

Institutional Effectiveness
2021-2022

Program: Nursing MSN

College and Department: Whitson-Hester School of Nursing

Contact: Dr. Barbara Jared, Director

Mission/Vision:

The mission of the Whitson-Hester School of Nursing (WHSON) is to be a passionately engaged community of highly qualified educators, scholars, and graduates serving the health care needs of a diverse society while providing leadership in the advancement of the profession. The vision of the WHSON will create an environment that builds on our tradition of commitment to the highest standards of excellence in teaching, research, service and nursing practice.

The University mission was approved by the Tennessee Tech Board of Trustees on June 26, 2018 as follows, "Tennessee's technological university creates, advances, and applies knowledge to expand opportunity and economic competitiveness. As a STEM-infused, comprehensive institution, Tennessee Tech delivers enduring education, impactful research, and collaborative service." Through the department's mission, there is a commonality to quality of instruction. The WHSON has played a significant role in the University's commitment to meet the economic needs of the region. The mission of the WHSON further reflects the mission of the University through the preparation of "graduates with a commitment to life-long success as nursing leaders in rural and urban areas who are committed to professional nursing standards, open to the changes occurring in a global health care system, and motivated to improve the health status of individuals, groups and communities." The mission and goals are reviewed and revised by the nursing faculty to reflect current trends in nursing and healthcare.

Program Goals:

PG 1: The Whitson-Hester School of Nursing will maintain compliance with required agencies.

- a. The Whitson-Hester School of Nursing will demonstrate continuous accreditation through - the Commission on Collegiate Nursing Education (CCNE).*
- b. The Whitson-Hester School of Nursing will demonstrate continuous full approval of the Tennessee State Board of Nursing.*

PG 2: Graduates of the Whitson-Hester School of Nursing MSN will pass certification where applicable.

PG 3: The Whitson Hester School of Nursing will maintain strong graduation rates in the MSN program.

PG 4: All faculty teaching in the MSN program will maintain continuous graduate status and will be experientially and academically qualified for the courses they teach.

Student Learning Outcomes:

(SLOs) are measurable statements that express what a student will know, do, or think at the end of the learning experience. They are consistent with standards of professional practice, the American

Association of Colleges of Nursing (ACCN) 2011 Master's Essentials of Master's Education in Nursing and TTU MSN Program Learning Outcomes PLOs. The SLOs are developed and approved by faculty who are experts in their field and are reviewed annually to assess program effectiveness and guide programmatic improvements.

SLO 1 MSN students will synthesize nursing knowledge into evidence-based practice.

SLO 2 Concentration specific outcomes

- a. Nursing Administration - Demonstrate advanced level nursing administration competencies in healthcare delivery systems, policies, and practice.*
- b. Nursing Education - Demonstrate nurse educator competencies in didactic and clinical settings, with a working knowledge of organizational structure and role responsibility.*
- c. Family Nurse Practitioner - Demonstrate competency in providing primary care across the life span to individuals, families, groups, and communities.*
- d. Psychiatric Mental Health Nurse Practitioner- Demonstrate competency in providing mental health care with individuals, families, populations, and systems.*

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

PG 1: The Whitson-Hester School of Nursing will maintain compliance with required agencies.

CCNE Accreditation and Approval of the Tennessee State Board of Nursing

The Commission on Collegiate Nursing Education (CCNE) – CCNE is “an autonomous accrediting agency, officially recognized by the U.S. Secretary of Education as a national accreditation agency. The Commission ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. CCNE is a voluntary, self-regulatory process, which supports and encourages continuing self-assessment of nursing programs and supports continuing growth and improvement of collegiate professional education and post-baccalaureate nurse residency programs.” <http://www.aacn.nche.edu/ccne-accreditation/about/mission-values-history>.

The Tennessee State Board of Nursing – the TN State Board of Nursing’s mission and responsibilities “center around three broad functions – licensure, education, and practice. The board prescribes the minimum curriculum for all nursing programs on ground, online, distance, or via other electronic means and annual approves schools of nursing meeting board standards. Schools not meeting standards are investigated and the board is authorized to place the school on conditional approval or close the program if standards are not met.” <http://health.state.tn.us/boards/Nursing/index.htm>.

Assessment data relative to CCNE accreditation and TN State Board of Nursing approval is reviewed by the Dean of the WH-SON and disseminated to the WH-SON Faculty Organization for

discussion and input. The Dean of the WH-SON is an Ex-officio member of the WH-SON Faculty Organization. Faculties receive copies of completed accreditation reports. Faculty Organization meets monthly during the academic year. The annual report to the TN State Board of Nursing is accessible to faculty when requested.

Benchmark: The WHSON will maintain continuous accreditation status and Tn Board of Nursing approval.

PG 2: Graduates of the Whitson-Hester School of Nursing MSN will pass certification where applicable.

The Nursing Education and Nursing Administration concentrations do not require national certification for the role and are not licensed as Advance Practice Nurses (APN) by the state of TN. However, both the Family Nurse Practitioner (FNP) and the Psychiatric Mental Health Nurse Practitioner (PMHNP) concentrations require both national certification and state licensure as an APN prior to eligibility for APN clinical practice.

Benchmark: 90% of MSN graduates of the FNP or PMHNP concentrations will be successful on their appropriate national certification exam on their first attempt.

PG3 The Whitson Hester School of Nursing will maintain strong graduation rates in the MSN program.

Cohorts are identified by admission semester and year. In the event a student must repeat a semester or decreases hours per semester, they are still identified as a member of their admitting cohort. The total number of students that graduate/complete within the expected time (6 years) is divided by the number of students admitted to the program. Students are excluded who have identified factors such as family obligations, relocations, financial barriers, and decisions to change major or transfer to another institution of higher education.

Benchmark: MSN students will graduate within 6 years of admission.

PG4 All faculty teaching in the MSN program will maintain continuous graduate status and will be experientially and academically qualified for the courses they teach.

Aggregate Faculty Outcomes are consistent with and contributed to the achievement of programs, mission, goals and expected outcomes in the WHSON.

Benchmark:

- **90% of tenured/tenure track faculty hold a terminal degree.**
- **100% of adjunct faculty members hold a master's degree in nursing or higher.**
- **75% of tenured/tenure track faculty demonstrate at least two scholarly contributions from the following areas each year**
- **100% of full-time faculty maintain college/university/community service contributions consistent with designated rank.**
- **100% of full-time faculty who require national certification for teaching advanced practice nursing maintain certification in their specialty**

- **100% of full-time faculty engage in at least one professional development activity each year.**

SLO 1 MSN students will synthesize nursing knowledge into evidence-based practice. (All MSN concentrations)

Benchmark:

- **All NUED and NUAD concentrations will score 84% or higher on their culminating “State of the Science” paper in the NURS 6990 “Scholarly Synthesis” capstone course.**
- **All FNP and PMHNP concentration students will earn a grade of “Pass” in their Final Preceptorship courses (NURS 6616 and NURS 6911 respectively).**

SLO 2: Concentration specific outcomes

- a. Nursing Administration - Demonstrate advanced level nursing administration competencies in healthcare delivery systems, policies, and practice.

Benchmark: Students earn a minimum of an 84% on both the final “Clinical Evaluation Tool” and the “Environmental Assessment and Analysis Assignment” in the NURS 6309 Nursing Administration Practicum course.

- b. Nursing Education - Demonstrate nurse educator competencies in didactic and clinical settings, with a working knowledge of organizational structure and role responsibility.

Benchmark: Students earn a minimum of 84% on the “Nursing Education Final Evaluation Tool” in the NURS 6209 Nursing Education Practicum course.

- c. Family Nurse Practitioner - Demonstrate competency in providing primary care across the life span to individuals, families, groups, and communities.

Benchmark: Students earn a grade of “Pass” on the final “Faculty Evaluation of Student Performance” in the NURS 6616 Final FNP Preceptorship course.

- d. Psychiatric Mental Health Nurse Practitioner- Demonstrate competency in providing mental health care with individuals, families, populations, and systems.

Benchmark: Students earn a grade of “Pass” on the final “Faculty Evaluation of Student Performance” in the NURS 6611 Final PMHNP Preceptorship course.

Results:

PG 1: The Whitson-Hester School of Nursing will maintain compliance with required agencies.

- a. The Whitson-Hester School of Nursing will demonstrate continuous accreditation through the Commission on Collegiate Nursing Education (CCNE).*
- b. The Whitson-Hester School of Nursing will demonstrate ongoing full approval of the Tennessee State Board of Nursing.*

Tennessee Tech University's Whitson-Hester School of Nursing (TTU WHSON) was a partner in the TN eCampus Master of Science Nursing program along with the Schools or Colleges of Nursing at Austin Peay State University, Tennessee State University, and the University of Memphis. In the Fall 2017, Middle Tennessee State University and East Tennessee State University, two members of the original consortium, left the consortium to seek accreditation as independent MSN programs at their respective universities. All course work is online, with the exception of the clinical practicum experiences. During this transition in the TN eCampus consortium TTU made the decision to move toward an independent MSN at TTU and began the process of leaving the TN eCampus consortium over a two-year period. The last TTU students to graduate from the TN eCampus consortium was in the summer of 2020. The TN eCampus consortium was accredited by Accreditation Commission for Education in Nursing (ACEN) for the duration of the consortium.

The TTU MSN program began admission of MSN students in the Fall of 2018 and offered the following concentrations: Family Nurse Practitioner (FNP), Nursing Education, and Nursing Administration. The TTU MSN program gained CCNE initial accreditation in September 2019 and continues to be accredited. In the Spring of 2021, the Psychiatric Mental Health Nurse Practitioner was approved by WHSON, TTU and THEC and students were admitted to this concentration in Fall 2021. A substantive change report was filed with the accrediting body; CCNE.

The benchmark was met as TTU WHSON continues to hold continuous accreditation and full approval of the Tennessee State Board of Nursing without deficiencies.

PG 2: Graduates of the Whitson-Hester School of Nursing MSN will pass certification where applicable.

The TTU WHSON MSN program graduated their first students in December 2020. Secondary to consistently lower than desired certification rates for the FNP graduates in the TN eCampus consortium program the WHSON FNP faculty proposed a revised FNP curriculum for the FNP concentration courses with a goal of strengthening their primary care content and clinical experiences.

These changes more closely mirror the National Task Force guidelines for Family Nurse Practitioners which is focused on primary care rather than specialization in any particular field. Combining content in FNP III for Pediatrics and Women's Health and changing the clinical practicum to a primary care focus better aligned with the recommended guidelines. In an effort to increase success with certification post-graduation the WHSON dropped the Scholarly Synthesis course in the FNP Concentration and

added NURS 6910: Role Transition to Certification and Practice with an emphasis on clinical reasoning and standardized testing.

Faculty in the NURS 6910 course initiated an advisor support process assigning each graduate a faculty member to assist them in developing a post-graduation plan for certification and practice. Faculty continue to communicate with the graduate until certification is complete and employment is secured.

As a result of the advisor support the WHSON was able to closely follow and communicate with the 22 December 2020 FNP graduates. All 22 of the first graduating class of December 2020 were successful with certification.

TTU Nurse Practitioners Certification Pass Rates

	2021
TTU Combined National 1st Time Pass Rate	100% (34/34)
ANCC National 1st Time Pass Rate	87%
AANP National 1st Time Pass Rate	84%

PG 3. The Whitson Hester School of Nursing will maintain strong graduation rates in the MSN program.

The TTU MSN program admitted its first students in the Fall 2018 and had its first graduates in December 2020. Since we are still within the 6-year time frame to meet the benchmark limited evaluative data is available. However, the table below provides the current status of MSN students in the WHSON.

Cohort Data

Enrollment Semester	Number Enrolled	Student Withdrawals	Student Failures	Current Enrollment	Student Completion
Fall 2018	30 (27 NUFP, 1NUAD, 2 NUED)	4 (3 NUFP, NUAD)	0	1 (1NUFP)	25 (23 NUFP, 2 NUED)
Spring 2019	18 (17 NUFP, 1 NUAD)	4 (4 NUFP)	1 (NUFP)	1 (NUFP)	12 (11 NUFP, 1 NUAD)
Summer 2019	5 (5 NUFP)	1 (NUFP)	0	1 (NUFP)	3 (3 NUFP)
Fall 2019	27 (23 NUFP, 4NUED)	6 (3 NUED, 3NUFP)	2 (2 NUFP)	7 (7 NUFP)	12 (11 NUFP, 1 NUED)
Spring 2020	20 (19 NUFP, 1 NUED)	2 (1 NUFP, 1 NUED)	0	14 (14 NUFP)	4 (4 NUFP)
Fall 2020	35 (34 NUFP, 1 NUED)	6 (6 NUFP)	3 (3 NUFP)	25 (24 NUFP, 1 NUED)	1 (1 NUFP)
Spring 2021	16 (13 NUFP, 3 NUED)	4 (1 NUED, 3 NUFP)	0	12 (10 NUFP, 2 NUED)	0
Fall 2021	27 (21 NUFP, 4 PMHN, 1 NUED, 1 NUAD)	4 (4 NUFP)	0	23 (17 NUFP, 4 PMHN, 1 NUED, 1 NUAD)	0
Spring 2022	9 (9 NUFP)	0	0	9 (9 NUFP)	0

PG4. Faculty teaching in the MSN program will maintain continuous graduate status and will be experientially and academically qualified for the courses they teach.

Aggregate Faculty Outcomes are consistent with and contributed to the achievement of programs, mission, goals and expected outcomes in the WHSON. All benchmarks for the Aggregate Faculty Outcomes were met. In addition, all faculty (full-time and adjunct) were academically and experientially qualified to teach in their assigned concentration.

The benchmark was met.

Faculty Aggregate: Calendar Year 2021

Outcome	Achievement Levels	Results
Teaching	<p>90% of tenured/tenure track faculty hold a terminal degree. All other full-time faculty hold a minimum of a Master's degree in nursing. 100% of adjunct faculty members hold a master's degree in nursing or higher.</p> <p>To demonstrate teaching effectiveness, the aggregate score on the Summary of Teaching Effectiveness from the Student IDEAS Evaluations will be at least 3.0</p> <ol style="list-style-type: none"> 1. Summary Evaluation 2. Progress on Relevant Objectives 	<p>Goal Met:</p> <p>96% of tenured/tenure track faculty hold a terminal degree and all other faculty hold a minimum of an MSN. 100% of Adjunct faculty hold a minimum of an MSN and all lab assistants hold a minimum of a BSN</p> <p>IDEA: Goal Met</p> <p>Summary Evaluation:</p> <p>Summer 2021: 3.9</p> <p>Fall 2021: 4.2</p> <p>Spring 2022: 4.3</p> <p>Progress on Relevant Obj:</p> <p>Summer 2021: 3.9</p> <p>Fall 2021-4.3</p> <p>Spring 2022-4.2</p>
Scholarship	<p>75% of tenured/tenure track faculty demonstrate at least two scholarly contributions from the following areas each year: manuscript or chapter submission; peer-reviewed publication; application for external/internal funding; achievement of external/internal funding; active IRB; state, national, or international presentation; review for professional journal; review for grant proposal.</p>	<p>Goal: Met</p> <p>76% (13/17) of tenured/tenure track faculty demonstrated a minimum of 2 scholarly products in 2021. 18% (3/17) of the tenured/tenure track faculty produced 1 scholarly product in 2021.</p> <p>**Note: 1 newly employed tenure track faculty (8/21) was excluded from these calculations as there is no</p>

		<i>scholarly expectation in the first semester of hire.</i>
Service and Leadership	100% of full-time faculty maintain college/university/community service contributions consistent with designated rank.	Goal Met 100% of full-time faculty are involved in service
Practice	100% of full-time faculty who require national certification for teaching advanced practice nursing maintain certification in their specialty	Goal Met: 100% of the faculty who teach in the APRN concentrations meet the requirements for national certification in their respective fields.
Professional Development	100% of full-time faculty engage in at least one professional development activity each year, such as: workshop or conference attendance, earning CEUs, enroll in educational program of study, earn new or additional certification	Goal: Met 100% of the full-time faculty engaged in at least one professional and/or faculty development activity in 2021.

SLO 1: MSN students will synthesize nursing knowledge into evidence-based practice.

SLO 1: Synthesize nursing knowledge into evidence-based practice

Concentration	Metric	Benchmark	% Students Meeting Benchmark
Nursing Administration (NUAD)	State of the Science paper	84%	100
Nursing Education (NUED)	State of the Science Paper	84%	100
Family Nurse Practitioner (FNP)	Final Preceptorship (NURS 6616)	Pass	100
Psychiatric Mental Health Nurse Practitioner (PMHNP)	Final Preceptorship (NURS 6911)	Pass	No data available, no graduates to date

SLO 2: Concentration specific outcomes

- Family Nurse Practitioner - Demonstrate competency in providing primary care across the life span to individuals, families, groups, and communities.

Benchmark: Students earn a grade of “Pass” on the final “Faculty Evaluation of Student Performance” in the NURS 6616 Final FNP Preceptorship course.

- **Nursing Administration** - Demonstrate advanced level nursing administration competencies in healthcare delivery systems, policies, and practice.

Benchmark: Students earn a minimum of an 84% on both the final “Clinical Evaluation Tool” and the “Environmental Assessment and Analysis Assignment” in the NURS 6309 Nursing Administration Practicum course.

- **Nursing Education** - Demonstrate nurse educator competencies in didactic and clinical settings, with a working knowledge of organizational structure and role responsibility.

Benchmark: Students earn a minimum of 84% on the “Nursing Education Final Evaluation Tool” in the NURS 6209 Nursing Education Practicum course.

- **Psychiatric Mental Health Nurse Practitioner**- Demonstrate competency in providing mental health care with individuals, families, populations, and systems.

Benchmark: Students earn a grade of “Pass” on the final “Faculty Evaluation of Student Performance” in the NURS 6611 Final PMHNP Preceptorship course.

SLO 2: Concentration Specific Outcomes

Concentration	SLO	Metric	Benchmark	Outcome: % students meeting benchmark
NUAD	Demonstrate advanced level nursing administration competencies in healthcare delivery systems, policies, and practice.	Clinical Evaluation Tool (NURS 6309)	84%	100%
		Environmental Assessment and Analysis Assignment (NURS 6309)	84%	100%
NUED	Demonstrate nurse educator competencies in didactic and clinical settings, with a working knowledge of organizational structure and role responsibility.	Nursing Education Final Evaluation Tool (NURS 6209)	84%	100%
FNP	Demonstrate competency in providing primary care across the life span to individuals, families, groups, and communities.	Faculty Evaluation of Student Performance (NURS 6910)	Pass	100%

PMHNP	Demonstrate competency in providing mental health care with individuals, families, populations, and systems.	Faculty Evaluation of Student Performance (NURS 6911)	Pass	No data. No graduates to date.
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The benchmark for concentration specific outcomes was met with the exception of the PMHNP concentration (too early to measure).

Modification for Improvement:

PG 1: The Whitson-Hester School of Nursing will maintain compliance with required agencies.

The Continuous Improvement Process Report (CIPR), the mid-cycle accreditation report, will be due on December 1, 2022. The next BSN and MSN accreditation visit will take place in September 2023.

In addition, to the above modifications the AACN has adopted new Essentials for Nursing Education in 2021. CCNE has established task force groups to review the new AACN Essentials with an expected adoption date by January 2024. Following the CCNE Accreditation visit in September 2023, the WHSON will begin the process of revising the curriculum to meet the new Essentials. National Organization for Nurse Practitioner Faculty (NONPF) is also revising national guidelines and expectations for NP programs. Those revisions have been adopted, but the implementation date has not been published. These changes will require major revision in the NP concentrations (FNP and PMHNP). Both the Dean of the WHSON and the FNP Concentration Coordinator were active in the NONPF and National Task Force on NP Education meetings as the new standards were developed.

PG 2: Graduates of the Whitson-Hester School of Nursing MSN will pass certification where applicable.

While the FNP certification rates remain above both the WHSON and national standards, the faculty continue to address certification preparation. FNP faculty are assigned FNP final semester students to provide individual advisement related to the certification exam and work with the students to develop a post-graduation plan for certification preparation. Faculty remain in contact with these graduates until the sit for certification to provide encouragement, feedback and support.

The same process will occur in the PMHNP cohort in their final semester in Fall 2023.

While Nursing Education students (NUED) are not required to be certified to practice as Nurse Educators, WHSON faculty revised the NUED curriculum in 2021 to include NURS 6212 “Preparation for Certification” to prepare students to sit for the Certified Nurse Educator certification exam. The first students to graduate under that program of study will be 2023.

PG 3: *The Whitson Hester School of Nursing will maintain strong graduation rates in the MSN program.*

1. While all MSN students are on track to meet the benchmark of graduation within 6 years of admission, two issues have been identified that has impacted students graduating within the scheduled 7 semesters in the FNP concentration. COVID in 2020 and 2021 delayed many students in the completion of their clinical courses, all of those students have removed any Incomplete grades and most have moved to graduation.
2. NURS 6615: Pediatrics and Women's Health Practicum created unanticipated delays for several students as both Pediatrics and Women's Health specialties are limited and COVID-19 increased these issues as these are vulnerable populations. FNP faculty evaluated the course and assessed available clinical affiliates to meet the objectives of the course. The FNP concentration requires practice in the primary care setting seeing a range of clients from prenatal to birth, pediatrics, all ages of adults until end of life. NURS 6615 was limiting the clinical practicum to pediatrics and women's health, rather than focusing on all age groups. Faculty proposed NURS 6615 course name be changed to "Primary Care of the Family: Practicum and changed the course description to reflect an increased emphasis on primary care of the family and care across the lifespan. This change complies with the National Task Force, FNP certifying agencies, accreditation and the TN Board of Nursing and was approved by the TTU Graduate Studies Executive Committee in Spring 2021.

This change increases the availability of clinical sites for students and preventing delays in progression related to clinical placement.

Student Learning Outcomes

All SLO's were met but the WHSON plans the following over the next 3 years to insure ongoing improvement in the program:

1. Development of an Adult Geriatric Acute Care NP concentration to address the need for mid-level acute care providers in acute care facilities that are experiencing unprecedented shortages in health care providers.
2. Development of several Post Graduate Certification Programs to meet the health care needs in the following specialties: Pediatrics with a PNP, Acute Care with the AGACNP, Mental Health with the PMHNP and Women's Health with the WHNP.
3. American Association of Colleges of Nursing (AACN) adopted new Essentials of Nursing Education in Spring 2021 with a planned implementation over a 3-year time frame. However, our accrediting body, CCNE will not officially adopt these essentials until January 2024. We will begin planning for the changes in the Fall 2023.

Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

Required Courses and Experiences	<p align="center">WHSON MSN Program Objectives</p>						
	Demonstrates knowledge and competencies in advanced nursing practice, nursing education and nursing administration	Integrate specialized knowledge and theories from nursing and related disciplines into advanced nursing roles	Use research to validate and refine knowledge relevant to advanced nursing roles	Practice advanced nursing roles in collaborative relationships across disciplines and in partnership with communities (i.e., nursing education, nursing administration, and advanced clinical practice)	Manage the healthcare of clients within legal, ethical and professional standards	Improve the health of clients among diverse population groups	Promote positive changes in healthcare delivery, health policies and nursing practice
NURS 6000	I		I	I	I		
NURS 6001	R	I	R	R	I	I	R
NURS 6002	R	I	R	R	R	R	R
NURS 6003	I	R	I	R	R	I	R
NURS 6101	M	R	M	M	R	M	R
NURS 6102	R	R	R	R	R	I	R
NURS 6103	M	R	M	R	R	R	R
NURS 6104	R	R	R	M	M	M	R
NURS 6204	I	R	R	R		R	R
NURS 6205	I	R	R	R	R	R	R
NURS 6207	M	M	R	M	R	M	M
NURS 6209	M	M	M	M	R	M	M
NURS 6301	I	I	R	R	R	R	R
NURS 6302	R	R	R	R	R	R	R

NURS 6303	R	M	R	R	R	R	R
NURS 6304	R	M	M	I	R	I	I
NURS 6305	M	M	R	R	M	R	R
NURS 6307	M	R	R	R	R	R	R
NURS 6309	M	R	R	M	M	M	M
NURS 6610	R	R	R	R	R	R	R
NURS 6611	R	R	R	M	M	M	M
NURS 6612	R	R	R	R	R	R	R
NURS 6613	R	R	R	M	M	M	M
NURS 6614	R	R	R	R	R	R	R
NURS 6615	R	R	R	M	M	M	M
NURS 6616	R	R	R	M	M	M	M
NURS 6910	R	R	R	R	I	R	R
NURS 6990	M	M	M	R	R	R	M
Other: Exit Exam		A		A			
NURS 6210	I	R	R	R			R
NURS 6211	R	M	M	R	R	R	M
NURS 6212	M	R	M	R			M