A Proposal for a Master of Science in Nursing
Clinical Nurse Leader (CNL) Track
Western New Mexico University
Silver City, NM 88062

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

Graduate Program Committee
Sherry Bassi, EdD, PHCNS-BC
Professor and Graduate Program Coordinator

Joe Heidrick, MSN, RN
Associate Professor and Faculty Chair
WNMU HED Graduate Proposal

A. Program Purpose

The WNMU School of Nursing (SON) is proposing a new Master of Science (MS) degree to be identified as the Clinical Nurse Leader track which will:

- Meet the demands of the changing health care environment.
- Increase the number of master’s prepared nurse-leaders at the microsystem level.
- Generate a source of revenue for the SON.

This program is unique among New Mexico School of Nursing graduate programs-no other exists in the state. The program vision is to prepare a cadre of nursing leaders to effect essential change in the healthcare system. The Clinical Nurse Leaders (CNL) functioning as advanced generalists will remain at the patient bedside while supporting their respective clinical microsystem with acquired skills and expertise in quality improvement and patient safety.

1) The purpose of this proposed program is to offer graduates a unique opportunity to earn a Master’s degree in nursing and become eligible for AACN certification as a Clinical Nurse Leader (CNL) after completing coursework and 500 hours of clinical immersion all outlined in this document. We believe this program will address the demands of the changing health care environment by introducing the role of the Clinical Nurse Leader to New Mexico while generating a new source of revenue for the WNMU School of Nursing. In addition, both UNM and NMSU have agreed to partner with us to offer 3 required courses and refer their students to our program since no other CNL exists in the state. The secondary purpose of this program will offer graduates of our RN-BSN completion program a seamless opportunity to matriculate towards a graduate degree.

2) 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 professional practice microsystems thus creating innovative clinical practicums for the CNL immersion hours.

3) Our current RN-BSN online completion program is one of the fastest growing programs at WNMU having grown 198% from 2007-2013. That being said, our President and Provost are keenly aware of the need to improve the quality of healthcare in New Mexico including accessibility. Not only does the state require more nurses for the future but also must consider the need for Master’s
prepared nurses to meet the rapidly changing complexity of patients. 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). As our population continues to age, nurses must receive additional education in order to address the complexities of the older population. In summary it is our belief that no matter what specialty the RN is practicing within he or she will need the specific skills to ensure patient safety, reduce hospital (institution) acquired problems and facilitate quality improvement at the unit level (clinical microsystem).

The university has recently 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 offered an 8-week Caregiving Refresher Course for the local community, partnering with Kinesiology and Occupational Health. This semester the SON has 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 CNL track, offering several courses that emphasize business, economics, 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. The Veteran’s Administration in Albuquerque has committed to partner with us to provide clinical immersion practicums for students and refer their RN employees to our program since the VA has been in the for-front utilizing the CNL role.

4) 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 and mandated 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 500 clinical role immersion practicum hours that can be completed in 3 fulltime semesters or 18 months depending on the academic institutions semester structure (AACN, 2013).
**CNL Certification** - Upon completion of the program, students are eligible for certification. WNMU School of Nursing will apply to AACN for validation as a certification site and administer the certification examination. Dr. Sherry Bassi, WNMU SON Professor (in previous employment at the University of Connecticut) successfully implemented and coordinated a CNL program at that university which included application to AACN as a validator. Dr. Bassi also served on the CNL competency validation panel for AACN.

**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).

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).

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).

NUR 501: Theoretical Foundations-Provides the foundation necessary to understand the development, analysis, and evaluation of nursing theory including the major streams of nursing scientific development. Systems science and integration including microsystems, mesosystems and macro systems will be emphasized. Collective theories from other disciplines—such as the sociological, behavioral and biomedical sciences—will be included. The focus of this course is on the application of theory in nursing practice focusing on the resourcefulness of the Clinical Nurse Leader role (3 credits).

NUR 503: Informatics and Healthcare Technology- This course focuses on the use and evaluation of health information technology relevant to health, patient care, and the microsystem (3 credits).
BSAD 505 Health Care Systems & Organizations – An introductory course covering topics in organizational theory focusing on the clinical microsystem, 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 and investment analysis and technology as they apply to the health care industry (3 credits).

NUR 507: Issues in Contemporary Health Care Environments - Examines health care policy in terms of contemporary issues related to the delivery of healthcare, health care access, ethics, quality and cost. This course is presented from a public health perspective with the critical analysis of 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 practice. Emphasis is on problem identification, design principles, sources and levels of evidence, and utilization of research (3 credits).

NUR 506: Quality Improvement and the Microsystem - This course will examine quality improvement principles and concepts at the point of care (microsystem). The content includes 100 hours of clinical practicum preparing students to conduct an assessment of an opportunity for improvement in patient quality or safety in a microsystem of their choice (3 credits).

NUR 581: Immersion into the CNL Role - This course provides clinical application of theory through a 400 hour immersion (practicum) experience in the role of the clinical nurse leader presenting a framework for interdisciplinary leadership and lateral integration of care applied through the core competencies outlined by the AACN (6 credits).

Program Outcomes - The graduate of the Clinical Nurse Leader Graduate Track will:

1. Provide leadership to assure safe, timely, efficient, effective, equitable, and patient centered care.
2. Provide lateral integration of care services.
3. Incorporate evidenced-based practice, patient safety, and quality improvement to optimize healthcare outcomes.
4. Use evidence-based practice to guide the healthcare of individuals, families, groups, and populations.
5. Analyze the effect of healthcare policy and advocacy to ensure population-based health promotion.
6. Use information technology effectively and efficiently to provide evidence-based care.

B. Program Justification

1) Need.

The dynamic nature of the current healthcare delivery system supports the need for the nursing profession to plan for the future and anticipate the healthcare needs of the population and geographic area we serve. The complexities of health and wellness require that nursing knowledge be expanded to provide such complex care. In 2010, the Institute of Medicine published “The Future of Nursing: Leading Change, Advancing Health”. The report noted the trends in health care that would challenge current health care models: an aging population, a shift to high incidences of chronic health problems, with an increasing emphasis on prevention, and on community and public health approaches. One conclusion was that as the complexity of the population increases, nursing education geared towards advanced competency in areas of leadership, policy, quality improvement, research and evidence-based practice (major components of the CNL curriculum) could address these needs (IOM, 2011). In 2007, the American Association of Colleges of Nursing (AACN) published a White Paper on the role of the Clinical Nurse Leader (CNL). In the White Paper, preparation for this role was defined as graduate level education, with entry at the master’s degree level (AACN, 2007). The CNL is prepared to function in various settings, with expertise in quality improvement and safety, risk reduction, fiscal stewardship, and evidence-based practice, in their chosen clinical fields (CNLA, 2013).

a. To date local inpatient facilities including Gila Regional Medical Center in Silver City, NM have committed to utilizing the CNL role. Dr. Bassi has already presented several information sessions on the proposed program in the region. Additionally the Veterans Administration already a strong proponent of the role has contacted the SON inquiring when we will be ready to offer the program (see letter of support). The VA, looking for cost-effective ways to enhance quality care and patient satisfaction, has been an enthusiastic, national leader in both supporting CNL nursing education and in redesigning their systems to effectively employ CNLs. Internally we have been working with the university Office of External Affairs assisting them in developing outreach plans that include nursing graduate education. Hidalgo Medical
Services (HMS) and a collaborative exchange program with the University of Juarez to offer online education for their BSN prepared faculty is in the planning stages (Appendix A- Letters of Support).

b. In little over 8 years our RN-BSN program has grown to 98 matriculating students. 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. 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. Specifically 50% expressed interest in the CNL track 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 mail assessing their interest in attending WNMU and entering the CNL graduate track specifically. Twenty-six graduates responded positively to the survey stating they were interested in pursuing the CNL 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 the CNL graduate online program will be appealing to the RN student with multiple commitments.

Many other health facilities now employ CNLs with most concentrated in the states of Al, CA, FL, Il, MD, OH and TX. Recent 2011 estimates suggest that the nations’ schools of nursing turn away applicants by the thousands due mostly to an inadequate number of qualified RNs with graduate degrees to serve as nursing faculty. New Mexico is no exception. Due to our geographic isolation it is difficult to recruit graduate prepared faculty to WNMU’s SON—especially for Clinical Instructors who oversee students in the practicum areas. By offering the CNL graduate track—candidates will be able to specialize in an education microsystem, thus allowing WNMU to cultivate a cohort of our own qualified clinical instructors who will be prepared at the Master’s level. AACN has mandated that the Clinical Nurse Leader track be designed to graduate RNs within 3 full time semesters to address voids at the microsystem level across all healthcare systems (AACN, 2007).

c. One of the unique aspects of the CNL role is that it prepares students to become clinical experts within the realm of their individual specialty focusing on not just the individual patient but the microsystem or unit level, thus allowing us to recruit various preceptors in the community to work with the CNL students during their clinical role immersion. Dr. Bassi has successfully
designed a “TRIAD Model” where the instructor, preceptor and student work together as a triad to identify, assess, design, implement and evaluate a clinical problem that the student uses as part of the immersion experience. “Thinking out of the Box” students and institutions are encouraged to allow graduate CNL students to function in the CNL immersion role while on duty to model the CNL role to other RNs. This has been a very successful aspect of the CNL immersion clinical practicum resulting in the creation of formal partnerships with one or more local clinical sites to ensure that CNL students have a professional preceptor experience. This CNL initiative now includes over 90 partnerships across the country between the education and practice settings (AACN, 2013). The Veteran’s Administration in Albuquerque has already committed to work with us creating a clinical partnership.

2) Duplication.

a. The Clinical Nurse Leader graduate track in nursing currently is not being offered by any institution in New Mexico (both public and private universities).

b. N/A

c. The CNL program should be approved because it provides an additional option for RNs seeking to matriculate towards a graduate degree in Nursing. The AACN has 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. The CNL track seeks to educate nurses to become advanced generalists so they may continue their population-focused work within a myriad of healthcare settings while helping them to achieve new skills in quality improvement, patient safety and cost effectiveness at their desired microsystem of care.

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.

e. Documentation from institutions with existing programs is not applicable since there are no existing programs at this time.

f. N/A

g. N/A
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. Those 9 credits will be transferrable to the CNL track at
      WNMU. If a CNL graduate later decides to pursue a Doctorate of Nursing
      Practice (DNP) they will already have the core courses completed
      towards the DNP.
   b. NMSU has expressed the desire to encourage their “Road Runner”
      accelerated pre-licensure students to consider the CNL 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.

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 advanced generalist role such as the CNL. The second cohort
may apply with a BSN from another nursing program.

a. 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 since the CNL prepares students to expand their skills that will
   benefit current employment practice. Areas where our students
   currently practice and could implement the CNL role are endless—
Veterans’ Administration-all areas, Public Health, school health, inpatient acute care, long term care, gerontology, correctional health, flight nursing, emergency department, diabetes education, transplant nursing, India Health Services, home care, sexual assault, homeless shelters, maternal-child health and SON clinical instructors to name a few.

b. Application and admission procedures for the CNL 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 500 clinical immersion 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 leader (this actually will be 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 CNL 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 clinical immersion and the criteria for CNL certification. The same model has been used in our RN-BSN completion program where PhD candidate Leslie Shurts has successfully coordinated that program and will work with the RN-BSN faculty to advise and recruit MSN- CNL 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. The plan would be to expand that process to include candidates from the CNL program.

(2) Projected Enrollment.

a. Table 1 presents projected enrollment in the CNL 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>
<th>Enrollment Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Returning Students</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Total Head Count</td>
<td>10</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Year</th>
<th>Fall 09</th>
<th>Spring 10</th>
<th>Fall 10</th>
<th>Spring 11</th>
<th>Fall 11</th>
<th>Spring 12</th>
<th>Fall 12</th>
<th>Spring 13</th>
<th>Fall 13</th>
<th>Spring 14</th>
<th>Fall 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>6</td>
<td>10</td>
<td>15</td>
<td>16</td>
<td>21</td>
<td>26</td>
<td>35</td>
<td>17</td>
<td>36</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Returning Students</td>
<td>5</td>
<td>6</td>
<td>16</td>
<td>20</td>
<td>39</td>
<td>37</td>
<td>50</td>
<td>71</td>
<td>70</td>
<td>65</td>
<td>78</td>
</tr>
<tr>
<td>Total Head Count</td>
<td>11</td>
<td>10</td>
<td>25</td>
<td>36</td>
<td>60</td>
<td>63</td>
<td>85</td>
<td>88</td>
<td>106</td>
<td>90</td>
<td>98</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Enrollment Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Returning Students</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Total Head Count</td>
<td>10</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Fulltime Status*</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Part-time Status**</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>135</td>
<td>270</td>
<td>360</td>
<td>405</td>
<td>405</td>
</tr>
</tbody>
</table>

*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 doctorally prepared and ANCC certified fulltime faculty member who will coordinate the CNL graduate track. Two additional faculty members are PhD candidates completing dissertations (Appendix C- Faculty CVs). Since WNMU will be 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 those faculty to teach in the CNL 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 CNL candidates--identifying nursing education as their primary microsystem, 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. 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 CNL graduate track.

6) External Facilities and clinical practice settings will be aided by the TRIAD model developed by Dr. Bassi for the RN-BSN program which has been expanded to the Clinical Immersion component of the CNL plan of study.

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 CNL plan of study.

b. Library-No new library resources will be necessary to support the proposed CNL 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 CNL graduate track.

d. Graduate Assistantships- Graduate assistantships for the proposed CNL 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 4: State Funding

<table>
<thead>
<tr>
<th>Enrollment Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Returning Students</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Total Head Count</td>
<td>10</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>135</td>
<td>270</td>
<td>360</td>
<td>405</td>
<td>405</td>
</tr>
<tr>
<td>SCH Formula Funding</td>
<td>$641.25</td>
<td>$1282.50</td>
<td>$1710.00</td>
<td>$1923.75</td>
<td>$7290.00</td>
</tr>
<tr>
<td>Incentive Award &amp; STEMH</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Total Funding</td>
<td>0</td>
<td>$11,282.50</td>
<td>$11,710.00</td>
<td>$11,923.75</td>
<td>$17,290.00</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 CNL 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).

(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 CNL 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 and scientific learning stimulate innovative thinking about turning these challenges into opportunities” (2011). We believe that the curriculum and clinical immersion experience we have designed meets the challenges articulated by AACN using the TRIAD model 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 CNL graduate programs.
c. Admission standards for the CNL 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 CNL Immersion practicums coupled with service-learning opportunities ensures that students are gaining additional work experience within their designated microsystem. 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 and every course in the proposed graduate program contains 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 clinical practice.

New data from AACN (2013) reports that graduates of entry-level baccalaureate and master’s nursing programs are more likely to secure job offers at the time of graduation or sooner. Data from RNs graduating from entry-level master’s programs indicate that 67% had jobs after graduation and 90% had jobs 4-6 months after program completion (AACN, 2013).

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 final immersion course of the CNL plan of study is “Immersion into the CNL Role” when the SON in conjunction with the student secures a clinical partnership with the student’s place of employment to conduct the 400-500 hours of immersion. During this time the student is “immersed” within the identified clinical microsystem to help solve unit problems and act as a resource. Dr. Bassi reports that in her experience, the organization where the student is employed is willing to allow the student to use work hours to achieve immersion completion since the organization is benefitting with the resolution of a microsystem or macrosystem problem that the student addresses as part of the final requirement of the program. Many organizations also embrace the employee’s CNL completion since they are eligible for certification examination
upon completion of immersion hours. Many healthcare organizations encourage employee certification among their nurses in order to strengthen their application for ANCC Magnet Status.

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 CNL 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.
   • CNL Certification Pass rates that mirror the CNL national pass rate which is 71% (2013).

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” which contains 15 graduate credits contained in the CNL plan of study has already 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 rigor 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 CNL 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 CNL program as we practice for the RN-BSN program.

H. Administrative Responsibility and Institutional Commitment

(1) The CNL graduate program track will be included under the umbrella of programs offered within the SON administered by the Faculty Chair. The CNL 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 CNL 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 CNL 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 17, 2014

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 Western New Mexico University School of Nursing as they submit a request for approval for their proposed new graduate program for a Master of Nursing for the Clinical Nurse Leader track as outlined by the American Association of Colleges of Nursing (AACN). CNL competencies build on the AACN’s Essentials of Master’s Education in Nursing (2011).

Currently no other nursing CNL graduate program exists in New Mexico. 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
Western New Mexico University
PO Box 680
1000 West College Avenue
Silver City, NM 88061
GRADUATE COUNCIL, VICE PRESIDENT FOR ACADEMIC AFFAIRS, AND BOARD OF REGENTS APPROVAL SIGNATURES for Proposed New Program

Title of Program: Master Of Science in Nursing-Clinical Nurse Leader (CNL)

Date Approved by Graduate Council: October 16, 2014

SIGNATURES

Approved:

Robert Riddles
Chair, Graduate Council

10-14-14

Date

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

10-14-14

Date

Janice Argabright, President, WNMU Board of Regents

10-14-14

Date

10/14/2014
References


New Graduate Program Approval Request  
Western New Mexico University School of Nursing  

APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Letters of Support</td>
<td>24</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Abbreviated Faculty CVs</td>
<td>35</td>
</tr>
</tbody>
</table>


APPENDIX A: Letters of Support

Department of Veterans Affairs
New Mexico VA Healthcare System
1601 San Pedro Drive SE
Albuquerque NM 87108-6154

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

October 9, 2014

In Reply Refer To:

Dear Dr. Bassi:

I would like to take this opportunity to express my enthusiastic support for Western New Mexico University’s (WNMU) pursuit of a Master of Science in Nursing, specifically the Clinical Nurse Leader (CNL) track. Your program will target a unique area of growing demand in the country by addressing the health care needs of our veteran citizens, increasing the number of master’s prepared nurses and introducing the Clinical Nurse Leader (CNL) role to the State of New Mexico. Over the last several years, healthcare organization, including the Veteran Administration Medical Centers, have seen an increase in chronic health issues, patient complexity and hospital acquired problems. The CNL role educates nurses to be at the direct care front lines providing a resource at the unit level that focuses 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.

As you are well aware the Veteran’s Administration has been at the forefront of utilizing the CNL role nationwide for a number of years. The New Mexico VA Healthcare System presently is funding five CNL students who are enrolled in various CNL on-line programs throughout the nation. We would have preferred to have our students stay within the State of New Mexico, but that was not possible due to the fact that there are no CNL Programs in New Mexico. We would welcome the opportunity to collaborate with you as you implement this new graduate program. As an Academic Partner with WNMU we are especially interested in the areas of providing opportunities for Clinical Immersion experiences and CNL preceptorships by offering you the expertise of our institution’s certified Clinical Nurse Leaders.

The VA has a long history of employing graduate prepared nurses and we are committed to their continued presence as they care for our veteran patients and their families in Albuquerque, in our multiple rural community based clinics, and more recently in our expanding statewide tele health initiative. Your program to educate future CNL is unique and will prepare a future workforce to be capable of addressing the evolving needs of our healthcare system and the patients they serve.

Sincerely,

Cynthia Nuttall, PhD, RN
Associate Chief of Nursing, Professional Practice and Operations
New Mexico VA Healthcare System
Dr. Sherry Bassi  
Professor - School of Nursing  
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 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. Your proposed program is unique to New Mexico and will complement our offerings here at UNM without duplicating our efforts to offer graduate education. As you have explained, the American Association of Colleges of Nurses supports the CNL role which oversees the care coordination of a distinct group of patients and actively provides direct care in a variety of complex situations utilizing evidence-based practice. We understand that graduates of the program will be eligible for ANCC certification having met the clinical immersion hours as part of the CNL graduate plan of study. This has important implications to the health care workforce of the state, as it will increase professional certification of our nurses.

We are pleased to partner with you in this endeavor by providing the option for candidates admitted to WNMU’s CNL track to complete the AACN required “3 P’s”, physical assessment, pathophysiology and pharmacology at UNM. Candidates of the CNL track 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 CNL track would be required to participate. We are excited that this will be a reciprocal relationship where candidates of the CNL track may be exposed to our other graduate opportunities at UNM. Graduates may later decide to pursue a Doctorate of Nursing Practice or Post-Master’s Certificate 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
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 master 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,

[Signature]

Harriet Brandstetter, CEO
College of Health and Social Services  
School of Nursing  
MSC 3185  
New Mexico State University  
P.O. Box 30001  
Las Cruces, NM 88003-8001  
575-646-3812, fax: 575-646-2167

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

September 5, 2014

Dear Dr. Bassi;

I would 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. Your proposed program is unique to New Mexico and will complement our offerings here at New Mexico State University School of Nursing without duplicating our efforts to offer graduate education. As you have explained, the American Association of Colleges of Nurses supports the CNL role which oversees the care coordination of a distinct group of patients and actively provides direct care in a variety of complex situations utilizing evidence-based practice. We understand that graduates of the program will be eligible for ANCC certification having met the clinical immersion hours as part of the CNL graduate plan of study. This increase in professional certifications for New Mexico nurses is an important contribution to quality, safe care delivered to New Mexico residents.

We are pleased to partner with you in this endeavor by offering the AACN required “3 P’s” - physical assessment, pathophysiology and pharmacology - for candidates of the CNL track. We understand that this will be a reciprocal relationship where upon if a CNL graduate later decides to pursue a Doctorate of Nursing Practice they will 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 nurses for the evolving healthcare system.

Sincerely,

[Signature]

Pamela Schultz, PhD, RN  
Associate Dean & Director  
Enriquez Professor
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 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,

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

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

Date: October 1, 2014

Dear Dr. Bassi;

The following is a letter of support for Western New Mexico University’s School of Nursing’s (WNMU) application for a Master’s of Science in Nursing, specifically the Clinical Nurse Leader (CNL) graduate track. I wholeheartedly support the proposed program, as it is unique to New Mexico and will allow another option for our current faculty members, as well as our students in enabling them to pursue their graduate education at a reasonable financial cost. We currently have one of our associate nursing faculty who recently enrolled in the WNMU’s graduate theory nursing class and she has found the Nursing program to be quite accessible and her goal of earning her MSN, attainable. This is an individual who has worked for our rural nursing program in Cochise county, Arizona for over ten years, but is now closer to realizing her dream of being prepared to be a full time nursing faculty. As you have explained the American Association of Colleges of Nurses supports the CNL role which oversees the care coordination of a distinct group of patients and actively provides direct care in a variety of complex situations utilizing evidence-based practice. We understand that graduates of the program will be eligible for ANCC certification having met the clinical immersion hours as part of the CNL graduate plan of study which is important to the state by increasing professional certification of our nurses.

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 yours,

Jennifer Lakosil RN, MSN, PNP
Director of Nursing
Cochise College
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,

[Signature]

Pedro Corral
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,

Atmee Jauregui, 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 Nurse Leader track.

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

As a Nursing Administrator in the Southwestern Region of New Mexico, I have witnessed growth in our healthcare climate. Our patient population presents with both greater comorbidity and fewer resources. Clearly nursing professionals need to be equipped with a broadly superior understanding of both aspects of the patient care spectrum while ensuring that nursing leadership is capable of providing safe, quality care to their patients. Today, more than ever, nurses are expected to deliver optimal bed side care, maintain patient and physician satisfaction, perform to 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-wide range of health care settings.

Additionally, we are interested in the opportunity for nurses to not only enroll in graduate 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 our presence working directly with patients and communities of various settings within health care. 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
September 6, 2014

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

Dear Dr. Bassi:

I am very excited that Western New Mexico University has decided to offer graduate level education to its former nursing students, and in an area not covered by many other schools, as well. From what I understand, obtaining a Master of Science in Nursing with an ANCC certification in Clinical Nurse Leadership would be a wise career move, given the current healthcare atmosphere.

I have always planned to pursue a master's degree in nursing, from the moment I applied to WNMU's Associate's Degrees in Nursing program, and throughout my RN-BSN experience here in Silver City. I am so glad that I will be able to stay here to continue my education with the quality nurse educators that have mentored me thus far, and to practice my clinical skills in the community I have grown to love. I am also looking forward to meeting and collaborating with the variety of talented nurses from across the state that are sure to be interested in the opportunity to become a Clinical Nurse Leader.

Sincerely,

Erin Joslin-Gay BSN, RN
APPENDIX B: 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)

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  

B. Experience in other than higher education  

Clinical Nurse Specialist-Community/Public Health  
- Wellness Outreach Coordinator for the VNA of Southeastern CT practicing within a joint appointment between university and the agency 2007-2011. Responsible for grant writing and program development which included Nurse Managed Wellness Clinics and Foot Care Clinics for the community.  

Nursing Management  
- Middlesex Memorial Hospital-Developed and coordinated new Renal Dialysis Program which included acute, chronic and home dialysis modalities, 1981-1988. Responsible for initial state licensure, $1,000,000 annual budget and annual accreditations. Supervised multiple disciplines supporting the program.  
- West Haven Veteran’s Hospital-Head Nurse Renal program which included acute, chronic and home dialysis, 1977-1980.  
- University of Southern California Medical Center- ER charge nurse, 1973-1975  

IV. SELECTED PUBLICATIONS  


V. SELECTED RESEARCH AND EVALUATION GRANTS RECEIVED

Bassi (2014). “Building the Bridge” project for Bridge Community Inc. Community Investment Fund Freeport-McMoRan Copper & Gold Foundation Grant County NM, $49,600 (pending).


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>
</thead>
<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>
<tr>
<td>12/10</td>
<td>Jill Espelin</td>
<td>Substance Abuse Education for Undergraduate Nursing Students</td>
<td>Major Advisor</td>
</tr>
</tbody>
</table>
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
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* - Designed and collaborated with Grant County Regional Medical Center and Grant County Health Council to offer a seven week refresher course for community caregivers: Jan. 27, 2014 thru March 14, 2014.

- *The Palomas Promotoras Project* – Developed a campus-community partnership between Western New Mexico University (WNMU) School of Nursing, the non-profit organization Border Partners, and the border town of Puerto Palomas, Chihuahua, which is located in northern Mexico approximately 100 miles from the university. The purpose of this project is to expand the promotion of service-learning at WNMU by engaging students and faculty in providing education to the community health workers (promotoras) in this impoverished border community.

- *Nurse Managed Foot Care Clinic Project* - Implemented (2) clinics at Silver City Senior Center to serve elders providing fall risk prevention and the Gospel Mission Silver City to provide foot care to transient homeless. Both clinics provide service learning opportunities to nursing students.
Clinical Nurse Leader Graduate Program- Coordinating completion of a graduate proposal. Collaborated with School of Business to develop 2 interdepartmental graduate courses for CNL track and a SOB certificate.

Joseph T. Heidrick

Phone: (575) 574-2032
heidrickj@wnmu.edu
2211 North Yucca Dr.
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 2011-Present
School of Nursing
Silver City, NM 88061
Associate Professor of Nursing (tenured)

Fort Bayard Medical Center 2003-2004
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 1981-2001
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  

*Other Faculty CVs available upon request*