

July 22, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Master of Science in Nursing – Nurse Practitioner

Issue

Weber State University (WSU) requests approval to offer a Master of Science in Nursing - Nurse Practitioner (MSN-NP) effective Fall Semester 2016. The institutional Board of Trustees approved the degree on May 5, 2015.

Background

According to U.S. Department of Labor statistics, the need and opportunities for nurse practitioners are increasing across the country. As the number of family/general practice physicians graduating from medical schools has decreased, nurse practitioners are filling a void by providing primary health and illness care for all ages, especially in rural and medically-underserved areas. WSU nursing graduates and healthcare organizations in Utah have requested an MSN-NP program so that community needs might be better met. Accordingly, the proposed Nurse Practitioner program has wide support and is projected to graduate 15 students per year at full program implementation.

The Nursing program at WSU was founded in 1953 and currently offers an Associate of Science in Nursing, a Bachelor of Science in Nursing, and a Master of Science in Nursing (MSN) with Nurse Administrator and Nurse Educator tracks. The proposed MSN-NP is a new program, but would align with selected courses in the current MSN; additional courses for the MSN-NP would be consistent with standards set by the Accreditation Commission for Education in Nursing (ACEN). The program would require 50 credits in nursing, plus a pre-requisite or co-requisite 3-credit advanced college writing course, to be completed over a span of five semesters (fall-spring-summer-fall-spring). While the University of Utah offers a Doctor of Nursing Practice (DNP) program for nurse practitioners, the master's program for nurse practitioners proposed by WSU would be the first offered by an institution in the Utah System of Higher Education.

Given its long history and high number of graduates each year, the WSU School of Nursing currently has 12 faculty members who hold either a PhD or DNP degree. Four current faculty members are family nurse practitioners, and two more are pediatric nurse practitioners. Three doctorate-level faculty members (nurse practitioners) would be added to meet MSN-NP program needs upon acceptance of a second student

cohort and full program implementation in the second year. Equipment, facilities, and other resources developed by the WSU School of Nursing to support its current degrees provide the necessary elements to support a successful Nurse Practitioner program.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Weber State University and the Board of Regents. The USHE Chief Academic Officers, with input from appropriate faculty at their institutions, are supportive of WSU's request to offer a Master of Science in Nursing - Nursing Practitioner. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Weber State University to offer a Master of Science in Nursing - Nurse Practitioner.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Program Description
Weber State University
Master of Science in Nursing - Nurse Practitioner

Section I: The Request

Weber State University (WSU) requests approval to offer a Master of Science in Nursing - Nurse Practitioner (MSN-NP) effective Fall Semester 2016. The institutional Board of Trustees approved the degree on May 5, 2015.

Section II: Program Description

Complete Program Description

Family nurse practitioners provide primary health and illness care to individual patients across the lifespan, families, and communities. The Weber State University School of Nursing Master of Science in Nursing - Nurse Practitioner program would prepare registered nurses to diagnose and manage acute and chronic health problems, prescribe medications, plan treatments, and teach patients to promote and maintain health.

Purpose of Degree

Workforce demand and job opportunities for nurse practitioners are increasing across the country. One factor noted in the literature and health care statistics is a national decrease in interest in family medicine, which has led to a decrease in the number of primary care, or general practice, physicians graduating from medical schools. This fact coupled with health care legislation (i.e., more people with health insurance) has increased the need and opportunities for nurse practitioners. Nurse practitioners work in a multitude of community settings, such as clinics, private practice, schools, businesses, and specialty offices, to increase access to health and illness care for patients of all ages. Because of a wide range of job opportunities, even in rural and medically-underserved areas, qualified local Bachelor of Science in Nursing (BSN) prepared registered nurses may become nurse practitioners and practice in their own community.

Institutional Readiness

The WSU School of Nursing has an existing Master of Science in Nursing (MSN) program. The current program has a core curriculum with Nurse Educator and Nurse Administrator tracks. Although the proposed Family Nurse Practitioner program is new, it is aligned with selected courses in the current MSN core coursework and will continue to align with the MSN core coursework. The current MSN core courses are foundational for advanced nursing education and are taught by faculty experts. The additional coursework required as core by Accreditation Commission for Education in Nursing (ACEN) standards for the proposed MSN-NP program is being developed in concert with the current MSN coursework to ensure that all accreditation mandates are met for all programs.

Clinical placement recruitment, educating precepting physicians and nurse practitioners, monitoring student performance, legal logistics, and evaluating the effectiveness of placements is beyond the usual clinical placement and preceptor placement of students in the WSU School of Nursing. These tasks may require a 25-50% administrative role.

In anticipation and preparation for these placement challenges, Intermountain Healthcare, as part of the support it has expressed for the proposed program, has offered local and rural placements for students.

Departmental Faculty

School of Nursing Faculty Teaching Graduate Courses Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	13	3	16
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	1		1
With Master's Degrees			
Full-time Tenured	2		2
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	15	3	18
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	1		1
Total Department Faculty FTE* (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	4	3	7
*Headcount indicates full-time faculty who teach part-time in the graduate program, with the rest of their class load taught at the undergraduate level; 4.0 FTE faculty currently teach in the MSN program, and 3 new faculty hires will provide the additional 3.0 FTE faculty needed to teach required courses in the MSN-NP program.			

Staff

MSN secretarial staff will have to increase by 25-50% to manage the increased students and clinical placements. Hourly staff will need to be budgeted to support the second and fourth semester labs, along with open labs for practice, at a projected 10-20 hours a week.

Library and Information Resources

Current access to *Medline*, *CINAHL*, *Access Pro*, and *Eric* through WSU's Stewart Library will be the major resource for this program.

Admission Requirements

The proposed Nurse Practitioner program will adhere to the current admission policies of the MSN program; the following reflect the currently-approved policies.

Policies Related to MSN-NP Program Admission: Nurse Practitioner Program Admission Policies

Nurse Practitioner program candidates must meet the general admission requirements of the University as outlined in the current Weber State University Catalog (<http://weber.edu/admissions/>). In addition, Family Nurse Practitioner program candidates must meet the specific admission requirements of the School of Nursing MSN-NP Family Nurse Practitioner program. Below are the URLs for admissions, applications, and checklists.

http://www.weber.edu/Nursing/degrees_and_programs/master/admissions.html

Application Process

The MSN-NP Family Nurse Practitioner program utilizes an online application process. It is critical that all parts of the application process be completed and submitted. Incomplete applications will not be considered. Please go to this page: Applications & Checklists to access the information related to the application process. MSN-NP applications are reviewed by the School of Nursing Admissions and Advancement Committee.

Deadlines

Applications become available in October the year prior to the program start date. For the Family Nurse Practitioner program, applications will be available October 2015 for Fall 2016 admission. Applications will be ready in October for the next academic year admission.

Priority application deadline is March 1 of each academic year.

Checklist for Applicants

http://www.weber.edu/Nursing/degrees_and_programs/master/checklist.html

Fifteen positions are available for each program of study. Applicants will be ranked according to a selection point system established by the School of Nursing Admissions and Advancement Committee. Applicant ranking will include: GPA, Advanced Writing course completed, work experience as an RN, recommendations, vita/resume, writing ability, personal interview (not all applicants may be interviewed),

veteran status, preceptor for the WSU School of Nursing Associate Degree (RN) program during the last year (March 1 to March 1), and potential for scholarly work/leadership.

Application Requirements

1. Cumulative GPA of 3.0 or higher (on a 4.0 scale): includes all college-level coursework.
2. Transfer courses must be from a "Regionally Accredited College or University that transfers to Weber State University."
3. Earned BS Degree with a major in nursing from an accredited baccalaureate program (ACEN or CCNE). Please note: Students who speak English as a second language must have a Minimum TOEFL score of 600.
4. Current Utah unencumbered license to practice as a registered nurse or eligible to obtain licensure without restrictions to practice as a registered nurse in Utah.
5. Preferred one year of current work experience as an RN. The graduate admissions committee will evaluate applicants work experience on an individual basis.
6. Submission of all documents, letters of recommendation, curriculum vitae/resume, and goal statement per request in the application packet.
7. Completion of an Advanced College Writing course with a "C" or better grade. Strongly encouraged to be done by the Priority Application deadline or during the summer prior to starting the program. (At WSU English 3210 or English 3100. Must gain approval from the MSN Enrollment Director or the MSN Director for approval of courses taken at other schools - other than the ones listed on the "transfer guide" before taking a course. Applicants that have an advanced writing course completed by the March 1 "Priority Application" deadline will be awarded extra points in the applicant ranking process.

The application process is competitive.

Students seeking admission to the MSN-NP Family Nurse Practitioner program apply to both the University and the MSN-NP program. Application and MSN-NP program brochures are available electronically, as well as through the School of Nursing (SON) Student Admissions office. Program information is provided by the SON Enrollment Director who is available by phone, e-mail, or face-to-face on the WSU Campus, located in the Marriott Allied Health Building.

The MSN-NP Family Nurse Practitioner program faculty and staff implement admission and progression policies and procedures to ensure that size and academic qualifications of the MSN-NP Family Nurse Practitioner program student cohort are consistent with both the SON resources and program outcomes. WSU School of Nursing Family Nurse Practitioner program has selective admissions and therefore has the flexibility to maintain admission standards deemed acceptable and necessary for the achievement of program outcomes. Admission to the MSN-NP program is competitive.

Selection Notification

Students are notified of acceptance into the program by May 1 for Fall admission.

Student Advisement

1. Students will be assigned a graduate program advisor upon entry into the program. The MSN department secretary will provide the name of the assigned advisor to students.
2. Students will access the graduation evaluation through the e-Weber portal, student area. Guidelines are provided to access personal degree evaluation and/or transcripts

3. Students will print two copies of the Degree Evaluation from Cat tracks. They will keep one copy for their personal records and will give one copy to their academic advisor. Students will sign the copy that they will give to their advisor.
4. On or before week three of the semester, students will email their advisor stating that they have completed the review and detailing any identified problems. Each student will make an appointment to meet with an advisor on campus or by phone each semester.
5. When attending the assigned face-to-face class meeting on campus each semester, students will leave a signed copy of their graduation evaluation form with their advisor. Students may also give the advisement form to the department secretary (room 420b). Faculty will compare the completed form to the records in the student file. The faculty advisor will then contact students by phone or email regarding any issues.
6. For any consultation, students should make an appointment to meet in person, by phone, or virtual interview, with their advisor.
7. Students are strongly encouraged to complete a "Degree Evaluation" each semester until graduation.
8. The MSN-NP student is ultimately responsible to ensure that all MSN-NP program requirements are fulfilled.

Justification for Graduation Standards and Number of Credits

Nurse Practitioner Education, like Weber State's current School of Nursing programs, will be accredited by Accreditation Commission for Education in Nursing (ACEN) (the other accreditation option is Commission on Collegiate Nursing Education, CCNE). Both accrediting bodies have worked with the Nurse Practitioner credentialing organizations, American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP), and the National Organization of Nurse Practitioner Faculty (NONPF) to set education standards that meet all of the criteria of these separate organizations.

The clinical hour requirement is very high, with a minimum of 500 hours required. The average number of hours for Family Nurse Practitioner programs across the country varies, but averages around 700 hours. The WSU MSN-NP program proposal has 660 clinical hours. The program length is 5 semesters and 53 credit hours.

External Review and Accreditation

Weber State University School of Nursing will be seeking accreditation of the MSN-NP program by the Accreditation Commission for Education in Nursing (ACEN). Within the standards of this accrediting body, they will make a site visit for accreditation purposes during the last semester of the first graduating class. This visit will be scheduled for Spring Semester 2018. The preparation for the planned accreditation visit has already started with the alignment of all aspects of the program development with the ACEN criteria for accreditation. The formal self-study will be submitted in summer 2017. The cost of the accreditation process and visit will depend on the number of reviewers and if the decision is made (by the School of Nursing) to have this accreditation visit encompass all of the MSN programs, or even the whole School of Nursing. A projection of \$5,000-7,500 would be a conservative estimate of the cost of the accreditation process, including an accreditation visit to just the review the proposed Family Nurse Practitioner program.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	X	X	15	15	15
Total # of Declared Majors in Proposed Program	X	15	30	30	30	30
Departmental Data – For All Graduate Programs Within the Department						
Total Department Graduate Faculty FTE (<i>as reported in Faculty table above</i>)	4	6	7	7	7	7
Total Department Graduate Student FTE (<i>Based on Fall Third Week</i>)	40	55	70	70	70	70
Student FTE per Faculty FTE (<i>ratio of Total Department Graduate Faculty FTE and Total Department Graduate Student FTE above</i>)	10	9.17	10	10	10	10
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: 10:1 for clinical)						

Expansion of Existing Program

Weber State University currently has an MSN program that has been successful, graduating 99 students over the past five years. The MSN-NP is a separate degree program that focuses more on clinical education to give another option to meet student and community needs.

Section III: Need

Program Need

Career opportunities for family nurse practitioners are expected to increase. Family nurse practitioners work in a multitude of community settings, such as clinics, private practice, schools, businesses, and specialty offices, to increase access for patients of all ages. Qualified local BSN prepared registered nurses may become nurse practitioners in their own community.

Labor Market Demand

Workforce demand and job opportunities for nurse practitioners are increasing across the country. One factor noted in the literature and health care statistics is a national decrease in interest in family medicine, which has led to a decrease in the number of primary care, or general practice, physicians graduating from medical schools. This fact coupled with health care legislation (i.e., more people with health insurance) has increased the need and opportunities for nurse practitioners. Nurse practitioners work in a multitude of community settings such as clinics, private practice, schools businesses, and specialty offices, to increase

access to health and illness care for patients of all ages. Because of a wide range of job opportunities even in rural and medically underserved areas, qualified local BSN prepared registered nurses may become nurse practitioners and practice in their own community.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners, <http://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm>

Student Demand

The WSU School of Nursing graduates approximately 400 baccalaureate-prepared nursing students from across the state of Utah every year. Students have been requesting that Weber State offer a Master of Science-Nurse Practitioner option. Historically, the WSU School of Nursing has been educating nurses in rural Utah through onsite and online associate and baccalaureate degree offerings. These nurse alumni are also asking the School of Nursing to offer a nurse practitioner program so they can practice in the advanced role in their rural communities. In anticipation and preparation for rural placement challenges, Intermountain Healthcare, as part of the support it has expressed for a nurse practitioner program at Weber State University, has offered assistance with local and rural placements for students.

Similar Programs

The University of Utah's College of Nursing offers a Doctor of Nursing Practice (DNP) for nurse practitioners. Currently, the only master's prepared nurse practitioner programs in the state are private universities.

Collaboration with and Impact on Other USHE Institutions

WSU Nurse Practitioner program graduates would align with USHE MS-DNP degree program guidelines at the University of Utah's College of Nursing.

Benefits

Weber State University's proposed Nurse Practitioner program provides more opportunity for placement of students seeking graduate-level nursing education, in addition to meeting the needs of community partners.

Consistency with Institutional Mission

The WSU School of Nursing has an existing MSN program. The current program has a core curriculum with Nurse Educator and Nurse Administrator tracks. Although the Nurse Practitioner program is a new, it is aligned with selected courses in the current MSN core coursework and will continue to align with the MSN core coursework. The current MSN core courses are foundational for advanced nursing education and are developed and taught by faculty experts. The additional coursework required as core for the MSNP is being developed in concert with the current MSN coursework to ensure that all accreditation mandates are met for all programs.

Weber State University School of Nursing MSN-NP program is a clinically-focused, master-level program of study that is being proposed as a complement to the existing Master of Science in Nursing program. The design of the MSN-NP is to prepare registered nurses to diagnose and manage acute and chronic health problems, prescribe medications, plan treatments, and teach patients to promote and maintain health.

Career opportunities for family nurse practitioners are expected to increase across the country. There has been a decreased interest nationally in family medicine, which has led to a decrease in the number of primary care physicians, or general practice physicians graduating from medical schools. This fact, coupled with health care reform, has increased the need and opportunities for family nurse practitioners. Family nurse practitioners work in a multitude of community settings such as clinics, private practice, schools businesses, and specialty offices, and work to increase health care access for patients of all ages. Weber State University School of Nursing graduates across the state look to Weber State University to meet future education goals. Nursing students have been asking for a Nurse Practitioner option at Weber State University School of Nursing to provide opportunities to meet their graduate education goals. Community partners approached Weber State University School of Nursing to prepare Family Nursing Practitioners. Community partners are seeking practitioners prepared to practice in rural Utah.

The Mission Core Themes for Weber State University are access, learning, and community. The Nurse Practitioner program will offer the bachelor-prepared nursing student the pathway to succeed as an educated person in their program of study. This program will provide access to higher educational opportunities that will benefit the student and the community. The Nurse Practitioner program at WSU will improve and support the local community and provide these same offerings to rural portions of Utah through an engaging hybrid learning environment.

Section IV: Program and Student Assessment

Program Assessment

The WSU School of Nursing (SON) has adopted the following competencies for its undergraduate and graduate programs. These competencies are adopted from the Quality and Safety Education for Nurses Initiative (QSEN). Under each competency is the MSN Core Competencies, then the MSN-NP Family Nurse Practitioner Competencies.

1. Patient-centered Care

- SON: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
- MSN Core: Create and direct collaborative patient care environments that promote the development of nursing expertise that includes the patient perspective.
- MSN-NP: Patient-Direct primary patient care focused on the holistic needs of patients and families within communities across the lifespan.

2. Teamwork and Collaboration

- SON: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
- MSN Core: Apply advanced communication strategies to support high functioning interdisciplinary teams that support high quality, safe patient care.
- MSN-NP: Collaborate with diverse health care providers to support best outcomes for patients and families.

3. Evidence-based Practice

- SON: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

- MSN Core: Evaluate available evidence, expert opinion, and patient preferences to determine best practice. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions.
- MSN-NP: Operationalizes practice guidelines supported by evidence.

4. Quality Improvement

- SON: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems, including participating in healthcare policy.
- MS Core: Develop policies and processes based on identification of best practice that improve the quality and safety of nursing care provided by health care systems.
- MSN-NP: Anticipate clinical variables and adjust practice to assure quality and safety.

5. Safety

- SON: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- MSN Core: Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses.
- MSN-NP: Develop a culture of safety by incorporating national patient safety guidelines in advanced practice environments.

6. Informatics

- SON: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
- MSN Core: Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making.
- MSN-NO: Use information technology to manage documentation, reduce error, support clinical decision-making, and improve health care delivery.

Purpose for Systematically Evaluating the MSNP Program

Currently, the evaluation activities of the Master of Science in Nursing (MSN) faculty are undertaken for the purpose of continuous program improvement. This purpose is accomplished by: (1) ascertaining the extent to which the faculty, administrators, staff, and students / alumni are achieving the ACEN standards and criteria; (2) monitoring the program's ability to support the achievement of both the program outcomes and student learning outcomes / competencies; (3) providing a mechanism for faculty, students, administrators, alumni, and employers to have input into the program; and (4) to ensure a systematic and timely process for revisions of curriculum, educational processes, and operational processes.

The current School of Nursing and MSN-Systematic Plan for Evaluation (MSN-SPE) reflects, for each component of the ACEN standards and criteria, the expected level of achievement (ELA), frequency of assessment, assessment methods, results of the most recent academic year, and the program's response and/or actions for program development /maintenance/revision for the upcoming academic year (MSN-SPE). Included in the SPE are the data related to program outcomes, program competencies, and role-specific residency competencies which will be the practicum competencies for MSN-NP Family Nurse Practitioner students.

The School of Nursing (SON) and the specific MSN-SPE is a living document shared with the SON Chair, MSN Program Director, SON faculty, and SON Curriculum and Evaluation committees; and through the SON Annual Report, shared with the nursing advisory board and the college Dean.

Current MSN Program Evaluation

The purpose of the MSN program evaluation process is to oversee the development and implementation of the MSN-SPE as well as review and participate in entire SON evaluation activities. All members of the MSN program faculty team serve as contributors to the MSN program evaluation process. Every monthly MSN faculty meeting has a section of time devoted to evaluation. The meetings include reports and updates from the SON Evaluation Committee, review of MSN program evaluation surveys and forms, and discussions on data returned to the program.

Aggregation and Trending of Data Supports Program Decision-Making

In support of the MSN-SPE assessment and program improvement processes, the MSN program faculty currently employs several evaluative processes. These include the administration of formal evaluation tools, the tracking and trending of program outcomes, the students' final course grades as they progress through the program, and the students' achievement of the core and program competencies. These same processes will apply to the MSN-NP Family Nurse Practitioner program.

Formal Evaluation Tools

The administration of formal evaluation tools occurs during a two-week period at the end of each semester. These documents are available electronically and require a student password to access. Faculty do not receive the aggregated report of the quantitative and qualitative evaluation data until course grades have been posted. Using this aggregate data, the MSN faculty makes decisions relative to the program's development, maintenance, and/or revision. The tools gather the following types of information:

- Student achievement of core program competencies
- The student achievement of the Nurse Administrator Track / Nurse Educator track competencies
- The students' perceived effectiveness of the course
- The students' perceived effectiveness of the course faculty
- The students' perceived overall quality of the MSN program curriculum to prepare the student to perform the advanced role of a nurse administrator or nurse educator

Current tools used in the MSN program will be applied or adapted for use with the MSN-NP Family Nurse Practitioner program.

The current formal evaluation tools used throughout the MSN program of study are as follows:

- MSN Course Evaluation: Core courses and individual track
 - MSN Course Evaluation: Residency
- MSN Faculty Performance
 - MSN Faculty Performance
 - MSN Faculty Performance: Residency Handbook
- Residency Course Evaluation
 - Student Evaluation of Residency Preceptor

- MSN Faculty Evaluation of Residency Preceptor
- Residency Preceptor Evaluation of MSN Faculty
- MSN 6400 Nurse Administrator Residency: Student Performance Evaluation
- MSN 6700 Nurse Educator Residency: Student Performance Evaluation
- End of Program
 - Final Evaluation of MSN Nurse Administrator Program of Study
 - Final Evaluation of MSN Nurse Educator Program of Study
- MSN Program Alumni Survey six months post-graduation
- MSN Program Employer Satisfaction Survey 6-12 months post-graduation
 - Survey Monkey (established 2013)
 - Survey of Advisory Board (paper/pencil, established 2013)

All formal evaluation tools have been administered to the students and graduates. The data derived from these evaluation tools reflect that the students not only perceive that the MSN courses are supporting their achievement of the program's learning outcomes / competencies, they judge the MSN faculty as being effective in facilitating their learning experience.

Tracking and Trending of Final Course Grades

The Family Nurse Practitioner program has been designed as the current MSN program curriculum and coursework to support the student achievement of the accreditation and certification standards. Upon completion of the existing MSN Nurse Educator and Administrator track curriculum, the successful student has demonstrated mastery of the knowledge and skills required to function in the advanced roles. The MSN faculty evaluate each student's mastery of the course learning outcomes/competencies through a variety of learning strategies and associated evaluation methods. One metric that is considered is course grades. In order to advance in the MSN program, the student must achieve, in each course, a minimum final grade of a B-minus. When the program was being developed, the faculty decided that a B- grade demonstrated above average work and that this would be the standard indicating that the student meets acceptable preparation for education and healthcare service. This is the standard grading policy throughout the SON. To date, all MSN students have earned a final course grade of a B-minus or higher. The Family Nurse Practitioner program will follow this same standard.

Tracking and Trending of Student Satisfaction Outcomes

The following two tables, 1 and 2, outline the current competencies associated with the Nurse Administrator and Nurse Educator program tracks for 2011-2012 and 2012-2013. These serve as examples of how the School of Nursing and the MSN Program evaluated competencies and outcomes and trend these over time. MSN Core Competencies (differentiated from the ADN and RN-BSN level competencies) and new role-specific track competencies (educator and administrator) were developed by the MSN faculty in 2013. The Family Nurse Practitioner program role specific competencies have been developed and approved by the School of Nursing curriculum committee.

Table 1: Student Achievement of Educator Track Competencies

End of Program Survey	2013 N=11	2012 N=10
1. Facilitate student learning in an interdisciplinary environment, across multiple settings and with diverse populations.	4.40/5.0	4.6/5.0
2. Facilitate learner development and socialization into professional nursing.	4.56/5.0	4.6/5.0
3. Apply educational theories and evidence-based concepts and strategies to facilitate student learning	4.30/5.0	4.5/5.0
4. Design nursing curriculum that reflects contemporary healthcare trends and environment.	4.20/5.0	4.2/5.0
3. Assess and evaluate program and student outcomes.	4.44/5.0	4.6/5.0
6. Engage in continuous self-evaluation and role enhancement	4.70/5.0	4.6/5.0
8. Function within the educational environment	4.30/5.0	4.2/5.0
7. Engage in scholarly activities.	4.30/5.0	4.6/5.0
5. Function as a professional change agent and leader	4.50/5.0	4.6/5.0
Average	4.41	4.61

Table 2: Student Achievement of Administrator Track Competencies

End of Program Survey	2013 N=9	2012 N=6
1. Perform a scholarly and reflective system-wide assessment of quality and	4.11	3.4

End of Program Survey	2013 N=9	2012 N=6
effectiveness of nursing services, nursing practice, and the safe delivery of care.		
3. Seek ongoing professional development and quality improvement in advanced role.	4.22	3.4
4. Apply leadership / management theories to analyze, interpret, and determine relevant problems and evidence-based solutions.	3.89	3.4
5. Establish a professional practice environment that promotes desired professional and organizational outcomes within an interdisciplinary context.	4.11	3.4
6. Develop, maintain, and evaluate organizational systems to facilitate planning, implementation, and evaluation of the delivery of safe and quality nursing care across the continuum.	4.11	3.4
8. Facilitate ethical, legal, and evidence-based practices across multiple settings and with diverse populations.	4.11	3.4
10. Facilitate the conduct of research and establishment of an evidence-based practice environment.	4.0	3.4
Average	4.66	3.4

The revised competencies were introduced in 2013. Tables 3, 4, and 5 show these results.

Table 3: Student Achievement of New Core Competencies 2014

Core competencies	Educators N=9 100%	Administrators N=11 100%
1. Patient-centered Care:	4.78/5.0	5.0/5.0
<u>Competency Definition:</u> Create and direct collaborative patient care environments that promote the		

Core competencies	Educators N=9 100%	Administrators N=11 100%
development of nursing expertise that includes the patient perspective.		
2. Teamwork and Collaboration: <u>Competency Definition:</u> Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high quality, safe patient care.	4.78/5.0	5.0/5.0
3. Evidence-based Practice: <u>Competency Definition:</u> Evaluate available evidence, expert opinion, and patient preferences to determine best practice. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions.	4.78/5.0	5.0/5.0
4. Quality Improvement: <u>Competency Definition:</u> Promote development of policies and processes based on identification of best practice that improve the quality and safety of nursing care provided by health care.	4.78/5.0	4.91/5.0
5. Patient Safety: <u>Competency Definition:</u> Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses.	4.78/5.0	4.82/5.0
6. Informatics: <u>Competency Definition:</u> Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making.	4.78/5.0	4.82/5.0

Table 4: 2014 MSN 6400 Administrator Core Competencies

MSN 6400 Residency Evaluation			
Questions 7-12	Mean	ELA	N
Patient-centered Care	4.8	3.0	10
Teamwork and Collaboration	4.8	3.0	10
Evidence-based Practice	4.7	3.0	10
Quality Improvement	4.8	3.0	10
Patient Safety	4.7	3.0	10
Informatics	4.7	3.0	10

Table 5: 2014 MSN 6700 Educator Core Competencies

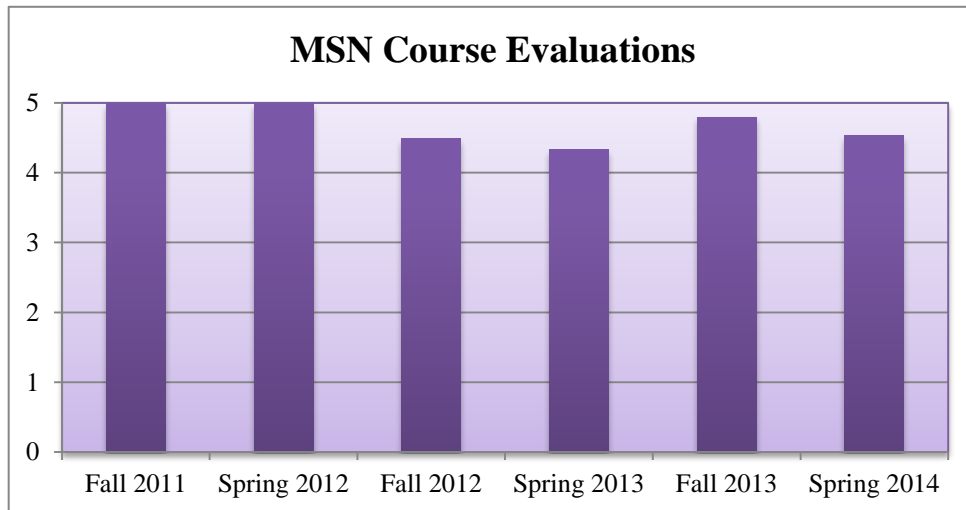
MSN 6700 Residency Evaluation			
Questions 7-12	Mean	ELA	N
Patient-centered Care	4.75	3.0	8
Teamwork and Collaboration	4.88	3.0	8
Evidence-based Practice	4.78	3.0	9
Quality Improvement	4.78	3.0	9
Patient Safety	4.78	3.0	9
Informatics	4.78	3.0	9

Another example of aggregated data, "Overall effectiveness of the course to support achievement of course learning outcomes in MSN courses," measured as a question on the End of Program (EOP) surveys, demonstrates a high level of perceived achievement with all MSN courses as reported for each semester.

Table 6: MSN Course Evaluations: Achievement of Course Learning Outcomes

All MSN Courses	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014	
	Combined score (CS)	Percent Response	CS	Percent Response	CS	Percent Response	CS	Percent Response	CS	Percent Response	CS	Percent Response
	5.0	73.6%	5.0	73%	4.49	94%	4.34	99%	4.80	84.8%	4.54	100%

Figure 1 : MSN Course Evaluation Graph: Achievement of Course Learning Outcomes



Summary of Criterion

The MSN faculty are cognizant of the value of program evaluation and continue to adapt to changes in the SON that affect the MSN program and adopt innovative ways to evaluate those changes. The aggregation and trending of program data will continue to be a valuable source of program growth.

Expected Standards of Performance

WSU School of Nursing Competencies, as outlined above, address the standards set by the Accreditation Commission for Education in Nursing (ACEN), the Nurse Practitioner credentialing organizations, American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP), and the National Organization of Nurse Practitioner Faculty (NONPF).

The individual courses address these national competencies:

Family Nurse Practitioner Program Competency Map

Competency Area	NP Core Competencies	Family/Across Lifespan NP Competencies
Scientific Foundation Competencies	<ol style="list-style-type: none"> 1. Critically analyzes data and evidence for improving advanced nursing practice. 2. Integrates knowledge from the humanities and sciences within the context of nursing science. 3. Translates research and other forms of knowledge to improve practice processes and outcomes. 4. 4. Develops new practice approaches based on the integration of research, theory, and practice knowledge. 	
Leadership Competencies	<ol style="list-style-type: none"> 1. Assumes complex and advanced leadership roles to initiate and guide change. 2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care. 3. Demonstrates leadership that uses critical and reflective thinking. 4. Advocates for improved access, quality and cost effective health care. 5. Advances practice through the 	<ol style="list-style-type: none"> 1. Works with individuals of other professions to maintain a climate of mutual respect and shared values. 2. Engages diverse health care professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs. 3. Engages in continuous professional and interprofessional development to enhance team performance. 4. Assumes leadership in interprofessional groups to facilitate the development, implementation and evaluation of care

Competency Area	NP Core Competencies	Family/Across Lifespan NP Competencies
	<p>development and implementation of innovations incorporating principles of change.</p> <p>6. Communicates practice knowledge effectively, both orally and in writing.</p> <p>7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.</p>	<p>provided in complex systems.</p>
Quality Competencies	<ol style="list-style-type: none"> 1. Uses best available evidence to continuously improve quality of clinical practice. 2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care. 3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care. 4. Applies skills in peer review to promote a culture of excellence. 5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality. 	
Practice Inquiry Competencies	<ol style="list-style-type: none"> 1. Provides leadership in the translation of new knowledge into practice. 2. Generates knowledge from clinical practice to improve practice and patient outcomes. 3. Applies clinical investigative skills to improve health outcomes. 4. Leads practice inquiry, individually or in partnership with others. 5. Disseminates evidence from inquiry to diverse audiences using multiple modalities. 6. Analyzes clinical guidelines for individualized application into practice. 7. Collaborates in planning for 	

Competency Area	NP Core Competencies	Family/Across Lifespan NP Competencies
	transitions across the continuum of care.	
Ethics Competencies	<ol style="list-style-type: none"> 1. Integrates ethical principles in decision making. 2. Evaluates the ethical consequences of decisions. 3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care. 	
Independent Practice Competencies	<ol style="list-style-type: none"> 1. Functions as a licensed independent practitioner. 2. Demonstrates the highest level of accountability for professional practice. 3. Practices independently managing previously diagnosed and undiagnosed patients. <ol style="list-style-type: none"> a. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of-life care. b. Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings. c. Employs screening and diagnostic strategies in the development of diagnoses. d. Prescribes medications within scope of practice. e. Manages the health/illness status of patients and families over time. 4. Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration. 	<ol style="list-style-type: none"> 1. Obtains and accurately documents a relevant health history for patients of all ages and in all phases of the individual and family life cycle using collateral information, as needed. 2. Performs and accurately documents appropriate comprehensive or symptom-focused physical examinations on patients of all ages (including developmental and behavioral screening, physical exam and mental health evaluations). 3. Identifies health and psychosocial risk factors of patients of all ages and families in all stages of the family life cycle. <ol style="list-style-type: none"> a. Identifies and plans interventions to promote health with families at risk. b. Assesses the impact of an acute and/or chronic illness or common injuries on the family as a whole. c. Distinguishes between normal and abnormal change across the lifespan. d. Assesses decision-making ability and consults and refers, appropriately. e. Synthesizes data from a variety of sources to make clinical decisions regarding appropriate management, consultation, or referral. f. Plans diagnostic strategies and

Competency Area	NP Core Competencies	Family/Across Lifespan NP Competencies
	<ul style="list-style-type: none"> a. b. Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect. b. c. Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care. c. d. Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care. 	<ul style="list-style-type: none"> g. makes appropriate use of diagnostic tools for screening and prevention, with consideration of the costs, risks, and benefits to individuals. g. Formulates comprehensive differential diagnoses. h. Manages common acute and chronic physical and mental illnesses, including acute exacerbations and injuries across the lifespan to minimize the development of complications, and promote function and quality of living. 4. Prescribes medications with knowledge of altered pharmacodynamics and pharmacokinetics with special populations, such as infants and children, pregnant and lactating women, and older adults. 5. Prescribes therapeutic devices. 6. Adapts interventions to meet the complex needs of individuals and families arising from aging, developmental/life transitions, co-morbidities, psychosocial, and financial issues. 7. Assesses and promotes self-care in patients with disabilities. 8. Plans and orders palliative care and end-of life care, as appropriate. 9. Performs primary care procedures. 10. Uses knowledge of family theories and development stages to individualize care provided to individuals and families. 11. Facilitates family decision-making about health. 12. Analyzes the impact of aging and age- and disease-related changes in sensory/perceptual function, cognition, confidence with technology, and health literacy and numeracy on the ability and

Competency Area	NP Core Competencies	Family/Across Lifespan NP Competencies
		<p>readiness to learn and tailor interventions accordingly.</p> <ol style="list-style-type: none"> 13. Demonstrates knowledge of the similarities and differences in roles of various health professionals providing mental health services, e.g., psychotherapists, psychologist, psychiatric social worker, psychiatrist, and advanced practice psychiatric nurse. 14. Evaluates the impact of life transitions on the health/illness status of patients and the impact of health and illness on patients (individuals, families, and communities). 15. Applies principles of self-efficacy/empowerment in promoting behavior change. 16. Develops patient-appropriate educational materials that address the language and cultural beliefs of the patient. 17. Monitors specialized care coordination to enhance effectiveness of outcomes for individuals and families
Policy Competencies	<ol style="list-style-type: none"> 1. Demonstrates an understanding of the interdependence of policy and practice. 2. Advocates for ethical policies that promote access, equity, quality, and cost. 3. Analyzes ethical, legal, and social factors influencing policy development. 4. Contributes in the development of health policy. 5. Analyzes the implications of health policy across disciplines. 6. Evaluates the impact of globalization on health care policy development. 	

Competency Area	NP Core Competencies	Family/Across Lifespan NP Competencies
Health Delivery System Competencies	<ol style="list-style-type: none"> 1. Applies knowledge of organizational practices and complex systems to improve health care delivery. 2. Affects health care change using broad based skills including negotiating, consensus-building, and partnering. 3. Minimizes risk to patients and providers at the individual and systems level. 4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders. 5. Disseminates evidence from inquiry to diverse audiences using multiple modalities. 6. Analyzes clinical guidelines for individualized application into practice. 	

Competency Area	NP Core Competencies	Family/Across Lifespan NP Competencies
Technology and Information Literacy Competencies	<ol style="list-style-type: none"> 1. Integrates appropriate technologies for knowledge management to improve health care. 2. Translates technical and scientific health information appropriate for various users' needs. <ol style="list-style-type: none"> a. Assesses the patient's and caregiver's educational needs to provide effective, personalized health care. b. Coaches the patient and caregiver for positive behavioral change. 3. Demonstrates information literacy skills in complex decision making. 4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care. 5. Uses technology systems that capture data on variables for the evaluation of nursing care. 	

Population-Focused Nurse Practitioner Competencies Task Force (2013) Population-focused nurse practitioner competencies: Family/across the lifespan. Retrieved from the NONPF.ORG website navigate to Education and NP Competencies <http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/Competencies/CompilationPopFocusComps2013.pdf>

Section V: Finance

Three-Year Budget Projection							
Departmental Data	Current Graduate Budget – Prior to New Program Implementation	Graduate Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	295,581	112,666	408,247	78,838	487,085	9,742	496,827
Benefits	120,779	48,446	169,225	33,901	203,126	4,063	207,189
Total Personnel Expense	\$416,360	\$161,112	\$577,472	\$112,739	\$690,211	\$13,805	\$704,016
Non-Personnel Expense							
Travel	2,100	1,000	3,100	2,000	5,100		5,100
Capital		1,800	1,800	0	1,800		1,800
Library	3,000		3,000	2,000	5,000		5,000
Current Expense	6,000	200	6,200	1,000	7,200		7,200
Total Non-Personnel Expense	11,100	3,000	14,100	5,000	19,100		19,100
Total Expense	\$427,460	\$164,112	\$591,572	\$117,739	\$709,311	\$13,805	\$723,116
Departmental Funding							
Appropriated Fund	276,876	106,299	383,174	76,262	459,436	8,942	468,378
Other:							
Special Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition	150,585	57,813	208,398	41,477	249,875	4,863	254,738
Total Revenue	\$427,460	\$164,112	\$591,572	\$117,739	\$709,311	\$13,805	\$723,116
Difference							
Revenue-Expense	\$0		\$0		\$0		\$0
Departmental Instructional Cost / Student	\$481.92		\$442.46		\$433.30		\$441.73

Credit Hour* same Cost Study Definition for "projected")							
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* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

Budget is in place to support the MSN-NP program. The MSN-NP program will follow the same tuition and differential schedule as the MSN program. The additional funding from the MSN-NP enrollment will provide the budget necessary for 2 new faculty, initially, plus 1 additional faculty in year 2 and the increase in staff FTE.

In addition, through strategic planning and alignment with the School of Nursing, Dumke College of Health Professions, and Weber State University mission, Weber State University School of Nursing has developed the infrastructure necessary to sustain a successful Nurse Practitioner Program.

1. Graduating over 400 BSN nurses across the state of Utah.
2. New lab at the Davis campus with a 5-bed simulation suite and two 5-bed nursing practice labs.
3. Plans to renovate the existing Ogden campus lab to support simulation and advanced nursing education.
4. \$500,000 purchase of equipment and software to support student accessible recording of student performance in lab and simulation. These performance recordings are accessible to students and faculty off campus and at home for personal review and critique.
5. Implementation of the Cerner Electronic Medical Record System (EMR) in all of the School of Nursing labs across the state.
6. Segue Grant and More Nurses Now monies used to support faculty in pursuing EdD, PhD, and DNP education.
7. Segue Grant funding for the purchase of lab equipment to enhance nursing simulation.
8. Assignment of full-time simulation coordinator for nursing labs.
9. Assignment of 2 full-time faculty for development and coordination of Nurse Practitioner program curriculum, lab, and clinical support.
10. Support and professional expertise from departments within the Dumke College of Health Professions.

Reallocation

The School of Nursing currently has 12 faculty prepared with either a PhD or DNP. Four faculty members are Family Nurse Practitioners, 3 are DNPs and one will complete the DNP in May. Two faculty members are Pediatric Nurse Practitioners, one with a DNP and one with a MS. One faculty member is a Gerontological Nurse Practitioner with MS preparation. These faculty resources, along with community support and the resources listed above, demonstrate that the School of Nursing has the resources to support the MSN-NP program. Thus, while resources will not be reallocated, significant resources are currently in place.

Impact on Existing Budgets

Budgets for existing programs will not be impacted.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix & Number	Title	Credit Hours
Required Courses		
Pre- or Co-requisite	*Pre- or Co-requisite Advanced College Writing	3 credits either pre or in first two semesters
MSN 6100	Research Methods	3
MSN 6120	Research and Statistics	3
MSN 6180	Improving Patient Care and Nursing Practice through Information Systems and Technology	3
MSN 6205	Transition to Advanced Practice	1
MSN 6210	Advanced Pathophysiology	3
MSN 6215	Advanced Pharmacology	3
MSN 6220	Physical Assessment and Diagnostic Reasoning	3
MSN 6225	Adult Skills Practicum	1
MSN 6230	Women's Health and Pediatric Skills Practicum	2
MSN 6235	Advanced Practice Nursing: Adult (3)	3
MSN 6236	Advanced Practice Nursing Clinical: Adult	3
MSN 6240	Advanced Practice Nursing: Older Adult	2

Course Prefix & Number	Title	Credit Hours
MSN 6241	Advanced Practice Nursing Clinical: Adult and Older Adult Clinical	1
MSN 6245	Advanced Practice Nursing Newborn - Adolescent	3
MSN 6246	Advanced Practice Nursing Clinical: Newborn-Adolescent	2
MSN 6250	Advanced Practice Nursing: Women's Health	2
MSN 6251	Advanced Practice Nursing Clinical: Women's Health	1
MSN 6255	Complex Accountabilities of Advanced Nursing Practice	3
MSN 6260	Advanced Practice Nursing Clinical Practicum	4
MSN 6800	MSN Project Development and Implementation	4
	Sub-Total	53
	Total Number of Credits	53

Program Schedule

Weber State University School of Nursing Family Nurse Practitioner Program of Study			
First Semester Fall 2016	Second Semester Spring 2017	Third Semester Summer 2017	First Year Totals
MSN 6100 Research Methods (3) MSN Core	MSN 6220 Physical Assess & Diagnostic Reasoning (3) NP Core	MSN 6235 Advanced Practice Nursing: Adult (3)	30 Credits 240 Direct Patient Care Clinical Hours 120 Hours Lab/Simulation
MSN 6210 Advanced Pathophysiology (3) NP Core	MSN 6215 Advanced Pharmacology (3) NP Core	MSN 6236 Advanced Practice Clinical: Adult (3) 180 hours	
MSN 6180 Improving Patient Care and Nursing Practice through Information Systems	MSN 6120 Research and Statistics (3) MSN Core	MSN 6240 Advanced Practice Nursing: Older Adult (2)	
MSN 6205 Transition to Advanced Practice I (1) NP Core	MSN 6225 Adult Skills Practicum (1) 60 hours	MSN 6241 Advanced Practice Nursing: Adult & Older Adult Clinical (1) 60 hours	
		MSN 6800 MSN Project Development and Implementation (1)	
10 Credits	10 Credits	10 Credits	

Fourth Semester Fall 2017	Fifth Semester Spring 2018	Second Year Totals	Program Totals:
MSN 6245 Advanced Practice Nursing Newborn - Adolescent (3)	MSN 6260 Advanced Practice Nursing Clinical Practicum (4) 240 hours	20 Credits	50 Credit Hours
MSN 6246 Advanced Practice Nursing: Newborn-Adolescent (2) 120 hours	MSN 6255 Transition to Advanced Practice II (3) NP Core	420 Direct Patient Care Clinical Hours	660 Direct Patient Care Clinical Hours
MSN 6250 Advanced Practice Nursing Women's Health (2)	MSN 6800 MSN Project Development and Implementation (2)	120 Hours Lab/Simulation	240 Hours Lab/Simulation
MSN 6251 Advanced Practice Nursing Clinical: Women's Health (1) 60 hours			
MSN 6230 Women's Health/Peds Skills Practicum (2) 120 hours			
MSN 6800 MSN Project Development and Implementation (1)			
11 Credits	9 Credits		

Section VII: Faculty

Susan Thornock, EdD, RN
 Sally Cantwell, PhD, RN
 Melissa NeVile, DNP, APRN, CPNP-PC
 Kristy Baron, PhD, RN
 Suzanne Ballingham-Tebbs, MSN, APRN, FNP-C
 Joyce Barra, PhD, RN
 Jill Daly, EdD(c), RN
 Valerie Gooder, PhD, RN
 Debra Huber, PhD, APRN
 Deborah Judd, DNP, APRN
 Diane Leggett-Fife, PhD, RN
 Collette Renstrom, DNP, APRN, FNP-C
 Monte Roberts, DNP, RN
 Carol Volante, DNP, APRN-C
 Kristiann Williams, DNP, APRN, FNP-C
 Kathleen Culliton, MS, GNP

Three doctoral-prepared nurse practitioners will be added to the faculty.