issues and hospital acquired problems. The CNL role educates nurses to be at the front lines providing a resource at the unit level focusing on patient safety and ensuring quality care. We especially are intrigued by the opportunity for nurses to not only enroll in graduate nursing courses, but also have the opportunity to enroll in WNMU selected business graduate courses to enhance their leadership skills with emphasis on budgeting, using data to increase productivity and marketing.

Our organization looks forward to employing graduate prepared nurses that will maintain their presence working directly with patients, communities and various other systems in healthcare. Your program is unique and will prepare the workforce capable of addressing the evolving needs of our healthcare system.

Sincerely,

Aimee Jaurequi, MSN RN
Health Services Director
October 7, 2014

Sherry Bassi EdD, PHCNS, BC
Professor – School of Nursing
Graduate Coordinator
Western New Mexico University
Silver City, NM 88062

Dear Dr. Bassi:

I would like to take this opportunity to express my support for Western New Mexico University’s pursuit of a Master of Science in Nursing program with the inclusion of the Certified Nurse Leader track.

Your program will target a growing need in our state and address the healthcare needs of our communities by increasing the number of master’s prepared nurses and introducing the Certified Nurse Leader (CNL) role to New Mexico.

As a Nursing Administrator in the Southwestern Region of New Mexico, I have witnessed the challenges our healthcare system faces with lesser financial resources. Clearly nursing professionals need to be equipped with a broader understanding of both aspects of the patient care spectrum while ensuring that nurses within the leadership role are capable of providing safe, quality care to their patients. Today, more than ever, nurses are expected to deliver optimal bedside care, maintain patient and physician satisfaction, perform cost-containment initiatives, while heeding fiscal constraints. I believe your program will help prepare engaged nurses to excel in a successful and potentially rewarding career in a wide range of health care settings.

Additionally, we are interested in the opportunity for nurses to not only enroll in graduate-level nursing courses with WNMU, but to also have an opportunity to enroll and participate in graduate-level business courses in order to enhance their leadership skills with an emphasis on budgeting, marketing, and utilizing data to improve productivity.

Our facility looks forward to employing graduate prepared nurses who will maintain the presence working directly with patients and communities of various settings within our organization. Your distinct program will ensure preparation of a workforce more capable of addressing the evolving demands of our rapidly changing healthcare system.

Sincerely,

Joy C. Harrell
Chief Nursing Officer

900 West Ash St., P.O. Box 710, Deming, New Mexico 88031
Phone (575) 546-5800, Fax (575) 546-1307
Dr. Sherry Bassi  
Professor - School of Nursing  
Western New Mexico University  
Silver City, New Mexico 88062  

Dear Dr. Bassi:

I, Harriet Brandstetter, CEO of Hidalgo Medical Services (HMS), take this opportunity to express my support for WNMU’s pursuit of a Master of Science in Nursing, specifically, the Clinical Nurse Leader track. This Program will target a unique area of growing need, in the State, addressing the health care needs of our citizens. This Program will increase the number of mastered degree nurses, thus, introducing the Clinical Nurse Leader (CNL) role to the State.

HMS is the largest provider of health care in Hidalgo and Grant County. We provide services to over 19,000 individuals. We provide a wide array of primary care services to include inpatient care. We are also fortunate to have a Residency Training Program for Family Practice Physicians.

We are very interested in working and partnering with WNMU in employing graduate prepared nurses that will allow them to continue to work directly with patients and most important to remain in our communities. They can also do rotations at any of our clinics.

This innovative Program sounds very exciting and will train well-rounded individuals, not only in the nursing arena but also in business.

If you need additional information, please do not hesitate to contact me.

Sincerely,

Harriet Brandstetter, CEO